

Nigeria Education Fact Sheets | 2023

Analyses for learning and equity
using MICS data



MICS-EAGLE

Acknowledgements

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Table of contents

Introduction	4
Topic 1: Completion Rates.....	6
Topic 2: Skills	14
Topic 3: Out-of-School Children	24
Topic 4: Early Learning.....	34
Topic 5: Repetition and Dropout.....	42
Topic 6: Child Protection.....	52
Topic 7: Education for Children with Functional Difficulties.....	56
Topic 8: Remote Learning	62
Topic 9: Pathway Analysis	70

Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past 25 years, this household sample has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been conducted in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), early childhood development and education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT – SDG4.4.1), and child functioning (child disability – SDG4.5.1), as well as parental involvement in education.

MICS6 in Nigeria

MICS was carried out in 2021 by the National Bureau of Statistics (NBS) as part of the Global MICS Programme. Technical support was provided by the United Nations Children’s Fund (UNICEF), with government funding and financial support of UNICEF, Gavi, the Vaccine Alliance, and Bill & Melinda Gates Foundation (BMGF). The fieldwork was carried out between September to December 2021. For all education questions, 2020-2021 school year is the school year of reference, i.e., ‘current school year’.

Differences between estimates from household survey and EMIS

In MICS, the questions on education are focused on ‘attendance’ instead of ‘enrolment’. For all 3-to 24-year-olds, an array of information on school attendance and completion is collected. This information is collected for all children residing in the household at the time of data collection. Education information collected includes whether they ever attended school, whether they attended school in school year 2020-2021, their highest level of education, whether they attended school in school year 2019-2020, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out-of-school rate, dropout and repetition rates in MICS6 and MICS Education Analysis for Global Learning and Equity (MICS-EAGLE) factsheet for Nigeria. It is therefore important to note that while indicators in MICS and Education Management Information System (EMIS) may share the same names, they are different. The difference arises as a result of difference in data sources, or the respondents in both sources, the school year, the question/concept used to calculate the indicator (attendance versus enrolment). However, estimates from both MICS and EMIS help provide a broad understanding of the education situation in Nigeria.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE initiative in 2018 with the objective of improving learning outcomes and equity issues in education. MICS-EAGLE addresses two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. It is designed to:

- Support education sector situation analysis and sector plan development by building national capacity and leveraging the vast wealth of MICS6 education data; and
- Build on the MICS6 education data to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socio economic characteristics of children in a certain category, and answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 14-16 years who have not completed primary education. In Nigeria, 24 per cent of children aged between 14 and 16 have not completed primary education. Among these 27 per cent who have not completed primary education, 52 per cent are males and 48 per cent are females.

How are these fact sheets structured?

The MICS-EAGLE initiative offers activities at the national, regional and global level. The eight topics listed below are analysed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Education for Children with Functional Difficulties



Early Learning



Out-of-School Children



Repetition and Dropouts

(internal efficiency)



Child Protection

(child labour and child marriage)



Remote Learning



Guiding questions

1. For which level of education is the completion rate the lowest?
2. What region and ethnicity have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socio-economic characteristics of children who do not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people 3 to 5 years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has six grades, then the intended age for the last grade of primary education is 11 years. In this case, the reference age group for calculation of the primary completion rate would be 14-16 years ($11 + 3 = 14$ and $11 + 5 = 16$). This indicator is used to calculate SDG 4.1.2 – completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 1 Overview of completion rates

Richest	97%	94%	90%
Urban	90%	85%	76%
Total	73%	68%	54%
Rural	61%	53%	37%
Poorest	34%	27%	16%
	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY



Box 1

Completion rate in Nigeria MICS and Nigeria EMIS

Using administrative data, the completion rate is determined by dividing the total number of students completing the last grade of the level by the population of the official age in that grade. In contrast, in MICS and other household survey data, the completion rate represents the percentage of a cohort of children or young people 3 to 5 years older than the intended age for the last grade of each education level (primary, junior secondary, or senior secondary) who have successfully completed that level of education.

As per the definitions, although both MICS and EMIS calculate an indicator with the same name, i.e., completion rate, the numerator and denominator of the completion rate differ according to the data source. It is important to note, however, that both calculation methods aim to capture the efficiency of education systems, with the completion rate (in EMIS and household surveys) being sensitive to repeaters, late entrants, and dropouts.

FIGURE 2 Primary completion rates

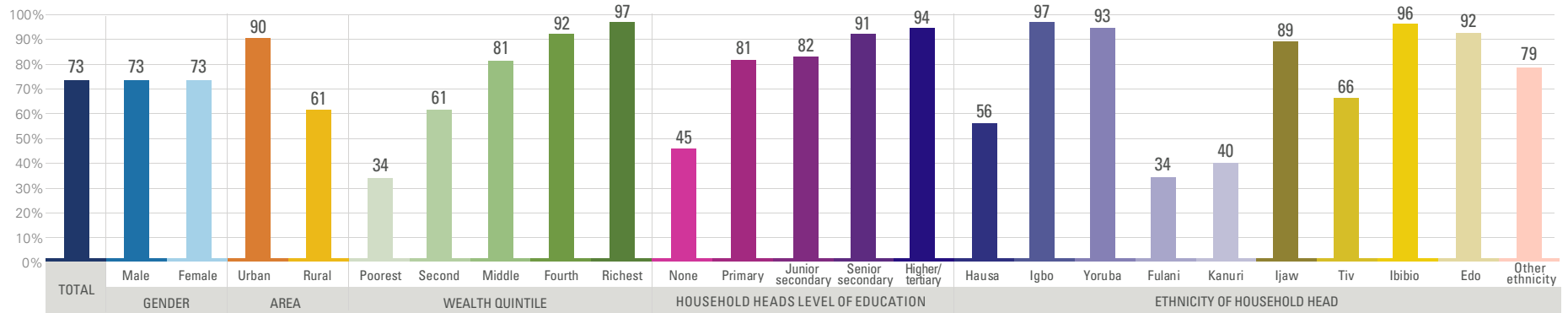


FIGURE 3 Junior secondary completion rates

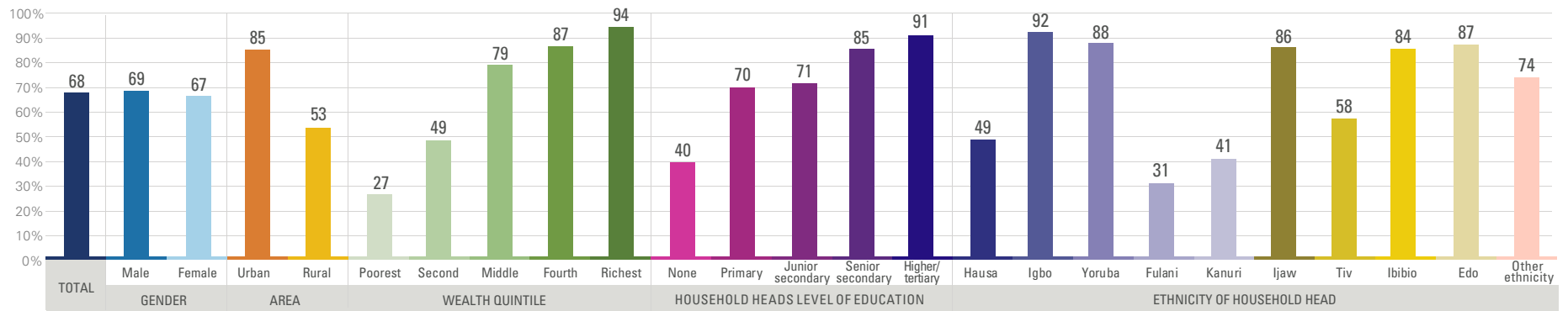
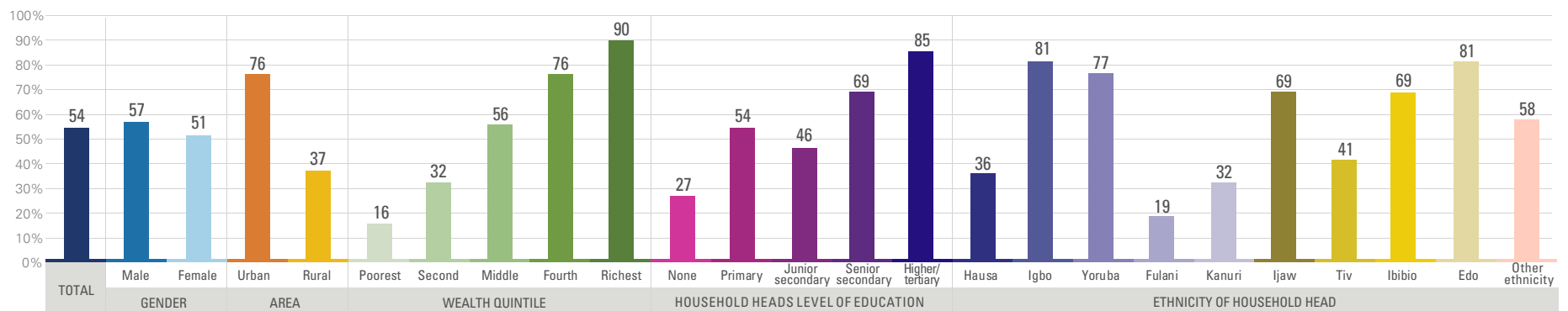


FIGURE 4 Senior secondary completion rates



Findings

- The primary completion rate in Nigeria is 73 per cent, indicating that about one fourth of the children of primary school completion age did not complete primary education. The differences are notable by various background characteristics.
- Completion rates decline for junior secondary school to 68 per cent, and further drop to 54 per cent for senior secondary level.
- At all levels, rural and poor children have completion rates below the average for all of Nigeria, whereas urban and wealthier children have completion rates above the average. In particular, children belonging to the poorest quintile have much lower completion rates than other groups.
- The gap between the completion rates of children from the wealthiest and poorest wealth quintiles remains high at all levels of the education system. In primary, 97 per cent of children from the wealthiest quintile complete their education, compared to only 34 per cent from the poorest quintile. Furthermore, while 90 per cent of children from the wealthiest quintile complete senior secondary education, less than 16 per cent of children from the poorest quintile do so.
- Across different ethnicities, children with Igbo, Yoruba, Ijaw, Ibibio or Edo ethnicity generally have higher completion rates than others. In contrast, completion rates for children with Fulani or Kanuri ethnicity are lower than others.



Completion rate by states

FIGURE 5 Primary completion rates

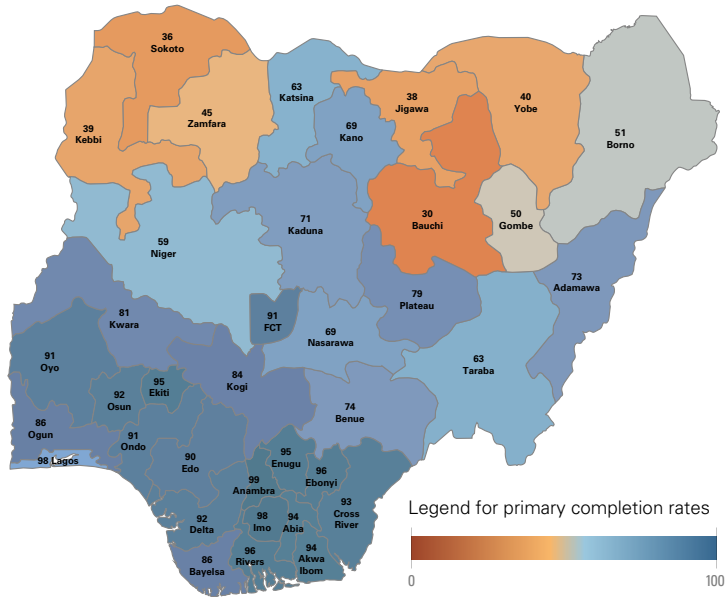


FIGURE 6 Junior secondary completion rates

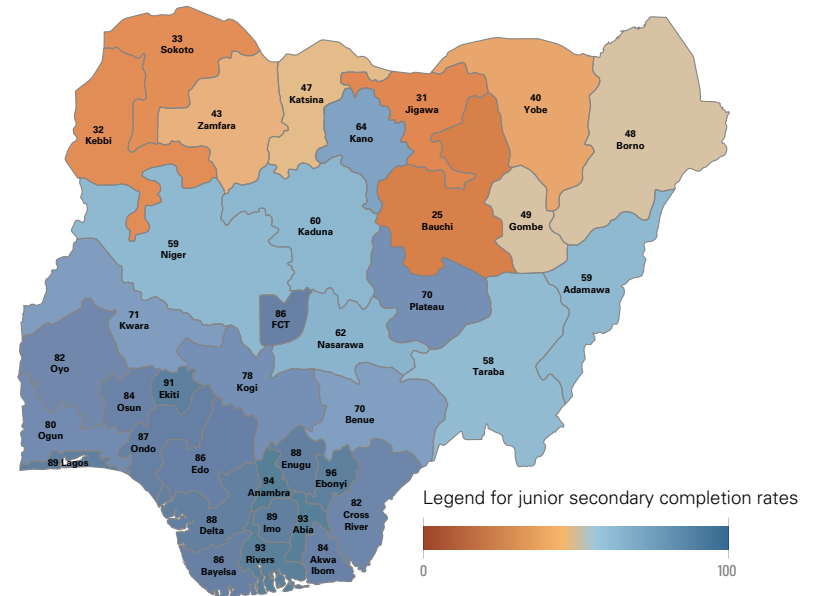
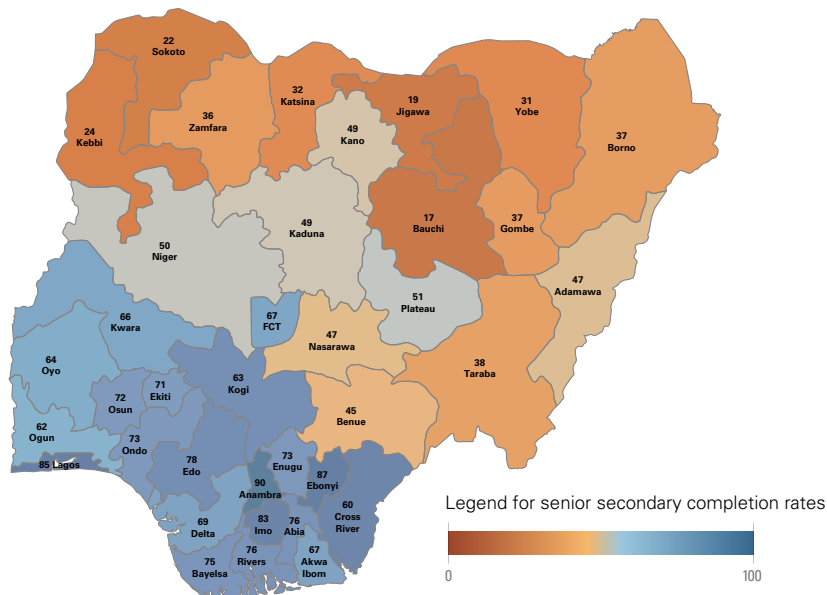


FIGURE 7 Senior secondary completion rates



Findings

- Across all levels of education, southern states have better completion rates than northern states. However, it is important to note that completion rate accounts for those 3 to 5 years older than those expected to complete a level. Therefore, migration within a country after finishing a level of education could have implications on these completion rates by states. This is because these completion rates are calculated based on the household location at the time of the survey and do not account for migratory status.
- Completion rates decline for all levels, although some states such as Abia and Rivers (on the higher side of the spectrum) and Yobe and Gombe (in the middle of the spectrum) do not show a steep decline in completion rate between primary and junior secondary
- At the senior secondary level, there is a steep decline in completion rates across all states.
- At the primary level, Anambara state has the highest completion rate at 99 per cent. On the other hand, the primary completion rate in the state of Bauchi is less than half of these states, at 30 per cent.

Profile of children not completing school

These profiles are based on the share of children not completing each level of education in Nigeria, where 27 per cent do not complete primary education, 32 per cent do not complete junior secondary education, and 46 per cent do not complete senior secondary education.

FIGURE 8 Profiling of children who do not complete school, by level of education and by **gender**

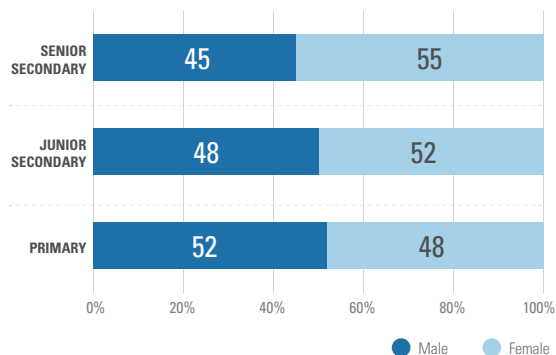


FIGURE 9 Profiling of children who do not complete school, by level of education and by **area**

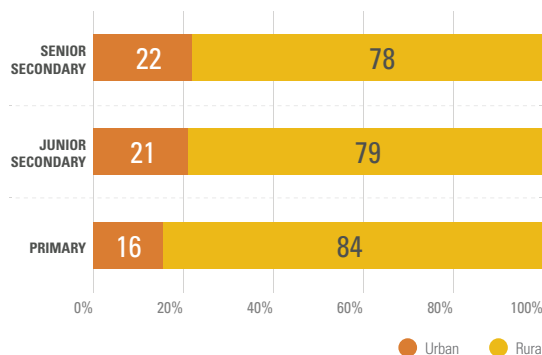


FIGURE 10 Profiling of children who do not complete school, by level of education and by **mother's level of education**

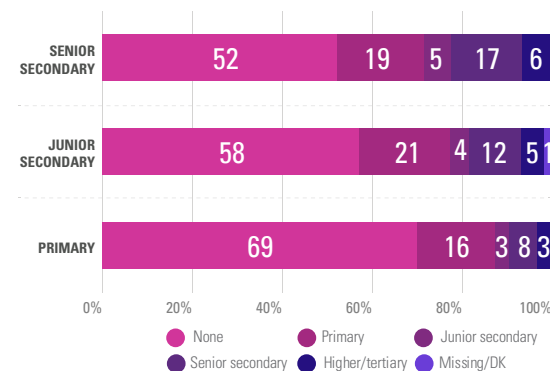


FIGURE 11 Profiling of children who do not complete school, by level of education and by **wealth quintile**

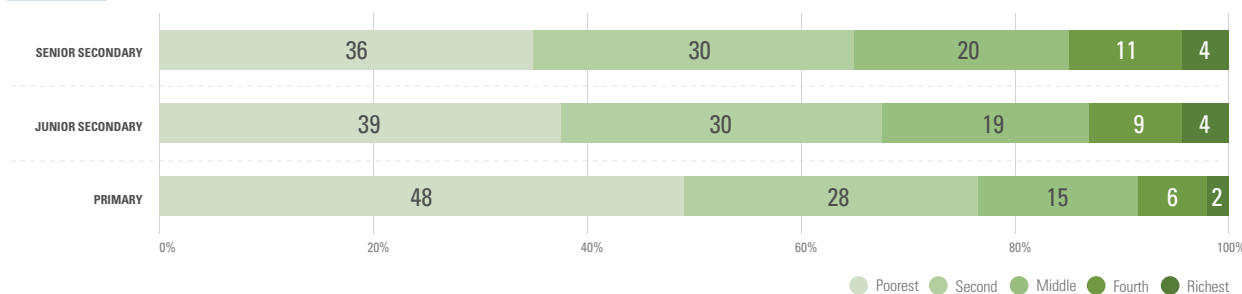
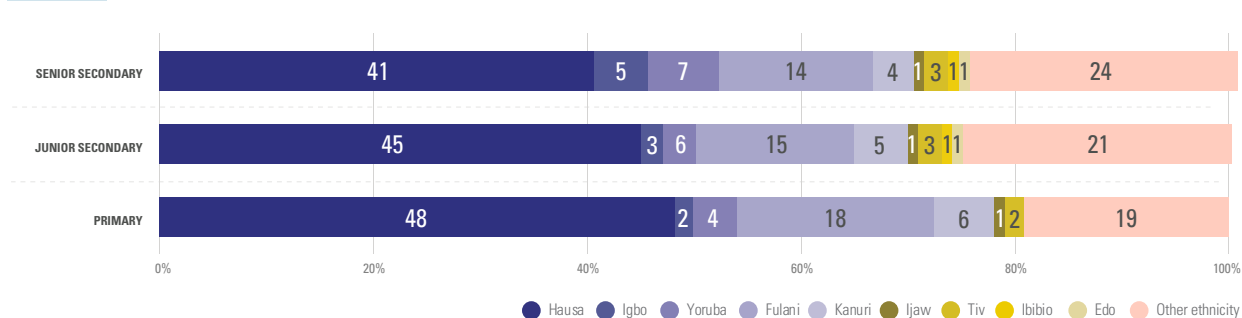


FIGURE 12 Profiling of children who do not complete school, by level of education and by **ethnicity of household head**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary, there are a slightly higher share of boys. However, girls account for a greater proportion of those who do not complete the senior secondary level.
- Across all levels, among children not completing the level, the majority reside in rural areas.
- Among those not completing a level of education, the majority have mothers who have no education.
- Children from the poorest two wealth quintiles make up almost half of those who do not complete junior secondary school, and their over-representation persists through the education system.
- Among children who do not complete each level of education, more than 40 per cent belong to Hausa ethnicity.

TABLE 1. Completion rates

Shares and headcounts of incomplete by various socio-economic characteristics

		Non-completion rates (%)			Headcount of children who did not complete		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
Total		27%	32%	46%	3,927,800	4,226,200	5,273,000
Gender	Male	27%	31%	43%	2,023,300	2,043,600	2,358,500
	Female	27%	33%	49%	1,904,500	2,182,600	2,914,600
Area	Urban	10%	15%	24%	639,000	877,300	1,205,300
	Rural	39%	47%	63%	3,288,800	3,348,900	4,067,700
Wealth quintile	Poorest	66%	73%	84%	1,872,700	1,629,300	1,853,500
	Second	39%	51%	68%	1,122,600	1,265,200	1,569,800
	Middle	19%	27%	44%	593,700	797,900	1,051,900
	Fourth	8%	13%	24%	251,500	367,700	588,700
	Richest	3%	6%	10%	87,300	166,100	209,200
Ethnicity of household head	Hausa	44%	51%	64%	1,887,200	1,900,200	2,117,600
	Igbo	3%	8%	19%	64,600	146,000	284,800
	Yoruba	7%	12%	23%	164,100	254,000	373,300
	Fulani	66%	69%	81%	689,100	641,300	715,500
	Kanuri	60%	59%	68%	221,900	190,200	189,700
	Ijaw	11%	14%	31%	29,300	33,100	64,100
	Tiv	34%	42%	59%	94,100	113,600	168,700
	Ibibio	4%	16%	31%	11,500	39,100	63,900
	Edo	8%	13%	19%	18,500	29,300	36,200
Other ethnicity	21%	26%	42%	747,600	879,400	1,259,100	
Zone	North Central	26%	30%	46%	546,700	593,900	850,500
	North East	51%	55%	67%	1,143,700	1,076,800	1,161,600
	North West	44%	51%	63%	1,849,900	1,846,900	2,097,500
	South East	3%	9%	18%	45,700	122,400	210,200
	South South	7%	13%	29%	151,700	239,800	466,400
	South West	7%	15%	27%	190,000	346,500	486,900

Completion rates – Percentages & estimated numbers by various socio-economic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the non-completion rates for each group (indicated on the y-axis)

FIGURE 13 Rate of non-completion and headcounts of children who do not complete **primary** school

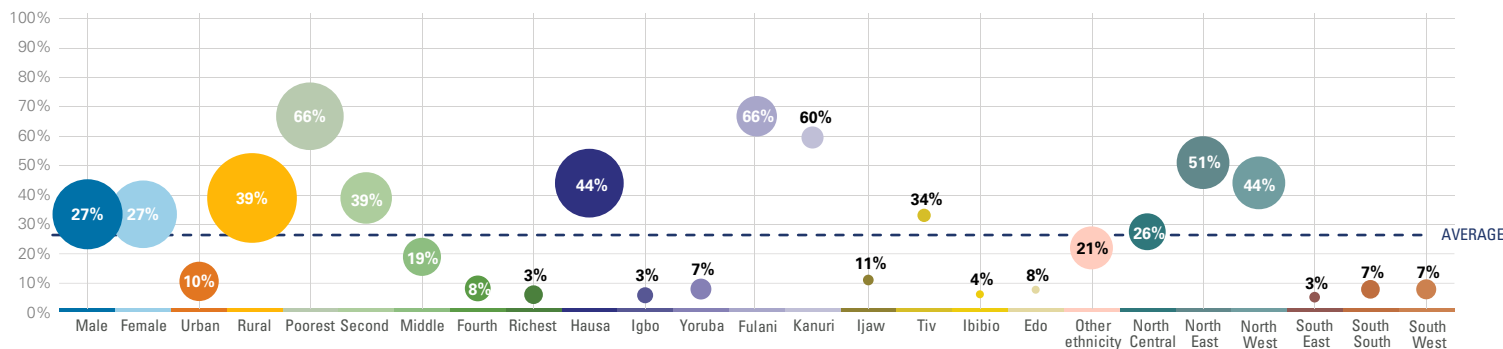


FIGURE 14 Rate of non-completion and headcounts of children who do not complete **junior secondary** school

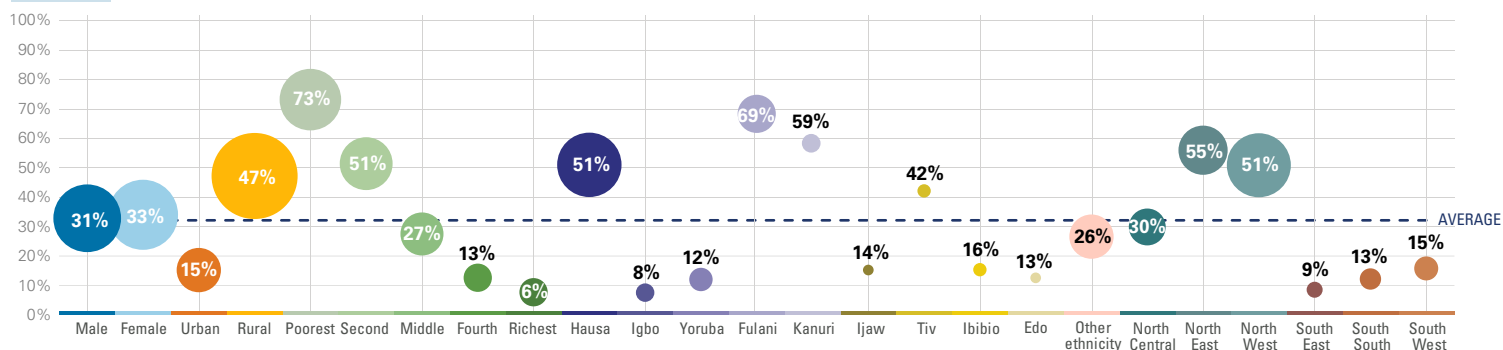
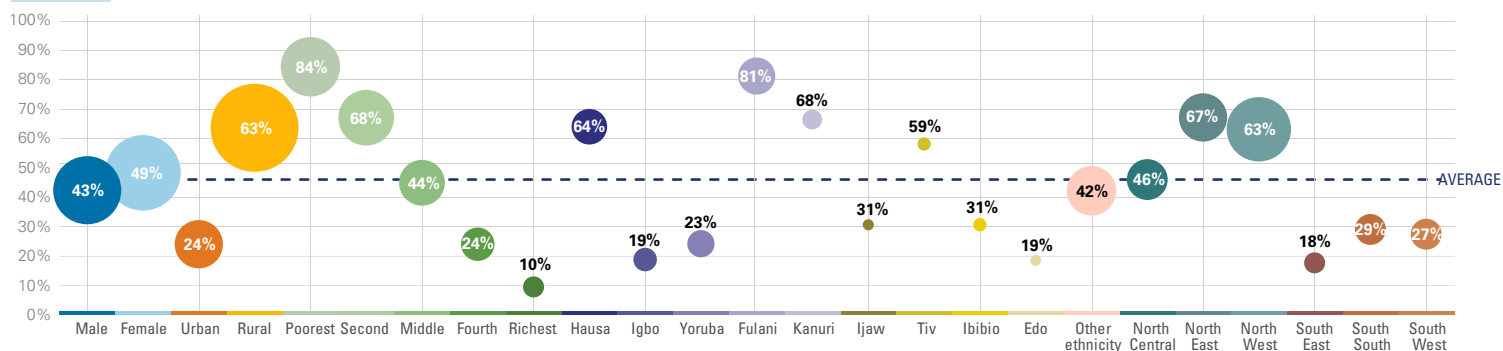


FIGURE 15 Rate of non-completion and headcounts of children who do not complete **senior secondary** school



Findings

- At primary level, the non-completion rate is the same for both boys and girls. However, the non-completion rate for girls is slightly higher at junior secondary (33 per cent for girls vs 31 per cent for boys) and senior secondary level (49 per cent for girls vs 43 per cent for boys).
- There is substantial variation in non-completion rates by urban-rural location and socio-economic status, as rural children and poorer children have much higher non-completion rates at all three levels.
- The headcount and rate of incompletion vastly differ in northern and southern regions across the three levels. Northern regions have higher non-completion rates and headcounts than southern.
- Igbo, Yoruba, Ijaw, Ibibio and Edo have lower incompletion rates than other ethnicities. In contrast, Hausa, Fulani and Kanuri ethnicities have higher incompletion rates and number of children who do not complete than other ethnicities.



2835 + 1361 = 4196

3620 + 384 = 4004

(S) 593 - 426 = 167

Topic 2 Skills

Guiding questions

1. By which grade do most children acquire foundational skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills measured at the Grade 2/3 level

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. These data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i) reading and (ii) numeracy, by sex.

FIGURE 16 Share of children with foundational skills by grade

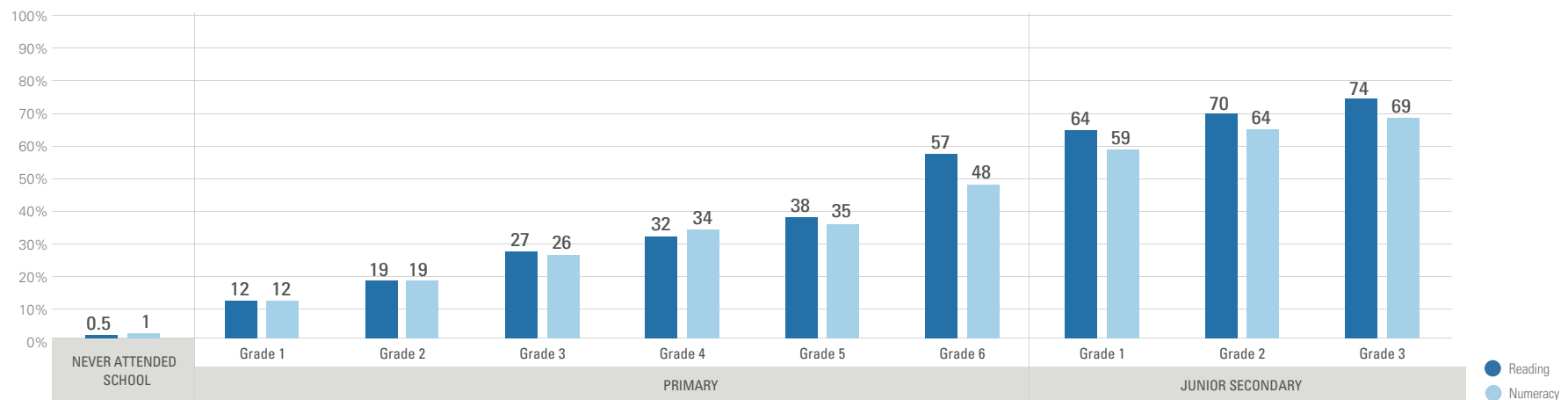


FIGURE 17 Share of children aged 7 to 14 with foundational reading skills by socio-economic and demographic factors

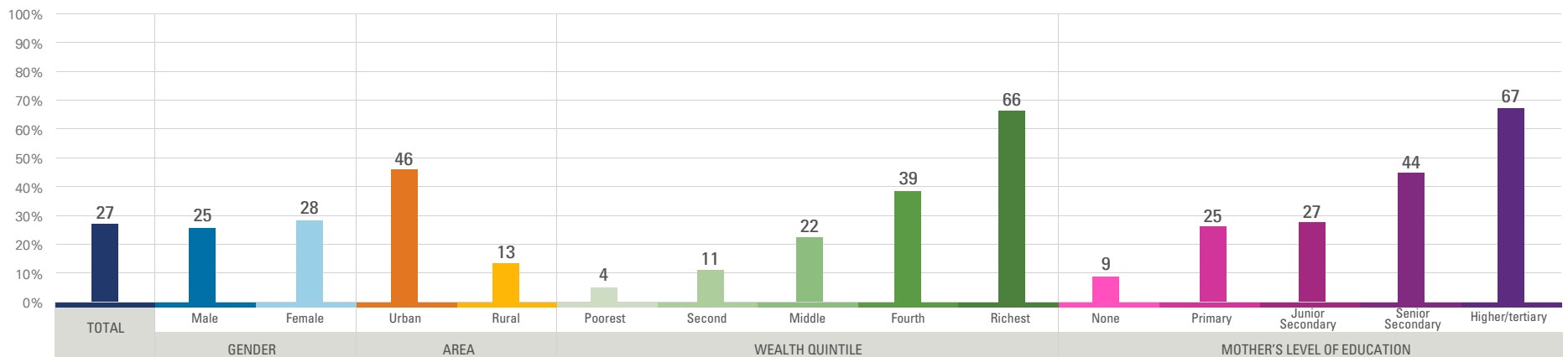


FIGURE 18 Share of children aged 7 to 14 with foundational **numeracy skills** by socio-economic and demographic factors

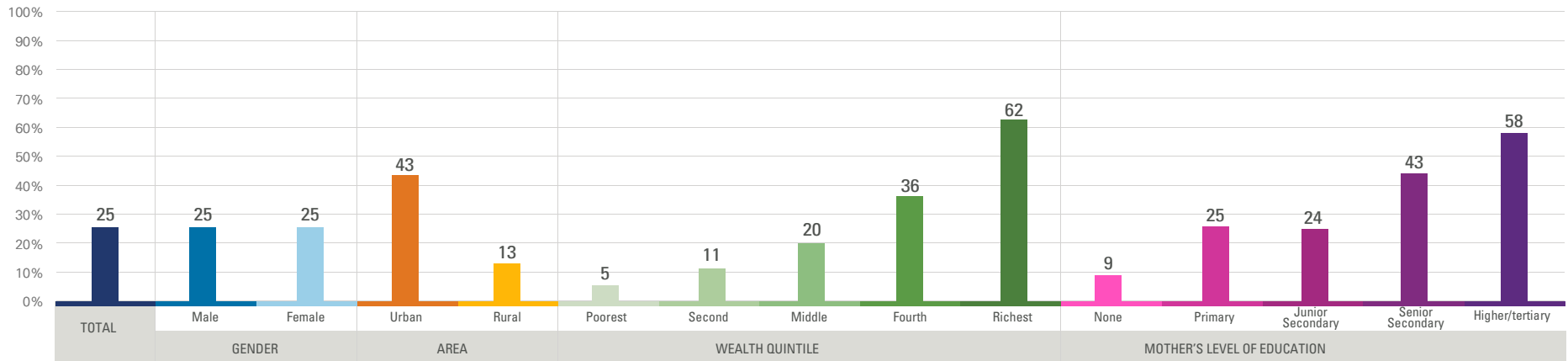


FIGURE 19 Share of children aged 7 to 14 with foundational **reading skills** by ethnicity

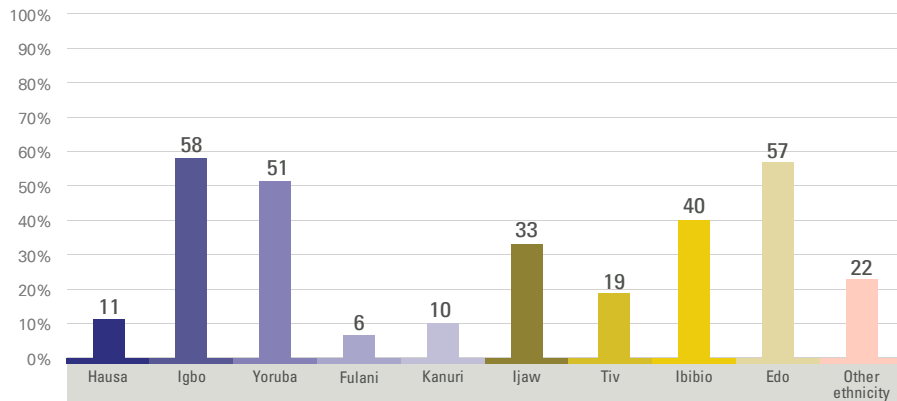


FIGURE 20 Share of children aged 7 to 14 with foundational **numeracy skills** by ethnicity

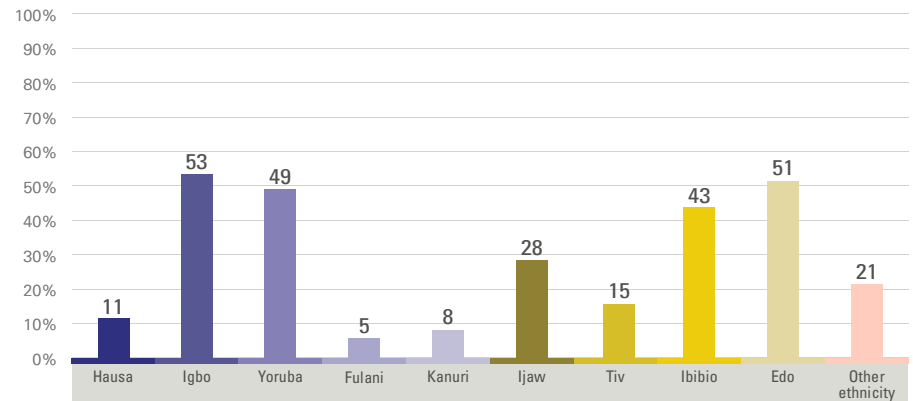
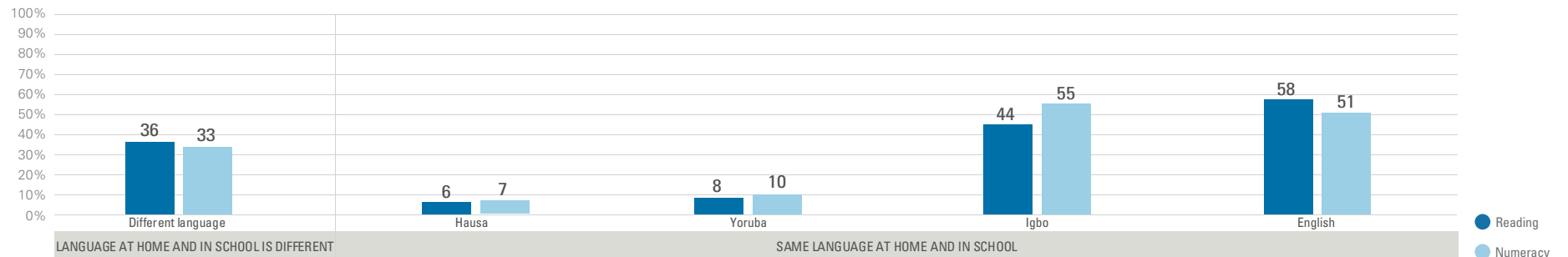


FIGURE 21 Share of children aged 7 to 14 by language most spoken at home and language of instruction teacher uses in school



Findings

- In Nigeria, overall, 27 per cent of children aged 7 to 14 have foundational reading skills and 25 per cent of children aged 7 to 14 have foundational numeracy skills.
- The Foundational Learning module assesses skills at the grade 2/3 level. However, only 27 per cent of children who have grade 3 as the highest grade attended have the expected reading skills for that grade, while 26 per cent of children have the expected numeracy skills.
- Data indicates that children learn by staying in school, as the share increases with each highest grade attended. Foundational skills are very low for children who never attended school.
- The share of children with reading skills assessed at grade 2/3 level increases from 27 per cent in primary grade 3 to 64 per cent in junior secondary grade 1, whereas the share of children with numeracy skills at the Grade 2/3 level increases from 26 per cent in primary grade 3 to 59 per cent in junior secondary grade 1. It is crucial to highlight that all children are evaluated based on the content of grade 2/3, and notably in Nigeria, there are children whose highest grade is junior secondary grade 2 yet they still lack these foundational skills.
- Learning gaps along socio-economic lines can be seen in Nigeria, where a higher share of urban and wealthy children have foundational reading and numeracy skills.
- The largest gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 62 percentage points higher than the share of children from the poorest wealth quintile. A similar gap can be seen in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is 62 compared to 5 per cent of children from poorest wealth quintile.
- Across different ethnicities, a smaller share of children with Fulani, Kanuri and Hausa ethnicities have foundational reading or numeracy skills than those from other ethnicities, whereas a higher share of children with Yoruba, Edo and Igbo ethnicities have foundational reading or numeracy skills.
- Among 7- to 14-year-olds who have a different language at home and in school, 36 per cent have foundational reading skills and 33 per cent have foundational numeracy skills. However, among children who speak the same language at home and in school, Igbo speaking and English speaking children have higher foundational reading and numeracy skills than children who have dissimilar language at home and language of instruction. On the other hand, Hausa and Yoruba speaking children have very low foundational reading and numeracy skills despite speaking the same language at home and in school. This may indicate resources and quality constraints Hausa and Yoruba speaking children may be facing.



Literacy and ICT skills

ICT skills are measured based on whether an individual carried out computer-related activities in the three months preceding the survey.

An individual is literate if (i) they attended secondary or higher level of education and (ii) they can read all, or part of, a typed sentence which is shown to them.

FIGURE 22 Literacy rates among youth aged 15 to 24

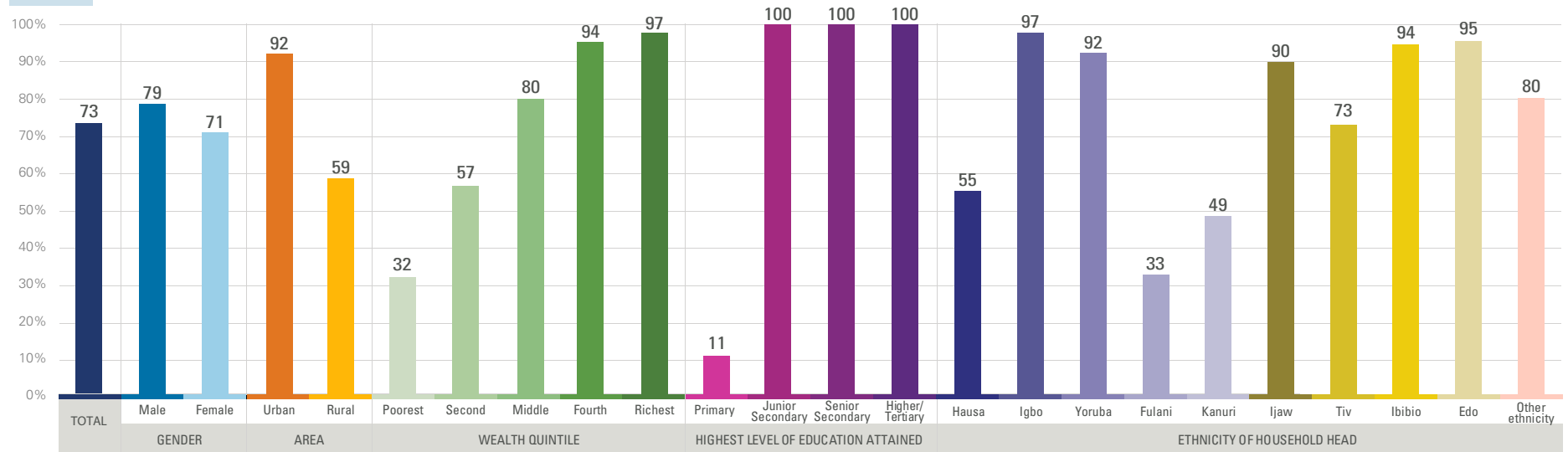
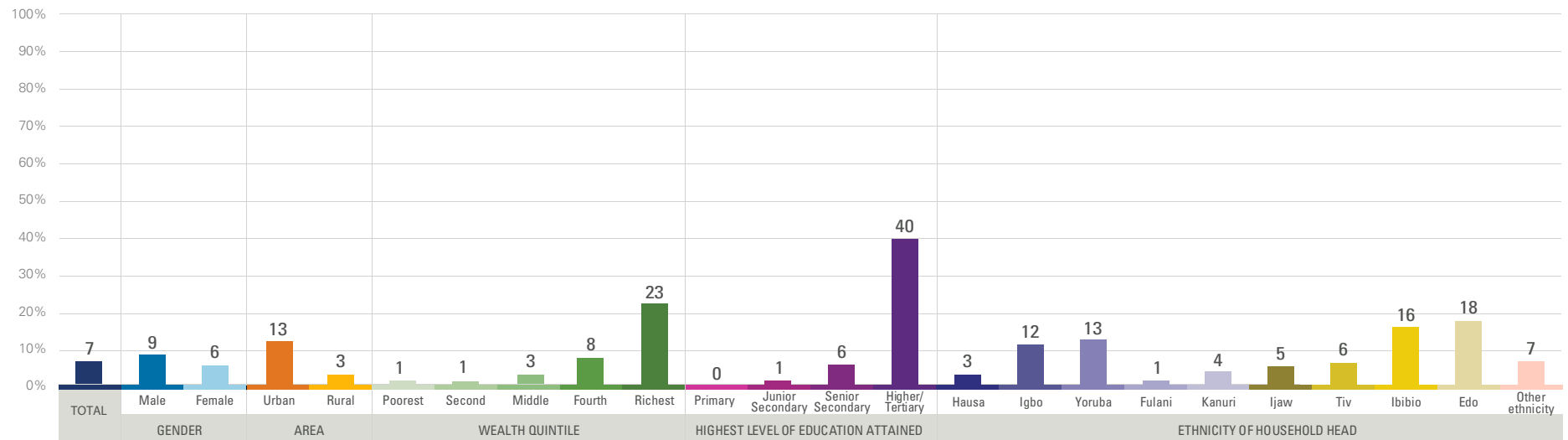


FIGURE 23 ICT skills among youth aged 15 to 24



Findings

- 73 per cent of 15- to 24-year-olds in Nigeria are literate. In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance, i.e., those who attended lower secondary or higher are counted as literate. However, those who only attended primary school have lower literacy rates at 11 per cent.
- There are substantial variations in literacy rate across different wealth quintiles. 32 per cent of youth in the poorest households are literate, compared to 97 per cent of their peers from the richest households.
- Only 7 per cent of 15- to 24-year-olds have ICT skills in Nigeria. ICT skills is calculated based on responses to nine ICT-related activities in MICS.
- More males and urban youth have ICT skills than females or rural youth. Strong inequities are observed in ICT skills signaling the digital divide may exist along socio-economic lines.
- The largest difference in ICT skills is observed based on the highest level of education attained, with 40% of youth with higher education possessing ICT skills, while none of the youth with primary education have acquired these skills.



Share of children aged 7 to 14 with foundational skills

FIGURE 24 Foundational reading skills for 7- to 14-year-olds

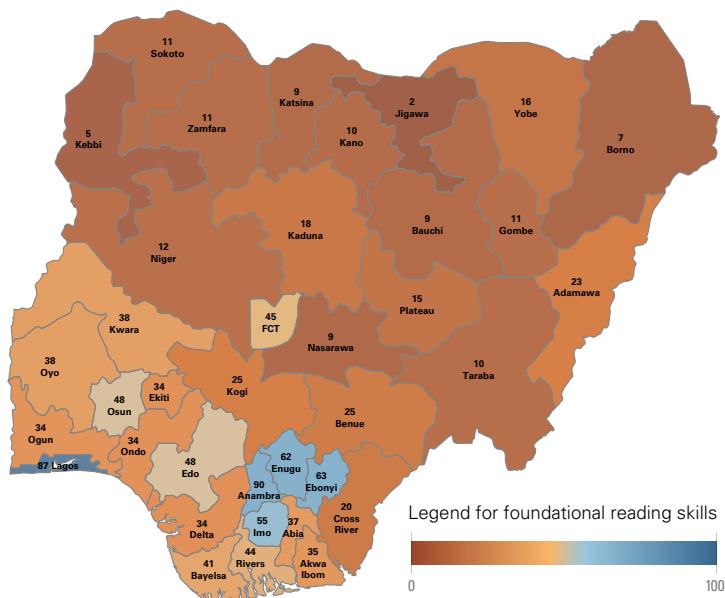
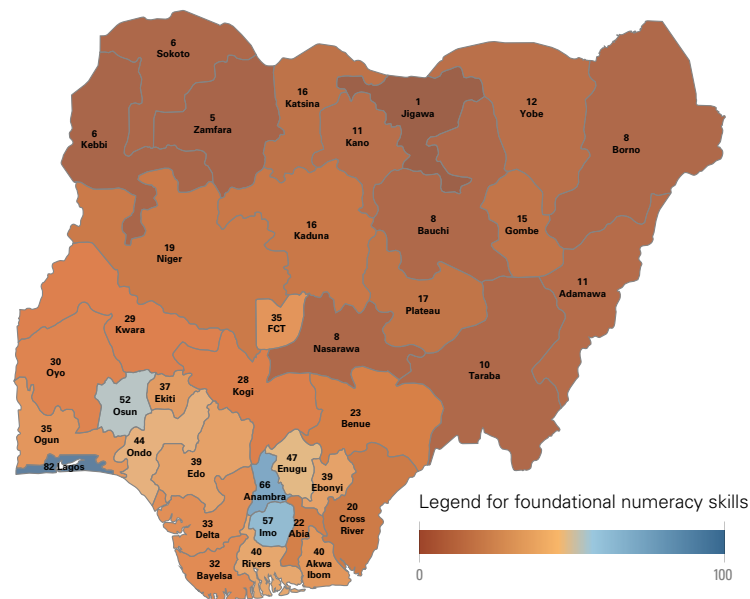


FIGURE 25 Foundational numeracy skills for 7- to 14-year-olds



Findings

- Variation in foundational skills is notable by state. In Lagos, 87 per cent of children aged 7 to 14 have foundational reading skills, which is more than double the rates observed in neighbouring Ogun and Ondo states (at 34 per cent) and about nine times more than Bauchi state.
- Overall, in foundational reading skills, only five states have shares higher than 50 per cent, with an additional three states having between 45 to 50 per cent. The majority of the states have fewer than 45 per cent of children with foundational reading skills.
- Foundational numeracy skills show a similar trend, although with fewer (four) states having more than 50 per cent of children with foundational numeracy skills. In 17 states, the share of children with foundational numeracy skills is less than 20 per cent. This means that in these states 8 out of 10 children cannot do basic numeracy tasks.

Profile of children not learning

These profiles are based on the 73 per cent of children surveyed in Nigeria aged 7 to 14 who do not have foundational reading skills and the 75 per cent who do not have foundational numeracy skills.

FIGURE 26 Profile of children who do not have foundational skills by **gender**

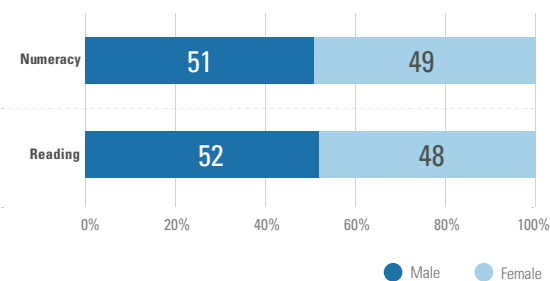


FIGURE 27 Profile of children who do not have foundational skills by **area**

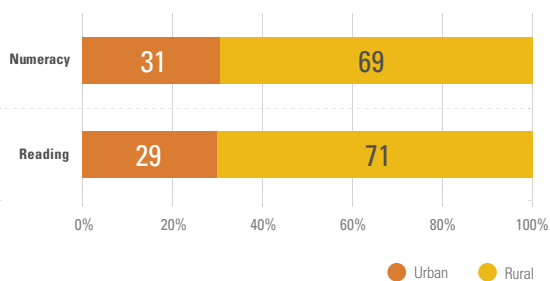


FIGURE 28 Profiling of children who do not have foundational skills by **mother's level of education**

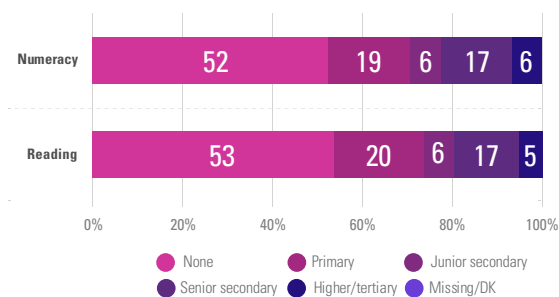


FIGURE 29 Profile of children who do not have foundational skills by **wealth quintile**

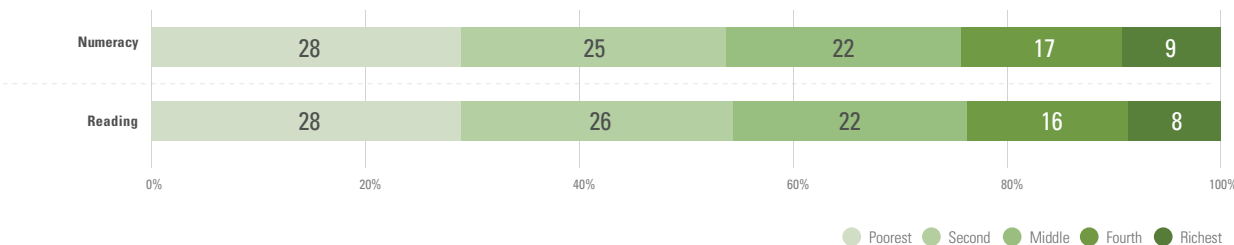
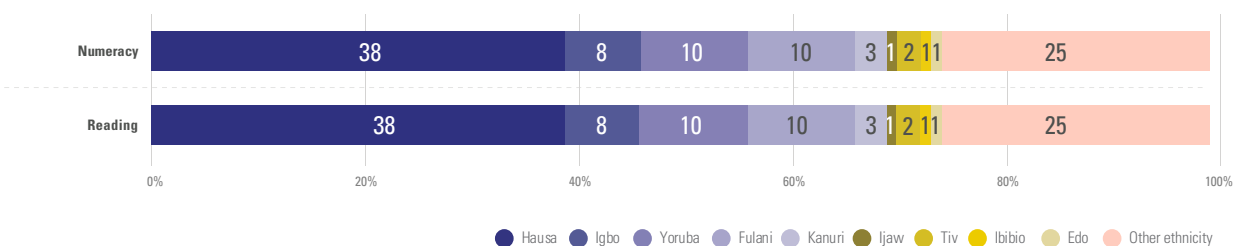


FIGURE 30 Profiling of children who do not complete school, by level of education and by **ethnicity of household head**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not have foundational skills, slightly more boys than girls are observed.
- Most children who do not have foundational skills are in rural areas.
- Children from the bottom 40 per cent of the wealth distribution are overrepresented in those who are not acquiring foundational skills. In total, they make up around one half of the children who do not have foundational reading or numeracy skills.
- Of the children without foundational skills, slight more than 50 per cent have mothers with no education.
- 38 per cent of the children without foundational reading or numeracy are of Hausa ethnicity, and 25 per cent belong to the 'other ethnicity' category.

TABLE 2. Skills

Shares and headcounts by various socio-economic characteristics

		Share (%) of children (aged 7-14) not learning		Headcount of children not learning	
		Reading	Numeracy	Reading	Numeracy
Total		73%	75%	32,100,000	32,700,000
Gender	Male	75 %	75 %	16,600,000	16,600,000
	Female	72 %	75 %	15,500,000	16,100,000
Area	Urban	54 %	57 %	9,520,300	10,100,000
	Rural	87 %	87 %	22,600,000	22,600,000
Wealth quintile	Poorest	96 %	95 %	9,009,000	8,958,900
	Second	89 %	89 %	8,299,600	8,251,300
	Middle	78 %	80 %	6,966,700	7,127,100
	Fourth	61 %	64 %	5,246,200	5,510,700
	Richest	34 %	38 %	2,564,200	2,880,200
Mother's level of education	None	91 %	91 %	17,000,000	17,100,000
	Primary	75 %	75 %	6,340,500	6,383,700
	Junior Secondary	73 %	76 %	1,800,000	1,879,500
	Senior Secondary	56 %	57 %	5,342,600	5,430,400
	Higher/tertiary	33 %	42 %	1,563,600	1,946,800
Ethnicity of household head	Hausa	89 %	89 %	12,200,000	12,300,000
	Igbo	42 %	47 %	2,528,900	2,814,500
	Yoruba	49 %	51 %	3,068,700	3,190,000
	Fulani	94 %	95 %	3,317,000	3,343,200
	Kanuri	90 %	92 %	992,300	1,015,700
	Ijaw	67 %	72 %	427,900	459,800
	Tiv	81 %	85 %	760,100	798,600
	Ibibio	60 %	57 %	473,300	447,600
	Edo	43 %	49 %	300,100	343,400
	Other Ethnicity	78 %	79 %	8,026,300	8,058,400
Zone	North Central	78 %	78 %	5,004,600	4,995,000
	North East	88 %	90 %	6,140,100	6,283,500
	North West	91 %	91 %	12,100,000	12,100,000
	South East	44 %	51 %	2,049,900	2,332,000
	South South	63 %	66 %	3,373,600	3,511,600
	South West	48 %	48 %	3,456,600	3,503,200

Skills – Percentages and estimated numbers by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who do not have foundational learning skills.

FIGURE 31 Headcounts and shares of children who do not have foundational **reading** skills

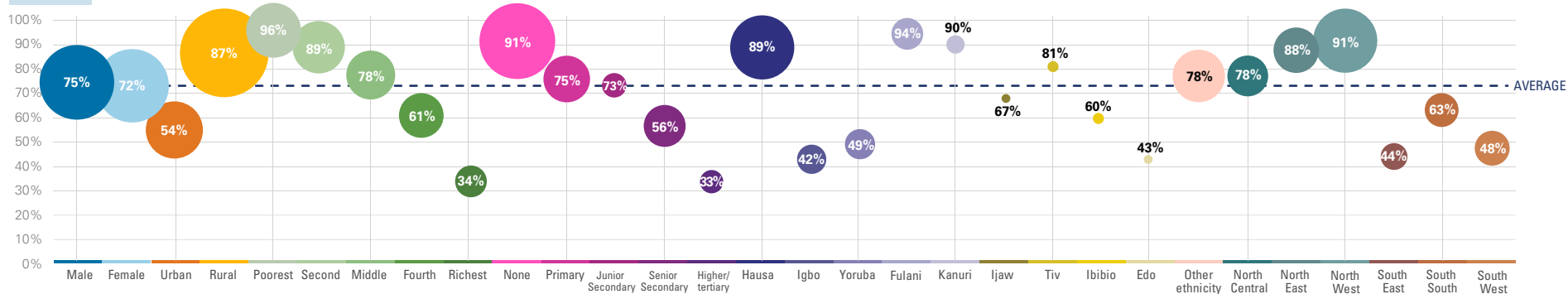
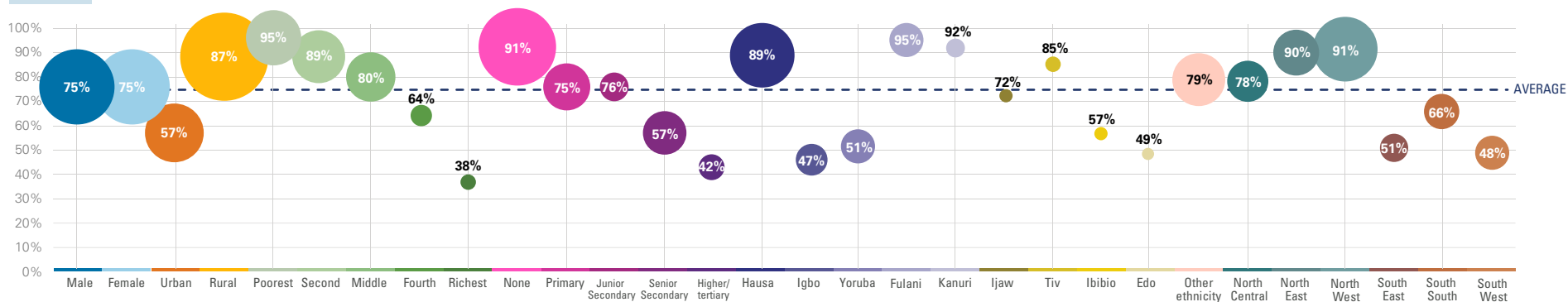


FIGURE 32 Headcounts and shares of children who do not have foundational **numeracy** skills



Findings

- In both foundational reading and numeracy skills, children from the poorest wealth quintile have very high rates of children without foundational skills, at above 90 per cent. By contrast, the richest quintile has a lower share of children who do not have foundational reading skills, at around 34 per cent.

The disparity between urban and rural is also evident, as the share and headcount of urban children without foundational reading or numeracy skills are lower than their peers in rural areas.

- The variance in share of children without foundational skills in northern regions is higher than in southern regions. Additionally, children with Hausa, Fulani, Kanuri and Tiv ethnicities have the highest share without foundational reading or numeracy skills, whereas children with Igbo, Yoruba and Edo ethnicities have the lowest share without the same skills.

STATE	Foundational reading skills (7 to 14) by state and socio-economic categories							Foundational numeracy skills (7 to 14) by state and socio-economic categories						
	Total	Male	Female	Urban	Rural	Poorest	Richest	Total	Male	Female	Urban	Rural	Poorest	Richest
Jigawa	2	1	3	9	1	0		1	0	1	1	1	0	
Kebbi	5	4	6	15	3	0		6	6	5	15	3	1	
Borno	7	7	6	17	2	0	25	8	10	5	21	2	1	20
Bauchi	9	11	7	39	4	4		8	8	7	22	5	4	
Katsina	9	11	7	18	7	3		13	15	11	20	12	6	
Nasarawa	9	9	8	12	8	6		8	6	10	13	6	5	
Kano	10	10	9	16	4	3	27	11	11	12	18	6	3	22
Taraba	10	10	10	29	6	3		10	8	11	17	8	4	
Gombe	11	12	10	21	8	3		15	14	15	24	12	7	
Sokoto	11	13	9	28	6	2		6	8	5	22	2	1	
Zamfara	11	14	7	35	5	0		5	7	3	17	2	0	
Niger	12	12	13	32	6	2	65	19	22	15	35	13	1	53
Plateau	15	15	16	25	11	7		17	18	16	30	11	7	
Yobe	16	14	18	27	12	3		12	13	11	19	10	1	
Kaduna	18	16	19	28	10	1		16	15	17	23	10	8	
Cross River	20	12	30	66	14	7		20	18	22	56	15	8	
Adamawa	23	22	24	33	19	15		11	12	10	18	8	10	
Kogi	25	27	22	37	19	1	49	28	30	26	49	18	6	45
Benue	25	25	25		20	9		23	23	24		18	7	
Delta	34	31	37	47	18		55	33	34	33	45	18		62
Ekiti	34	29	39	36	25		64	37	40	34	40	25		71
Ogun	34	34	36	43	25	11	71	35	37	33	45	23	14	68
Ondo	34	30	37	39	29		50	44	38	49	52	36		60
Akwa Ibom	35	30	40	73	33	24	90	40	41	40	69	39	35	74
Abia	37	36	38	48	35		43	22	24	20	37	20		33
Kwara	38	46	31	46	21	4	78	29	29	29	34	19	11	54
Oyo	38	28	48	45	17	8	64	30	28	32	35	16	14	55
Bayelsa	41	42	39		34			32	30	34		27		
Rivers	44	45	42	50	38		64	40	49	29	42	39		53
Fct	46	44	48	52	32		66	35	38	32	39	23		49
Edo	48	46	50	58	34		69	39	38	39	42	34		48
Osun	48	45	52	49	45		80	52	50	54	52	48		84
Imo	55	53	57		40		74	57	51	66		44		81
Anambra	62	37	75	65	46		77	66	43	78	70	45		85
Enugu	62	60	64	69	41	29	72	47	52	41	52	30	27	52
Ebonyi	63	75	54		33	20		39	51	30		26	21	
Lagos	87	83	91	88	55		87	82	82	82	83	46		82

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Topic 3

Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?

2. How many children are out of school?

3. Which regions have the highest out-of-school rates?

4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

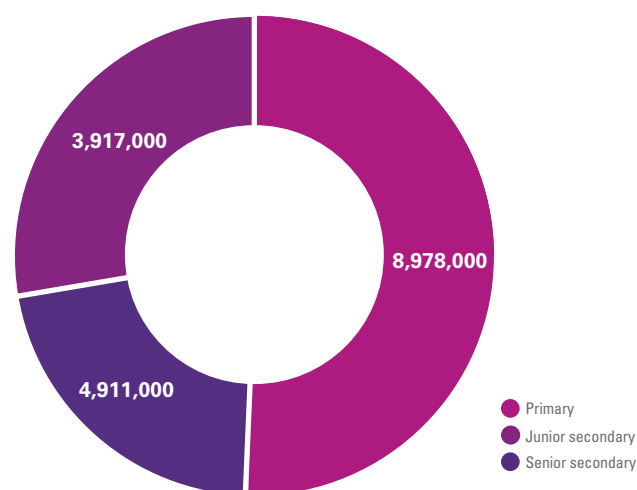
Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – out-of-school rate for different levels of education, including primary, lower secondary and upper secondary. Non-formal education is not included in the out-of-school rate.

FIGURE 33 Overview of out-of-school rates

Richest	5%	6%	21%
Urban	11%	10%	21%
Total	26%	25%	34%
Rural	35%	36%	44%
Poorest	58%	58%	68%
	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY



FIGURE 3 Out-of-school population (estimated)



Findings

- In Nigeria, 26 per cent of children of primary school age are out of school. At the junior secondary school level, the percentage of out-of-school children drops to 25 per cent, and at the senior secondary level it increases to 34 per cent of children.
- At all levels, the poorest children have out-of-school rates that are much higher than the average for all of Nigeria. The gap in out-of-school rates between children from poorest and richest wealth quintile is largest at primary level at 53 percentage points, which reduces to 47 percentage points for senior secondary level.
- Out-of-school rates for rural children are also higher than the Nigeria average at all levels of education.
- In total an estimated 8.9 million primary school-age children and 3.9 million junior secondary school-age children were out of school. At the senior secondary level, the estimated number of out-of-school children is about 4.9 million.

Out-of-school children by level of education

FIGURE 35 Primary out-of-school rates

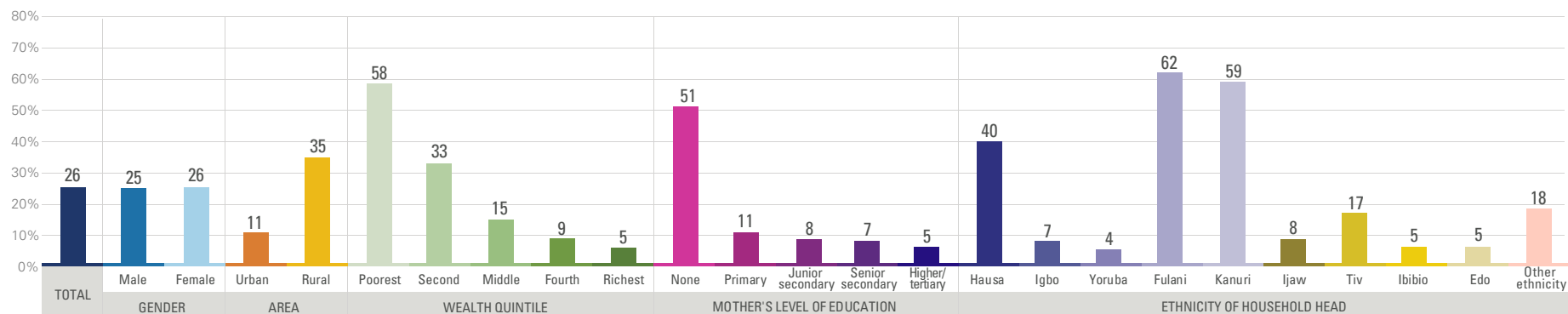


FIGURE 36 Junior secondary out-of-school rates

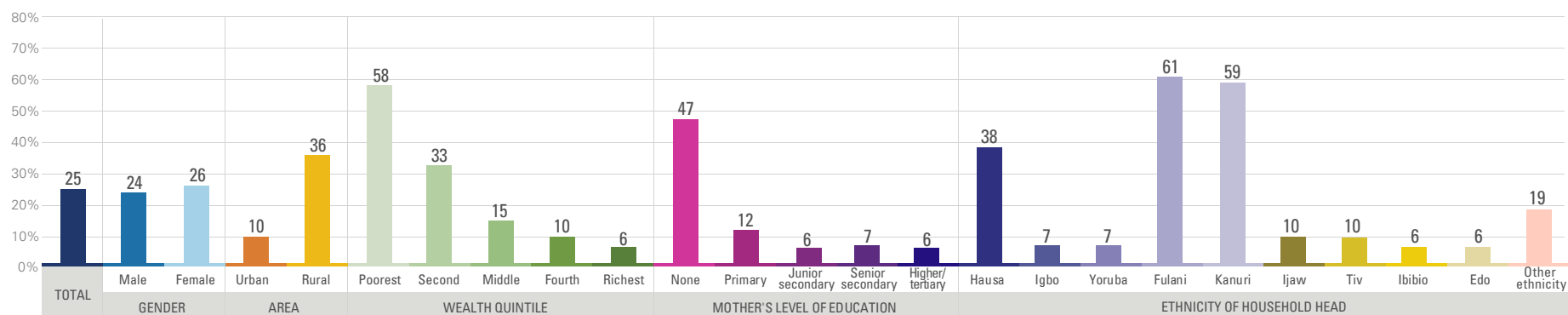
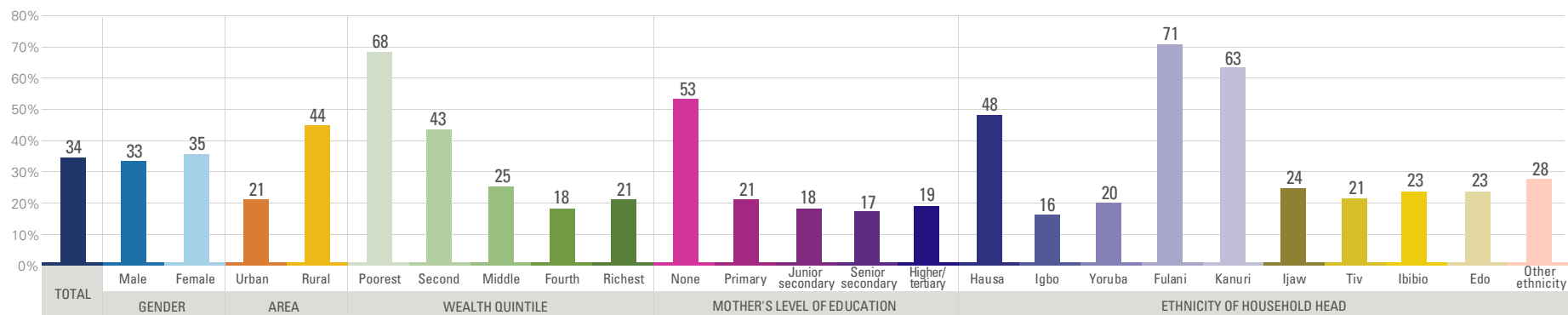


FIGURE 37 Senior secondary out-of-school rates



Findings

- At all levels of education, out-of-school rates vary a lot between urban and rural areas. At the primary level, rural areas have higher out-of-school rate at 35 per cent and the urban areas have the lowest, at 11 per cent.
- Compared to children with mothers who have some education, children with mothers who have had no education at all have the highest out-of-school rate across all levels of education.
- Compared to other ethnicities, children with Hausa, Fulani and Kanuri ethnicities have the highest out-of-school rates in primary school.



Out-of-school rate by states

FIGURE 38 Primary out-of-school rates

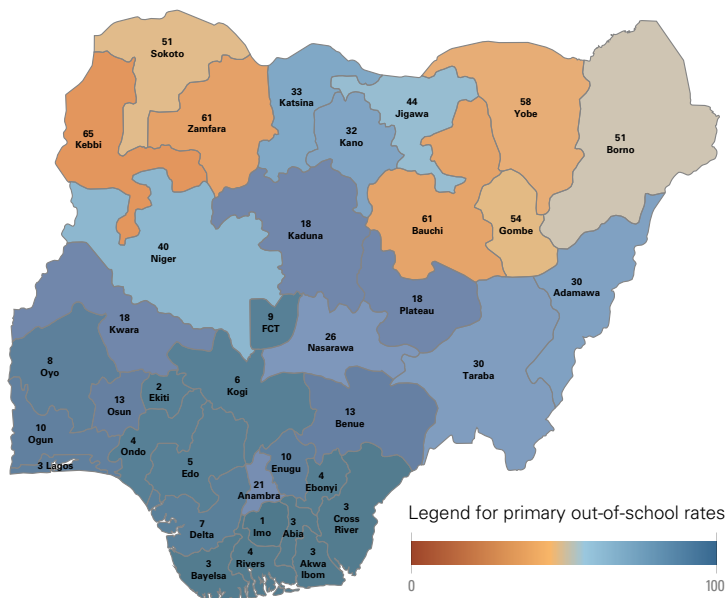


FIGURE 39 Junior secondary out-of-school rates

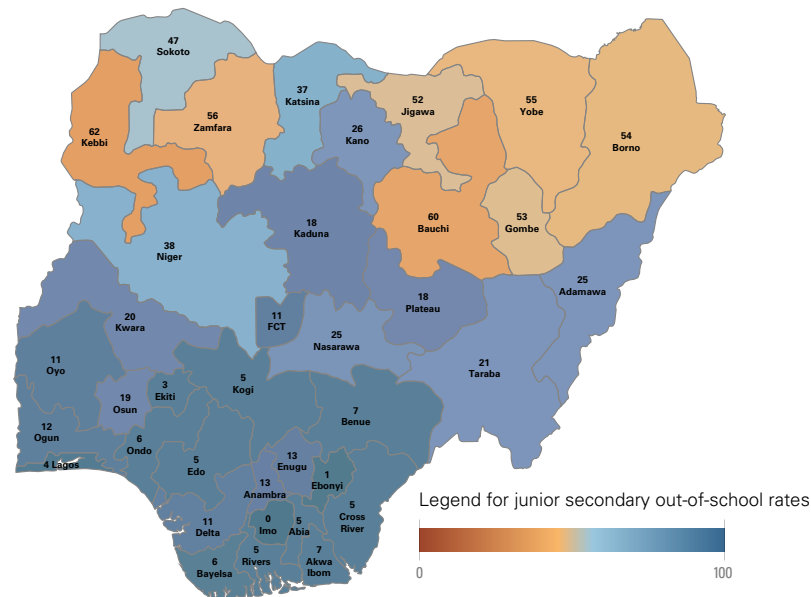
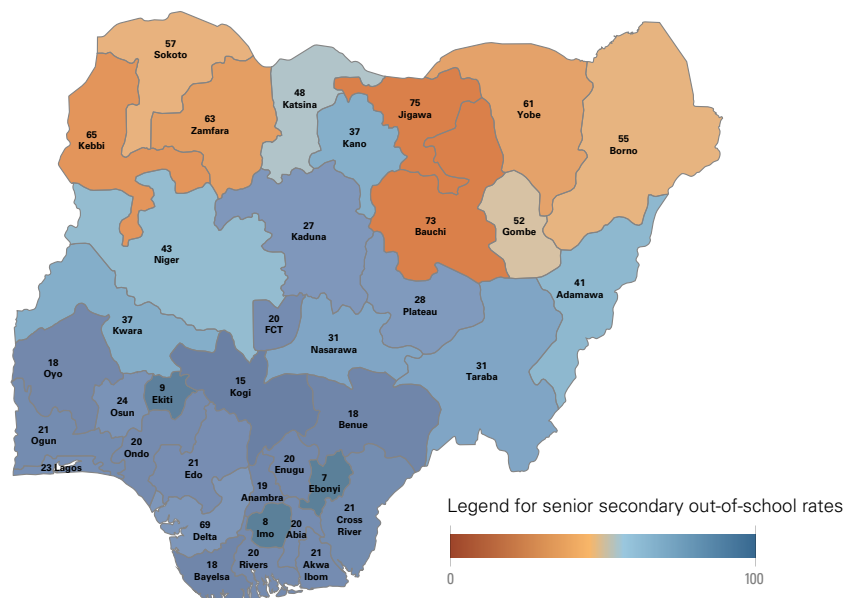


FIGURE 40 Senior secondary out-of-school rates



Findings

- At the primary level, seven states have out-of-school rates higher than 50 per cent. This means that one in two primary school-aged children in these states are not attending any level of education. The states (in alphabetical order) are: Bauchi, Borno, Gombe, Kebbi, Sokoto, Yobe and Zamfara. On the other hand, in some states like Imo, the out-of-school rate is extremely low at 1 per cent.
- At the junior secondary level as well, seven states exhibit out-of-school rates higher than 50 per cent, echoing the pattern observed at the primary level. All states in this category remain consistent with the previously mentioned primary level states, except for the substitution of Sokoto with Jigawa state.
- At the upper secondary level, out-of-school rates increase for all states. Ebonyi and Imo states have the lowest out-of-school rates at 7 or 8 per cent and Bauchi and Jigawa states have the highest out-of-school rates at 73 per cent.

Profile of out-of-school children

These profiles are based on the share of children who are out of school in Nigeria, where 26 per cent of children of primary school age, 25 per cent of junior secondary school age, and 34 per cent of senior secondary school age are out of school.

FIGURE 41 Profile of out-of-school children, by level of education and by **gender**

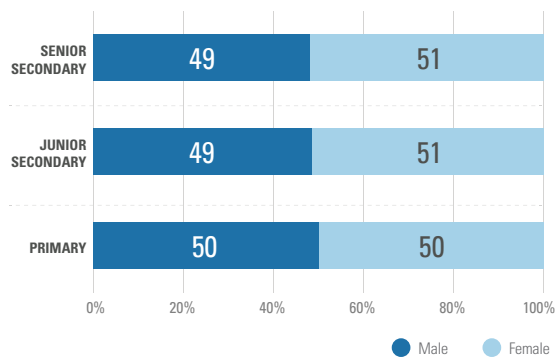


FIGURE 42 Profile of out-of-school children, by level of education and by **area**

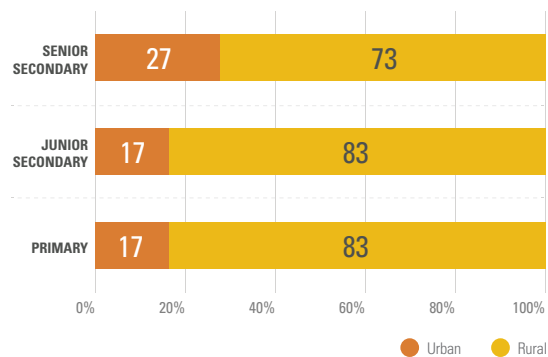


FIGURE 43 Profile of out-of-school children, by level of education and by **level of education and by mother's level of education**

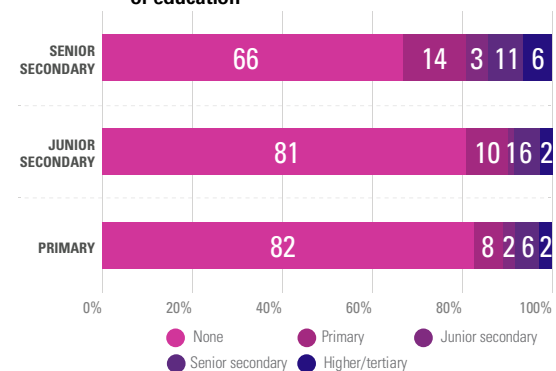


FIGURE 44 Profile of out-of-school children, by level of education and by **wealth quintile**

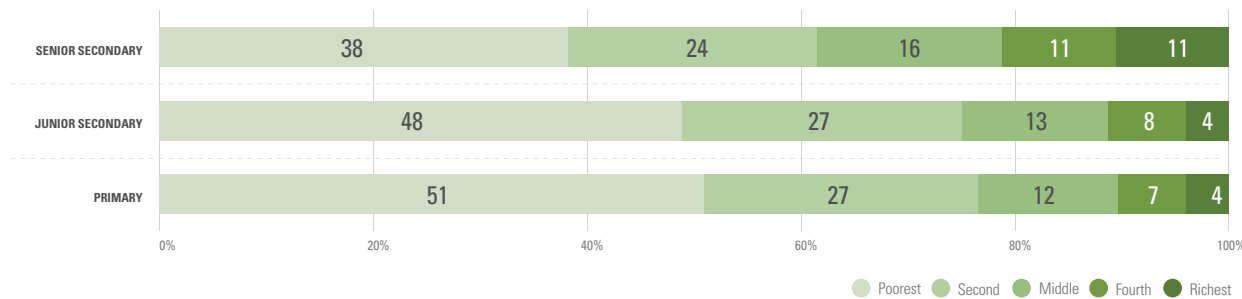
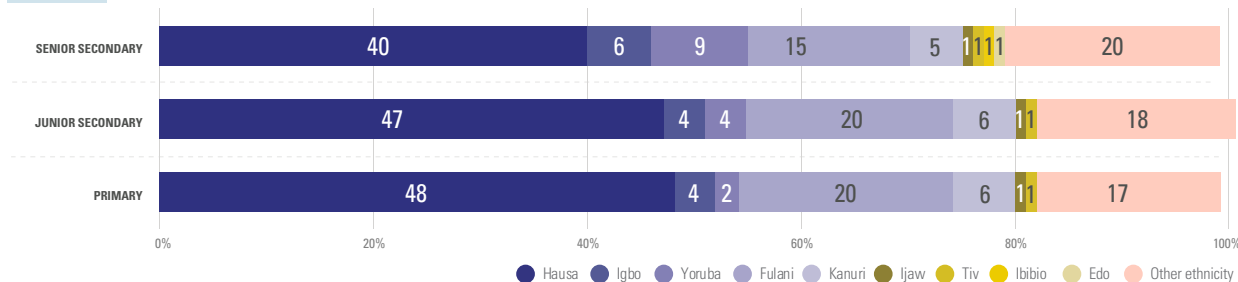


FIGURE 45 Profile of out-of-school children, by level of education and by **ethnicity of household head**



Findings

- At the primary level, an equal number of boys and girls are out of school. However, at the junior or senior secondary level, among the children who are out of school, girls make up the majority.
- At all levels, the vast majority of out-of-school children reside in rural areas.
- Children from the poorest wealth quintile comprise 51 per cent of out-of-school children of primary school age, and 48 per cent of junior secondary school age.
- The overwhelming majority of those out of school have mothers with no education.
- Between 40 to 50 per cent of those out of school belong to Hausa ethnicity, followed by Fulani or other ethnicities.

Note: numbers may not sum to 100 per cent due to rounding.

TABLE 3. Out-of-school children

Shares and headcounts of out-of-school children by various socio-economic characteristics

		Out-of-school rates (%)			Headcount of children out of school		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
Total		26%	25%	34%	8,977,800	3,916,900	4,911,300
Gender	Male	25%	24%	33%	4,510,400	1,903,600	2,410,800
	Female	26%	26%	35%	4,467,400	2,013,300	2,500,500
Area	Urban	11%	10%	21%	1,548,300	667,300	1,347,300
	Rural	35%	36%	44%	7,429,600	3,249,700	3,564,000
Wealth quintile	Poorest	58%	58%	68%	4,534,500	1,856,000	1,807,100
	Second	33%	33%	43%	2,437,700	1,070,000	1,184,900
	Middle	15%	15%	25%	1,052,600	525,200	776,800
	Fourth	9%	10%	18%	608,200	300,300	558,200
	Richest	5%	6%	21%	344,800	165,400	584,200
Ethnicity of household head	Hausa	40%	38%	48%	4,320,200	1,829,400	1,960,800
	Igbo	7%	7%	16%	341,100	138,400	317,100
	Yoruba	4%	7%	20%	230,000	165,600	460,100
	Fulani	62%	61%	71%	1,828,500	763,500	713,500
	Kanuri	59%	59%	63%	515,600	242,000	224,600
	Ijaw	8%	10%	24%	46,700	26,200	59,300
	Tiv	17%	10%	21%	128,300	30,000	57,600
	Ibibio	5%	6%	23%	32,700	17,500	69,800
	Edo	5%	6%	23%	25,600	14,600	59,000
Other ethnicity	18%	19%	28%	1,509,100	689,700	989,600	
Zone	North Central	21%	20%	28%	1,089,200	447,100	580,500
	North East	50%	48%	56%	2,710,100	1,157,500	1,196,800
	North West	40%	39%	48%	4,281,400	1,833,600	1,929,800
	South East	9%	7%	15%	312,600	111,400	240,200
	South South	5%	7%	21%	201,200	136,600	431,300
	South West	6%	9%	20%	383,300	230,800	532,800

Out-of-school children – Percentages and estimated numbers by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 46 Out-of-school children of **primary** school age

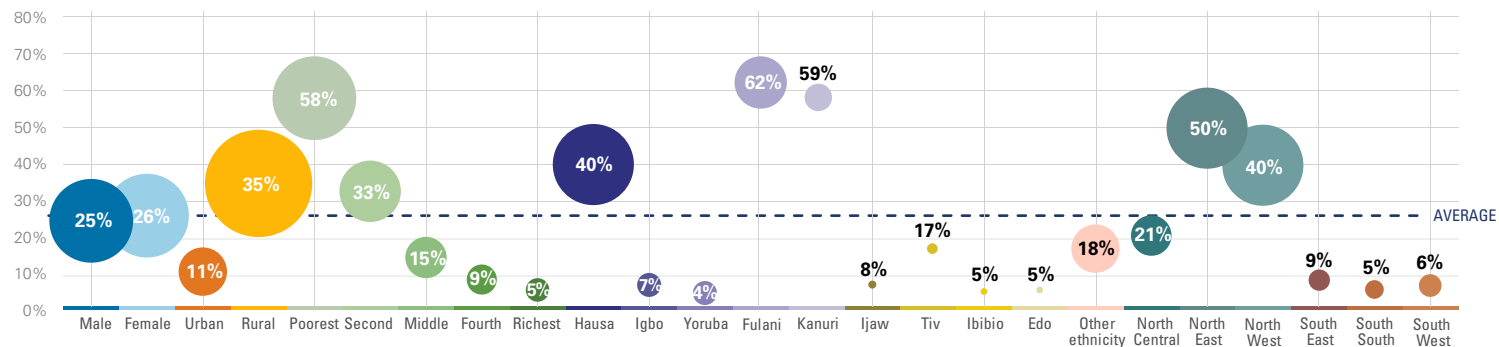


FIGURE 47 Out-of-school children of **junior secondary** school age

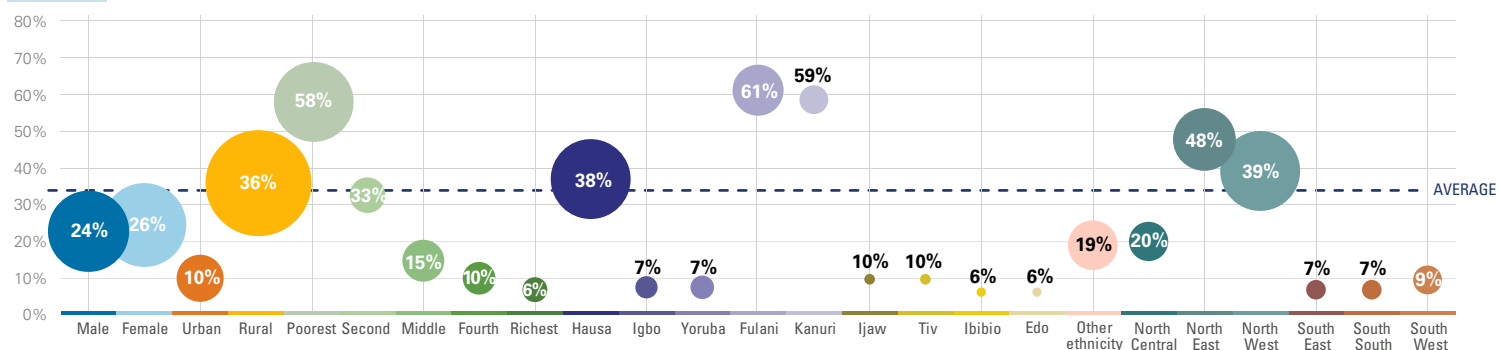
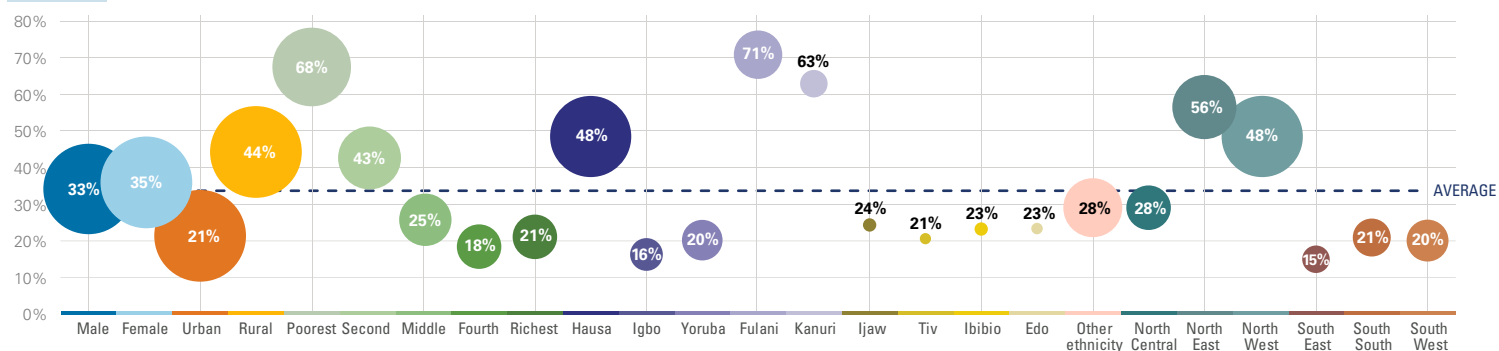


FIGURE 48 Out-of-school children of **senior secondary** school age



Findings

- At the primary level, girls and boys have similar headcounts and rates of out-of-school children. However, the disparity by urban-rural residence is substantial, as children in rural areas have much higher out-of-school rates and headcounts. The gap by wealth at the primary level is also evident, with more than 50 per cent of children from the bottom wealth quintile being out-of-school. By ethnicities, the highest share of out-of-school children is observed among the Fulani ethnicity but the largest number are among the Hausa ethnicity. By region, the highest share and number of out of school children are in the North East and North West region.
- At the junior secondary school level, socio-economic inequality patterns consistent, mirroring the patterns observed at the primary level. Similarly, regional disparities persist, with the Northern region exhibiting the highest rate of out-of-school children, echoing the findings at the primary level. In terms of ethnicity of the household head, children with Fulani ethnicity consistently experience the highest out-of-school rates across all levels of education.
- Among children of senior secondary school age, the out-of-school rate and headcount further increase. With the pattern across different socio-economic backgrounds remaining relatively the same, the magnitude of the gap enlarges. For example, the gaps in out-of-school children rate between the top and the bottom wealth quintile are 53, 52, and 47 percentage points for primary, junior, and senior secondary level.

Out-of-school rate by state and socio-economic and demographic characteristics

STATE	Primary							Lower secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest	Total	Male	Female	Urban	Rural	Poorest	Richest
Kebbi	65	62	67	16	74	85		62	58	67	11	74	86	
Zamfara	61	57	66	25	69	83		56	54	60	18	67	82	
Bauchi	61	60	61	17	68	76		60	56	64	18	68	79	
Yobe	58	57	58	59	57	82	11	55	60	49	50	56	84	
Gombe	54	56	51	17	64	73	10	53	51	55	25	62	69	
Sokoto	53	51	55	42	56	75	24	47	48	45	31	51	75	
Borno	51	49	52	41	55	79	14	54	51	57	39	61	82	32
Jigawa	44	46	42	10	48	56		52	49	55	10	59	69	
Niger	40	39	42	8	50	84	3	38	36	41	13	46	80	
Katsina	33	34	33	28	35	56	15	37	32	43	25	40	60	
Kano	32	32	32	17	43	67	6	26	24	27	7	45	68	3
Adamawa	30	28	33	19	34	39		25	23	27	20	27	35	
Taraba	30	29	30	15	32	40		21	19	22	8	24	28	
Nasarawa	26	26	26	16	29	31	8	25	22	28	17	28	36	
Anambra	21	18	24	24	4		17	13	8	19		10		10
Kwara	18	19	18	3	48	76	1	20	23	15	12	42	63	8
Kaduna	18	17	19	10	24	46	3	18	20	17	9	27	51	
Plateau	18	19	17	11	20	23	3	18	19	18	12	21	27	
Osun	13	15	11	14	8	11	14	19	19	19	21	13		12
Benue	13	11	14	0	14	21		7	7	7		7	12	
Ogun	10	10	11	3	18	26	2	12	17	8	3	22		2
Enugu	10	11	9	11	8	6	17	13	7	20	13	12		19
Fct	9	8	10	8	11		4	11	10	13	8	20		9
Oyo	8	9	8	4	21	42	3	11	14	7	6	25		3
Delta	7	7	7	6	9		7	11	13	9	8	14		8
Kogi	6	6	6	5	7	13	2	5	5	5	3	6	12	
Edo	5	6	4	4	6		2	5	6	4	2	10		3
Ondo	4	5	4	3	6	8	5	6	6	5	3	8		3
Rivers	4	4	5	5	3		4	5	8	2	6	5		7
Ebonyi	4	2	5		11	15		1	1	1		8	8	
Akwa Ibom	3	3	4	5	3	6	1	7	6	7	12	6		
Cross River	3	2	4	0	3	7		5	5	4		5	5	
Bayelsa	3	3	3		4	8		6	8	3		3		
Abia	3	3	3	1	3		3	5	5	4	0	6		0
Lagos	3	4	1	2	7		2	4	4	4	4			2
Ekiti	2	2	3	3	1		3	3	0	6	3	4		
Imo	1	1	0	0	1		0	0	0	1		1		

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Out-of-school rate by state and socio-economic and demographic characteristics

STATE	Upper secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest
Kebbi	65	62	70	25	78	90	
Zamfara	63	55	71	32	72	85	
Bauchi	73	76	70	24	82	92	
Yobe	61	62	59	60	61	88	
Gombe	52	51	53	26	62	69	
Sokoto	57	51	64	32	65	83	
Borno	55	53	58	43	62	82	24
Jigawa	73	71	74	22	80	86	
Niger	43	41	46	28	49	80	
Katsina	48	45	50	33	52	77	
Kano	37	34	39	21	55	78	11
Adamawa	41	36	46	33	44	51	
Taraba	33	31	35	30	34	42	
Nasarawa	31	30	31	27	32	33	
Anambra	19	20	18		18		21
Kwara	37	34	39	27	57	75	24
Kaduna	27	23	30	13	39		
Plateau	28	23	32	23	30	36	
Osun	24	20	28	25	21		19
Benue	18	17	18		18	28	
Ogun	21	22	20	16	26		16
Enugu	20	25	16	21	17		27
Fct	20	19	22	15	30		17
Oyo	18	20	16	13	31		12
Delta	26	26	26	28	24		30
Kogi	15	16	13	9	18	26	
Edo	21	22	20	17	26		20
Ondo	20	16	23	18	21		27
Rivers	20	18	21	23	17		40
Ebonyi	7	8	7		14	17	
Akwa Ibom	21	18	25	27	21		37
Cross River	21	21	21		20	31	
Bayelsa	18	16	20		14		
Abia	20	16	25	22	20		20
Lagos	23	22	24	23			25
Ekiti	9	9	10	10	6		
Imo	8	6	10		12		

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Findings

- Among children of primary school age, Kebbi state has the highest out-of-school rate at 65 per cent, and Imo state has the lowest at 1 per cent. The differences in out-of-school rate by gender are comparatively smaller than those observed along urban-rural or wealth divides.
- Between primary and lower secondary as the table shows, a consistent trend emerges. In these two levels, Kebbi state reports the highest out-of-school rate at lower secondary level at 62 per cent, while Imo State stands out with an exceptionally low rate of less than 1 per cent. However, as illustrated on the accompanying table, the dynamics shift in upper secondary education. Bauchi and Jigawa states record the highest out-of-school rates at 73 per cent, while Ebonyi, also exhibits the lowest rate at 7 per cent. While the overall pattern suggests a uniformity between primary and lower secondary levels, the table reveals potential variations between states, offering a visual insight into the regional disparities.



Out-of-school gender parity index by state (with available data)

FIGURE 49 Gender parity in out-of-school rates among children of **primary** school age

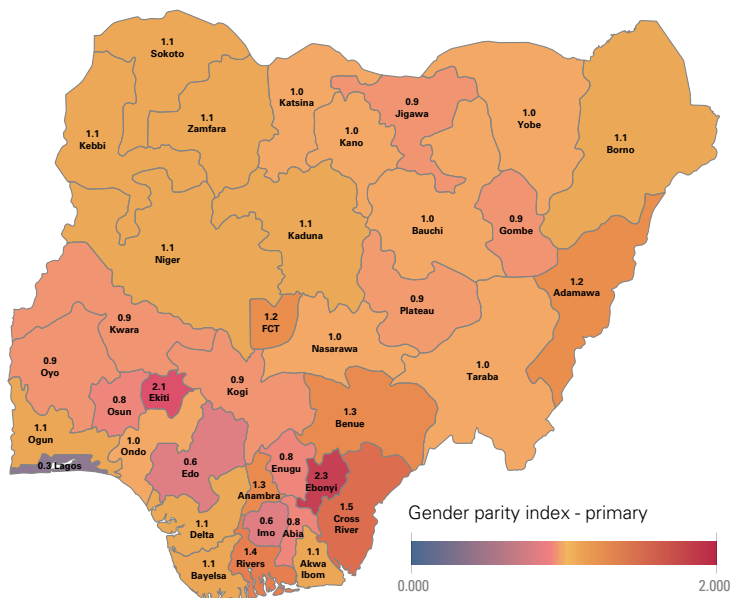


FIGURE 50 Gender parity in out-of-school rates among children of **junior secondary** school age

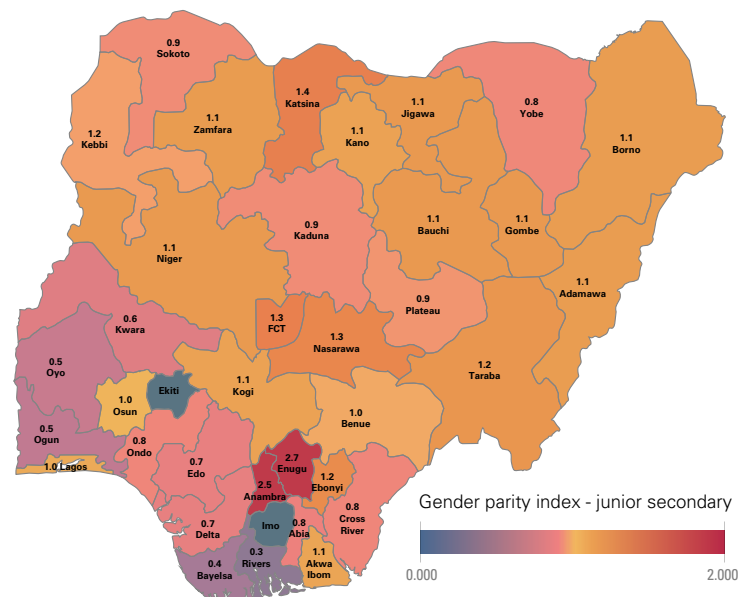
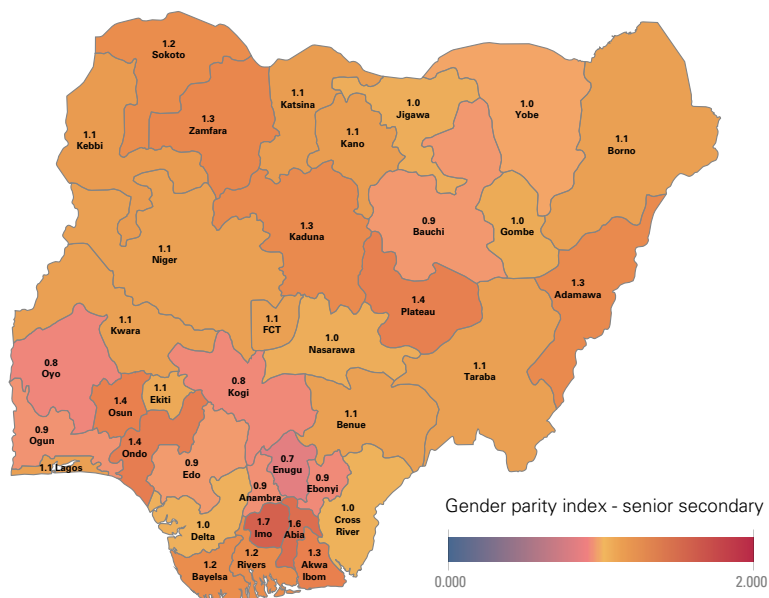


FIGURE 51 Gender parity in out-of-school rates among children of **senior secondary** school age



Findings

- The gender parity index for out-of-school rates divides the percentage of girls who are out of school by the percentage of boys who are out of school. Values between 0.97 and 1.03 represent parity between the two groups. Values greater than 1.03 mean a higher share of girls than boys is out of school, which are mean in shades of orange to red. Values less than 0.9 represent a higher share of boys are out of school than girls. These are represented by blue, purple and pink colours.
- As the data shows, across the three levels of education, a higher share of girls are out of school than boys in most states with available data.

Topic 4

Early Learning

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index 2030 (ECDI2030)?

The Early Childhood Development Index 2030 (ECDI2030) module captures the achievement of key developmental milestones by children between the ages of 24 and 59 months. The data generated by the ECDI2030 can be used for monitoring and reporting on SDG indicator 4.2.1, and to inform government efforts to improve developmental outcomes among children. The measure includes 20 questions about the way children behave in certain everyday situations, and the skills and knowledge they have acquired, reflecting the increasing difficulty of the skills children acquire as they grow. The 20 items are organized according to the three general domains of health, learning, and psychosocial well-being. Children are considered to be developmentally on track if they have achieved the minimum number of milestones expected for their age group.

FIGURE 52 Age distribution at Class 1 of primary education (%)

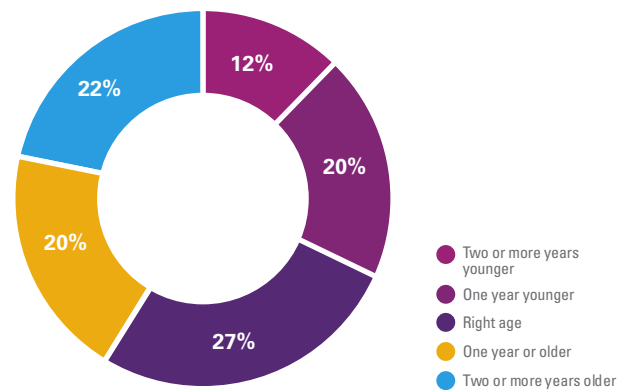


FIGURE 53 Early Childhood Development Index (ECDI) for children aged 2 to 4

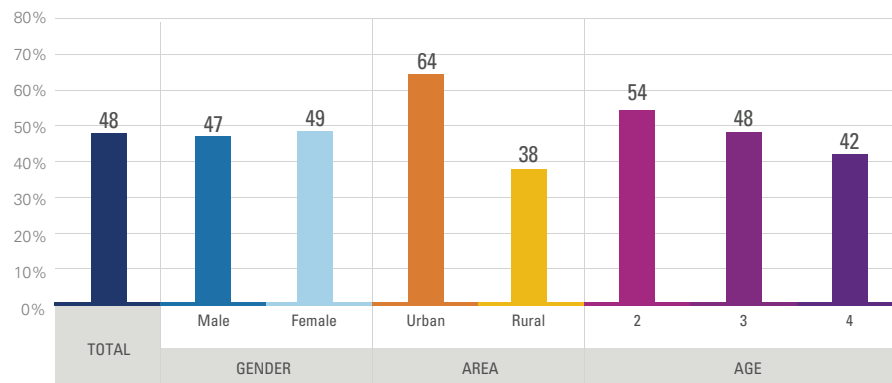


FIGURE 54 Early Childhood Development Index (ECDI) for children aged 3 to 4

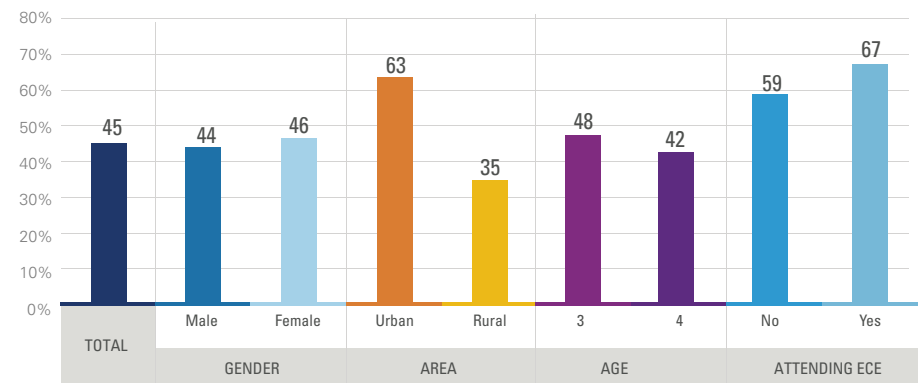
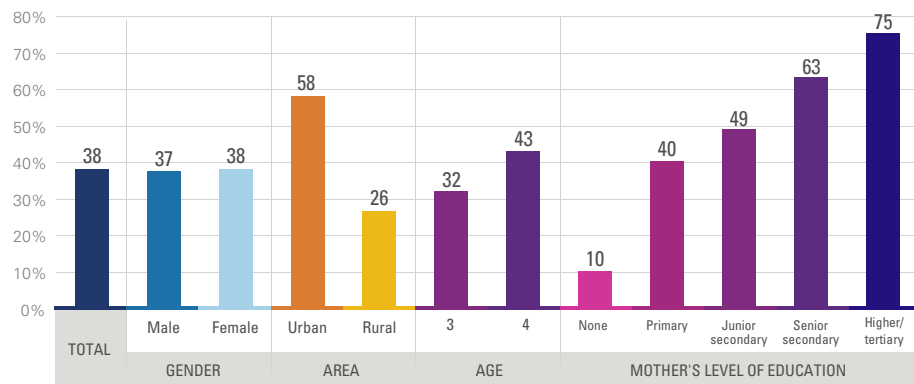


FIGURE 55 Percentage of children aged 3 to 4 attending early childhood education



Findings

- Around 45 per cent of Nigeria's 3- to 4-year-olds are developmentally on track as measured by the ECDI.
- Higher shares of urban children (63 per cent) are developmentally on track as measured by the ECDI than rural children (35 per cent).
- In Nigeria, 38 per cent of children aged 36 to 59 months attend early childhood education. Moreover, early childhood education attendance increases with age: 32 per cent of 3-year-olds attend early childhood education compared with 43 per cent of 4-year-olds.
- Importantly, the share of children attending early childhood education who are developmentally on track is 8 percentage points higher than that of children not attending early childhood education.
- Early childhood education attendance is lower for children whose mothers have no education or only early childhood education, at 10 per cent, compared to 75 per cent for children whose mothers have higher education.
- In Grade 1, 27 per cent of children are the right age for the grade, but 42 per cent are one or more years older and 32 per cent are one or more years younger than the official starting age.



ECDI and ECE attendance for children aged 3 and 4 by states

FIGURE 56 Share of 3- to 4-year-olds developmentally on track

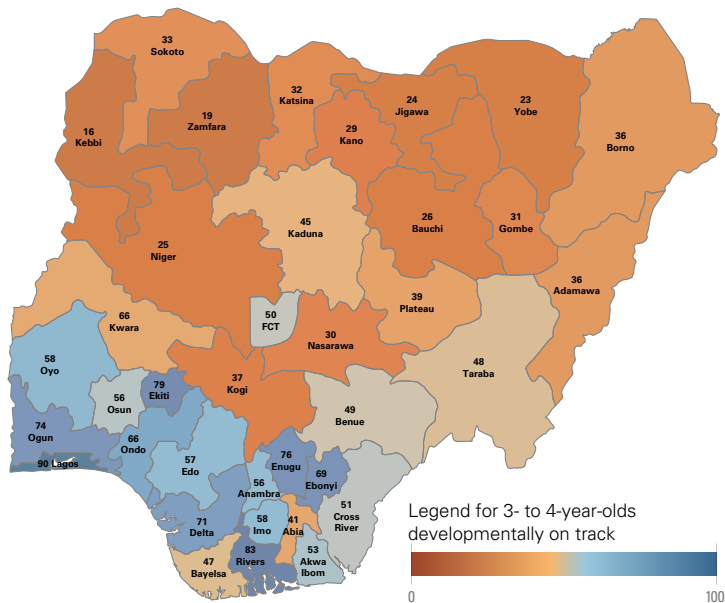
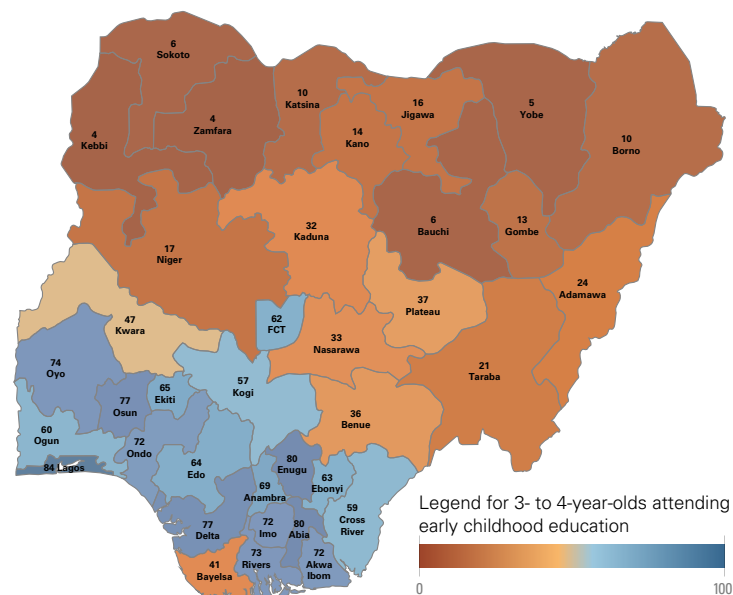


FIGURE 57 Share of 3- to 4-year-olds attending early childhood education



Findings

- Differences in ECE attendance and ECDI by states reveal similar trends to that observed in other indicators, i.e., southern states show higher shares of achievement than northern states.
- In Lagos, 90 per cent of 3- to 4-year-olds are developmentally on track compared to 16 per cent in Kebbi. However, among northern states, Adamawa and Borno outperforms other northern states
- ECE attendance is extremely low in northern states, with ECE attendance in 7 states being less than or at 10 per cent. The southern part of the country fares better but universal ECE attendance is not observed in any state.

Profile of children not developmentally on track or not attending early childhood education

These profiles are based on 3- to 4-year-olds who are not attending early childhood education or are not developmentally on track as measured by the ECDI. 62 per cent of Nigeria's 3- to 4-year-olds are not attending early childhood education, and 55 per cent are not developmentally on track as measured by the ECDI.

FIGURE 58 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **gender**

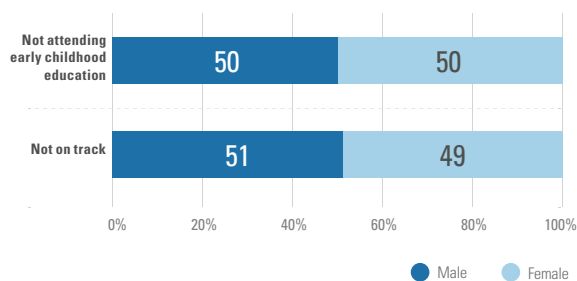


FIGURE 59 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **area**

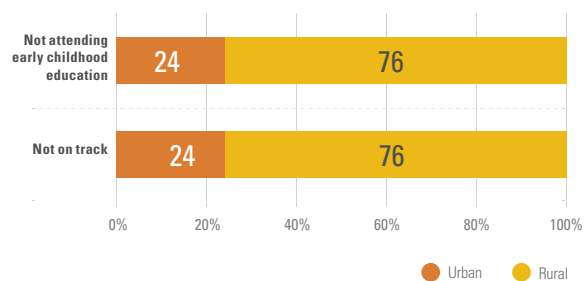


FIGURE 60 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **mother's level of education**

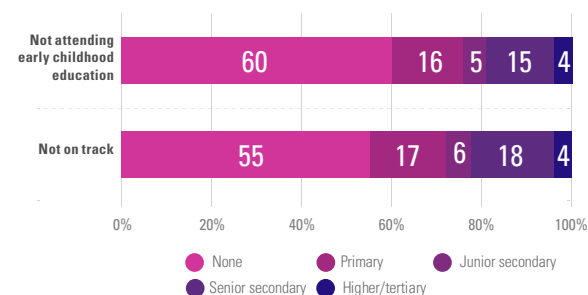


FIGURE 61 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **wealth quintile**

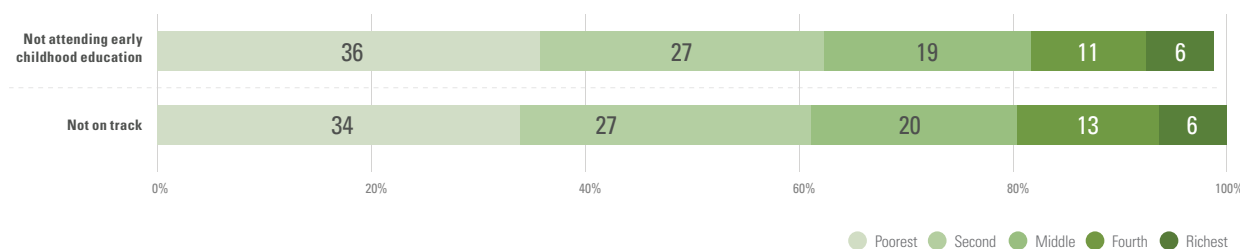
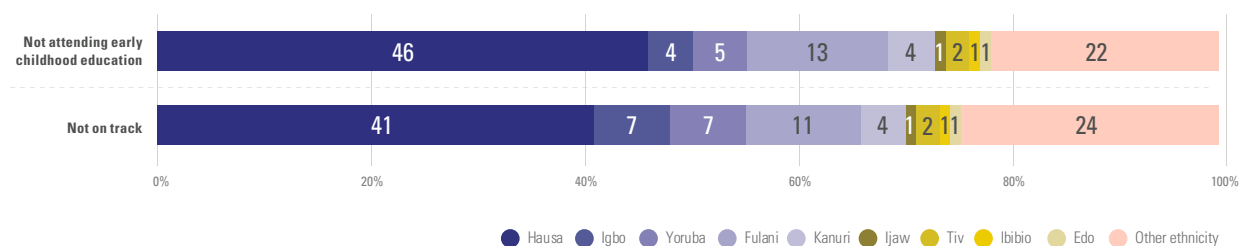


FIGURE 62 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **ethnicity of household head**



Findings

- Slightly more boys than girls are not developmentally on track as measured by the ECDI.
- Rural areas are home to more than three fourths of children who are not developmentally on track, as measured by the ECDI, and not attending early childhood education.
- Socio-economic background impacts ECDI and early childhood education attendance. Children from the two poorest wealth quintiles comprise more than half of children who are not attending early childhood education who are not developmentally on track, as measured by ECDI.
- Among children who are not on track as measured by ECDI and not attending ECE, the majority have mothers with no education.
- Of those not on track on ECDI or not attending ECE, around 40 per cent are children from Hausa ethnicity.

Note: numbers may not sum to 100 per cent due to rounding.

TABLE 4. Early learning

Shares and headcounts by various socio-economic characteristics

		Share (%) of children (aged 3-4)		Headcount of children	
		Not on track on ECDI	Not attending early childhood education	Not on track on ECDI	Not attending early childhood education
Total		55%	62%	6,698,900	8,276,800
Gender	Male	56%	63%	3,401,400	4,172,800
	Female	54%	62%	3,297,400	4,104,000
Area	Urban	37%	42%	1,541,300	2,017,300
	Rural	65%	74%	5,157,600	6,259,500
Wealth quintile	Poorest	75%	89%	2,343,900	2,961,000
	Second	67%	77%	1,806,500	2,267,500
	Middle	55%	60%	1,302,600	1,586,700
	Fourth	43%	41%	833,300	931,500
	Richest	21%	25%	412,500	530,100
Ethnicity of household head	Hausa	70%	88%	2,920,800	3,831,200
	Igbo	34%	25%	467,800	374,400
	Yoruba	29%	23%	387,500	400,300
	Fulani	71%	92%	803,700	1,102,100
	Kanuri	73%	91%	227,300	318,600
	Ijaw	45%	42%	69,300	84,800
	Tiv	53%	67%	138,600	205,800
	Ibibio	35%	26%	88,000	78,400
	Edo	35%	31%	71,000	63,400
	Other ethnicity	56%	58%	1,524,800	1,817,900
Zone	North Central	62%	62%	1,020,500	1,210,600
	North East	68%	88%	1,394,300	1,992,200
	North West	71%	87%	2,950,100	3,708,700
	South East	40%	28%	427,200	307,400
	South South	36%	32%	501,800	513,400
	South West	26%	26%	405,000	544,500

Early Learning — Percentages and estimated numbers by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not on track in terms of the ECDI (top) and not attending early childhood education (bottom).

FIGURE 63 Headcounts and shares of children aged 3 to 4 who are not developmentally on track

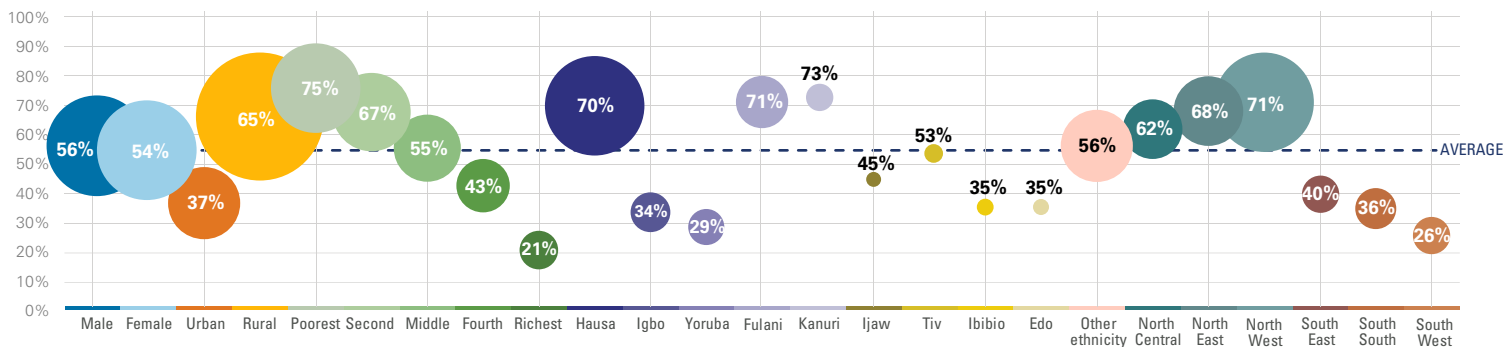
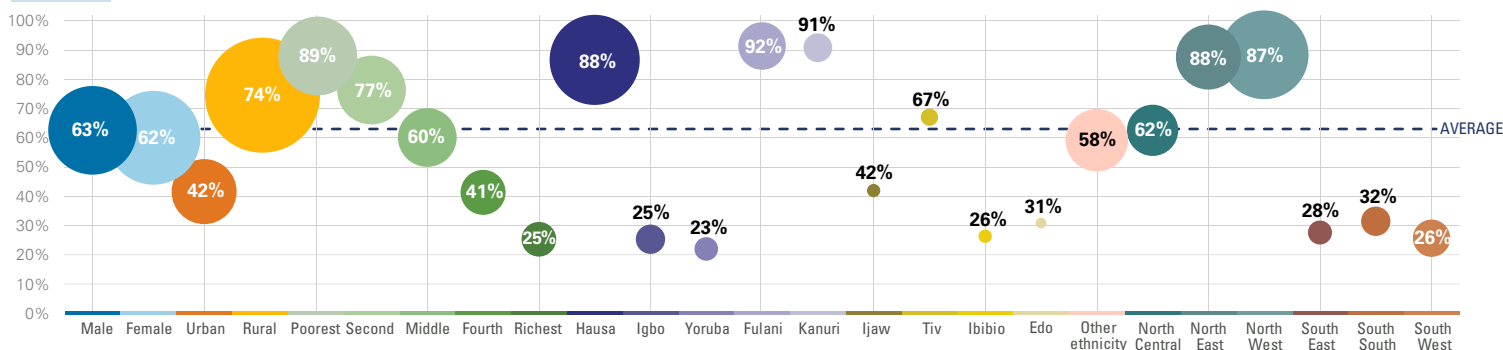


FIGURE 64 Headcounts and shares of children aged 3 to 4 who are not attending ECE



Findings

- In Nigeria, 55 per cent of 3- to 4-year-olds are not developmentally on track, as measured by ECDI, and 62 per cent of 3- to 4-year-olds are not attending early childhood education.
- More rural children (65 per cent) are not on track as measured by the ECDI than urban children (37 per cent), and more than twice the share of poorest children (75 per cent) are not on track on ECDI as wealthiest children (21 per cent). Similarly, a larger share of rural children are not attending early childhood education compared to urban children, and 89 per cent of the poorest children are not attending early childhood education, compared to 25 per cent of the wealthiest children.
- Across different zones, the northern zones have higher shares of children aged 3-4 who are not developmentally on track or who do not attend early childhood education. By ethnicity, Hausa ethnicity has both high shares and numbers of children not on track or not attending ECE.



Participation rates in organized learning (attendance one year before primary starting age)

	Total	Male	Female	Urban	Rural	Poorest	Richest
NATIONAL	63	63	64	80	52	34	90
Abia	90		90		89		
Bayelsa	95	96	94		91		
Rivers	95	97	93		95		
Akwa Ibom	94	91	97		94		
Lagos	93	92	95	94			96
Ekiti	92			93			
Delta	92	93			89		
Cross River	92				91		
Ondo	91	87	94	91	90		
Anambra	90		82		90		
Enugu	90		95		88		
Ogun	88	85	92	98			
Kogi	87	83	90		87		
Edo	86	85	88		76		
Osun	84	90	78	84			
Ebonyi	84	79	92		71	66	
Fct	80	78	82	84			93
Oyo	78	82	74	92	51		
Plateau	75	78	72		77	72	
Benue	73	71	76		71	60	
Imo	73	75			87		
Kaduna	70	67	73	81	61		
Kwara	67	60	74	89	34	16	
Adamawa	65	68	60	69	63	53	
Nasarawa	64	65	63	74	62	46	
Taraba	59	55	64		55	48	
Jigawa	46	47	46		43	35	
Kano	44	41	47	50	38	23	
Niger	43	48	35		27		
Katsina	42	44	41	52	40	35	
Borno	37	33	39	39	35		
Gombe	35	28	43	60	24	12	
Yobe	31	30	32	36	30	14	
Sokoto	28	24	34		29	17	
Bauchi	24	18	28	52	19	10	
Kebbi	21	20	22		16	8	
Zamfara	21	23	18		17	11	

Findings

- Nationally, 63 per cent of children are exposed to organized learning programmes one year before the official primary entry age.
- Among states with available data, Gombe state has the largest difference by gender, at an estimated 15-percentage-points difference in favour of girls.
- Bayelsa and Rivers states have the highest participation rates in organized learning at 95 per cent. On the other end of the spectrum, Kebbi and Zamfara states have only 21 per cent of 5-year-olds exposed to organized learning.
- Similarly, between urban and rural areas, among states with available data, the largest difference is observed in the Kwara state, at 55 percentage points in favour of urban children.



Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.



Topic 5

Repetition and Dropout

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitioners?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

Repetition rates measure the share of children in a given grade in a given school year who repeated that grade as a percentage of the total number of children who attended the grade in the previous year.

What is the dropout rate?

Dropout rates measure the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school the following year. Dropouts in the last grade of a level represent non-transitioners, i.e., those students who did not continue to the next level of education between the previous and current school year.



FIGURE 65 Repetition rate by grade

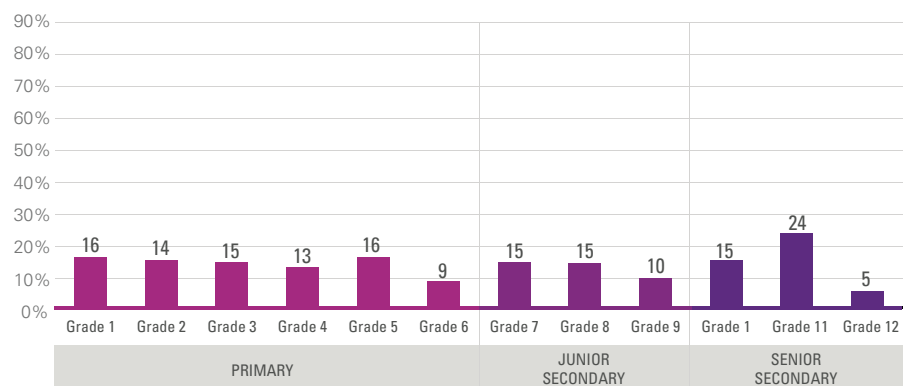
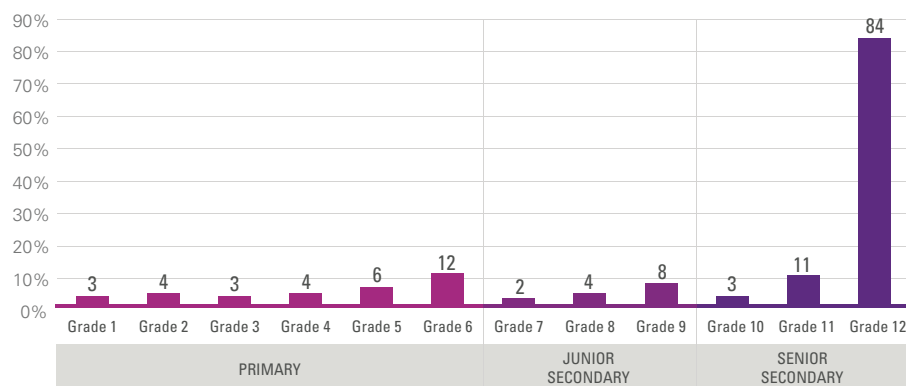
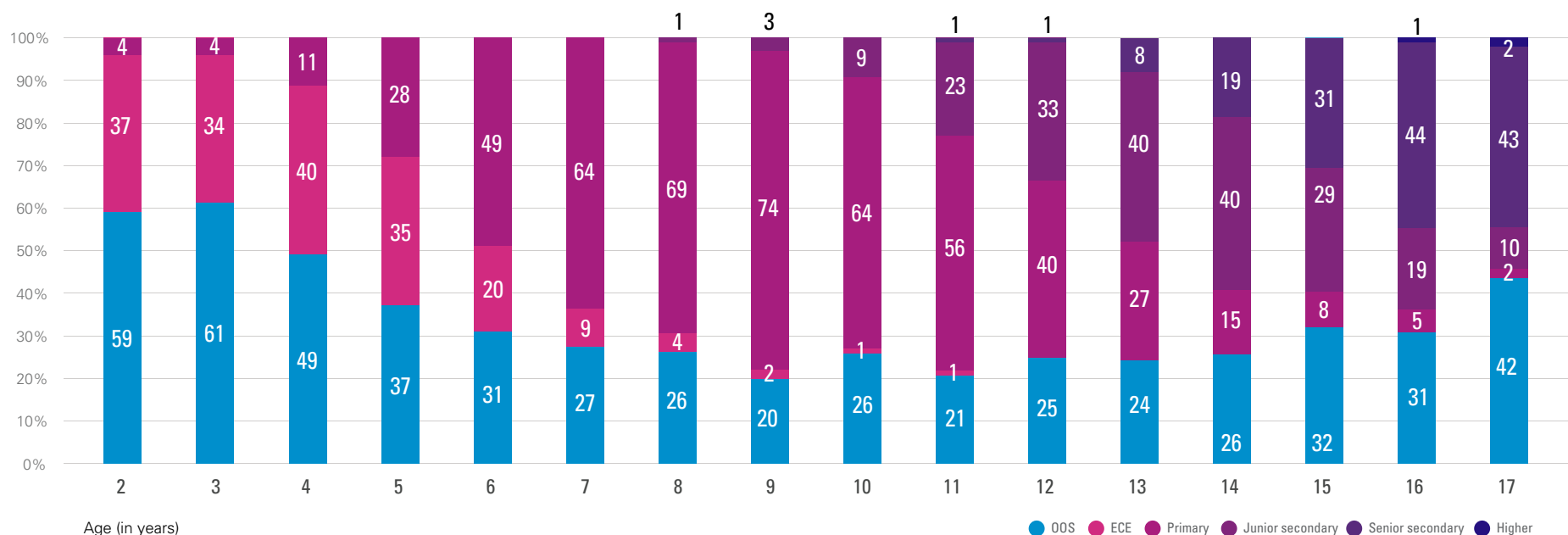


FIGURE 66 Dropout rate by grade



Note: Dropout in Grade 12 includes those who transitioned to higher education between previous and current education years.

FIGURE 67 Attendance by education level, by age



Findings

- While repetition rates vary by grade in Nigeria, they are typically high. In the primary grades, repetition rates range from 16 per cent in Grades 1 and 5, to 9 per cent in Grade 6. At the junior secondary level, repetition rate ranges from 15 per cent in Grades 7 and 8, to 10 per cent in Grade 9. At the senior secondary level, the repetition rate ranges from 24 per cent in Grade 11, to 5 per cent in Grade 12.
- The dropout rate, on the contrary, typically increases by grades within each level of education. The dropout rate for lower grades of primary stays low (between 3 to 6 per cent), but increases to 12 per cent at Grade 6. In the junior secondary level, the dropout rate ranges from 2 per cent in Grade 7, to 8 per cent in Grade 9. In senior secondary, the range of dropout is 3 per cent in Grade 10, to 84 per cent in grade 12. However, it is important to note that a dropout in Grade 12 means these students had not yet transitioned to higher level within the previous and current year of education.
- In Nigeria, the primary school age is 6 to 11, the junior secondary school ages is 12 to 14, and senior secondary is 15 to 17.
- Among 2- to 4-year-olds, between 34 and 40 per cent attend ECE. At age 5 (one year before primary), the majority of children are either in ECE or already attending primary education.
- Among 6- to 11-year-olds, the out-of-school rate varies from 31 to 21 per cent, respectively. However, beginning age eight, some children reported attending junior secondary signifying early entry to that level
- On the other hand, among the junior secondary age bracket, 12- to 14-year-olds, the majority of children are either out of school or attending a lower or higher level of education.
- Out-of-school rate increases between age 15 and 17, with only four in ten 17-year-olds attending senior secondary education.



Profile of repeaters, dropouts, and non-transitioners

These findings are based on Nigeria's children who repeated, dropped out from primary to senior secondary or those who did not transition to the higher level. Overall, 15 per cent of Nigeria's students repeat and 9 per cent dropout.

FIGURE 68 Profile of repeaters and dropouts, by **gender**

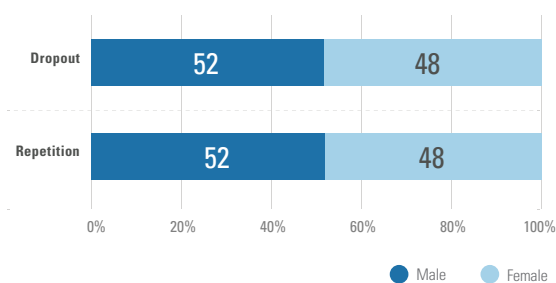


FIGURE 69 Profile of repeaters and dropouts, by **area**

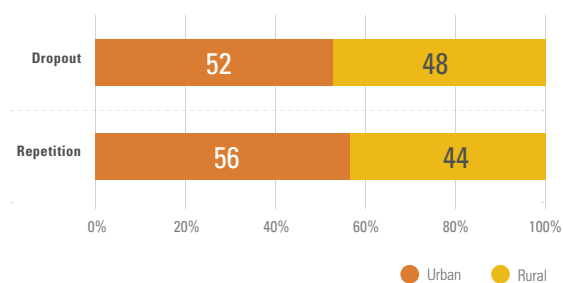


FIGURE 70 Profile of repeaters and dropouts, by **mother's level of education**

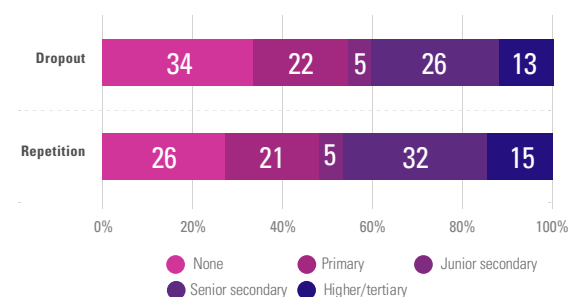


FIGURE 71 Profile of repeaters and dropouts, by **wealth quintile**

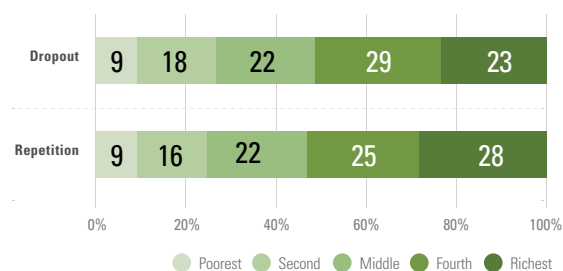


FIGURE 72 Profile of repeaters and dropouts, by **level of education**

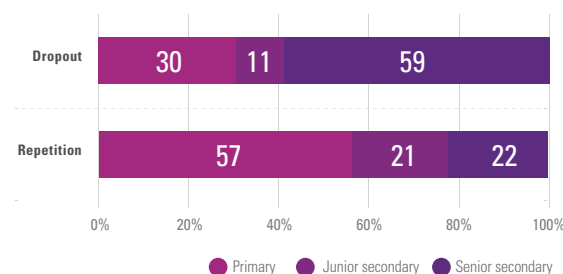
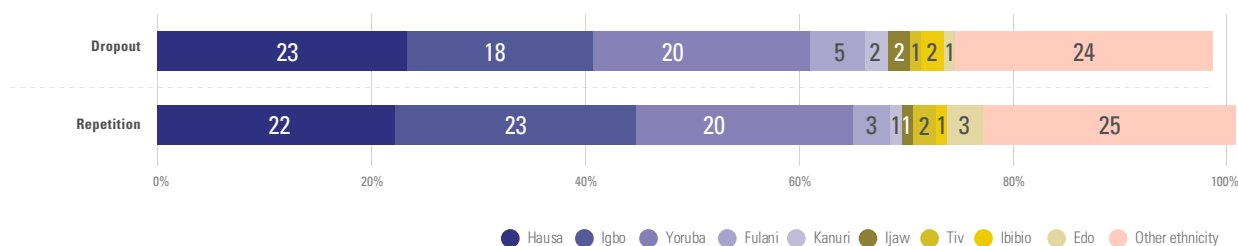


FIGURE 73 Profile of repeaters and dropouts, by **ethnicity of household head**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- More boys than girls repeat a grade or dropout.
- Among children who repeat or dropout, urban children form the majority. One reason for this is that dropout and repetition analysis is based on students, i.e., children still attending education.
- Children from the wealthiest two quintiles make up the majority of repeaters or dropouts.
- Most children who repeat or drop out have mothers with no or only primary education.
- By ethnicity, other ethnicities, Igbo, Yoruba and Hausa make up most of those repeating or dropping out.
- By level of education, the majority of repeaters are from the primary level whereas among dropouts, most are from the senior secondary level.

TABLE 5. Repetition and dropout

Shares and headcounts by various socio-economic characteristics

		Rate (%)		Headcount of children (in thousands)	
		Repetition	Dropout	Repetition	Dropout
Total		15%	9%	7,145,500	4,856,300
Level of education attended	Primary	14 %	5 %	3,957,100	1,353,300
	Junior secondary	14 %	5 %	1,512,300	504,800
	Senior secondary	16 %	27 %	1,676,100	2,998,200
Gender	Male	15 %	9 %	3,708,900	2,505,800
	Female	14 %	9 %	3,436,600	2,350,500
Area	Urban	17 %	10 %	4,046,800	2,551,700
	Rural	12 %	9 %	3,098,700	2,304,600
Wealth quintile	Poorest	12 %	8 %	654,000	437,300
	Second	12 %	9 %	1,114,500	840,000
	Middle	14 %	8 %	1,581,200	1,059,000
	Fourth	15 %	11 %	1,830,600	1,387,200
	Richest	18 %	10 %	1,965,200	1,132,800
Ethnicity of household head	Hausa	13 %	9 %	1,543,700	1,108,600
	Igbo	20 %	10 %	1,631,500	878,400
	Yoruba	16 %	10 %	1,408,800	969,700
	Fulani	10 %	13 %	197,400	252,100
	Kanuri	11 %	12 %	84,900	92,700
	Ijaw	11 %	10 %	101,900	101,900
	Tiv	10 %	6 %	107,400	70,700
	Ibibio	8 %	10 %	89,700	120,500
	Edo	25 %	8 %	220,600	75,600
	Other ethnicity	13 %	8 %	1,759,500	1,185,900
Zone	North Central	15 %	8 %	1,174,100	647,500
	North East	14 %	10 %	774,100	579,600
	North West	10 %	9 %	1,221,500	1,154,600
	South East	21 %	11 %	1,368,000	716,100
	South South	13 %	9 %	996,500	743,900
	South West	16 %	9 %	1,611,300	1,014,600

Repetition and Dropout — Percentages and estimated numbers by various socio-economic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), or dropout (bottom).

FIGURE 74 Repetition rates and headcounts

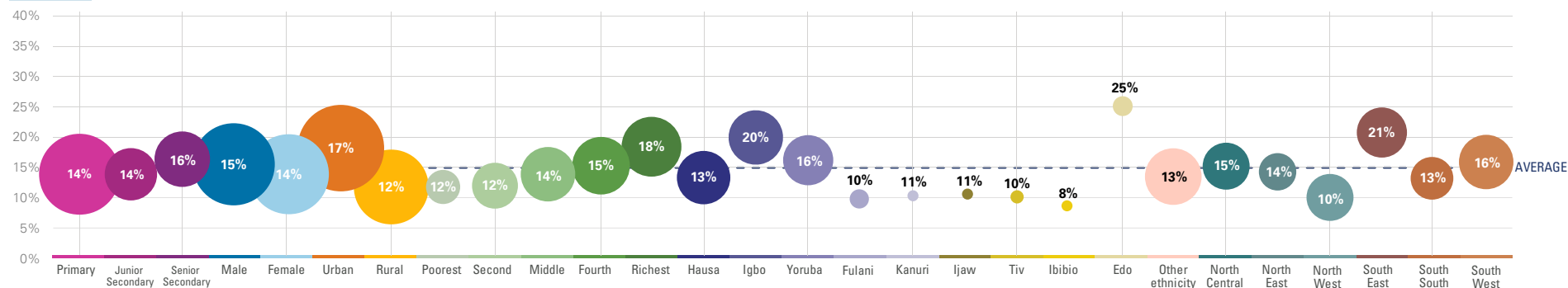
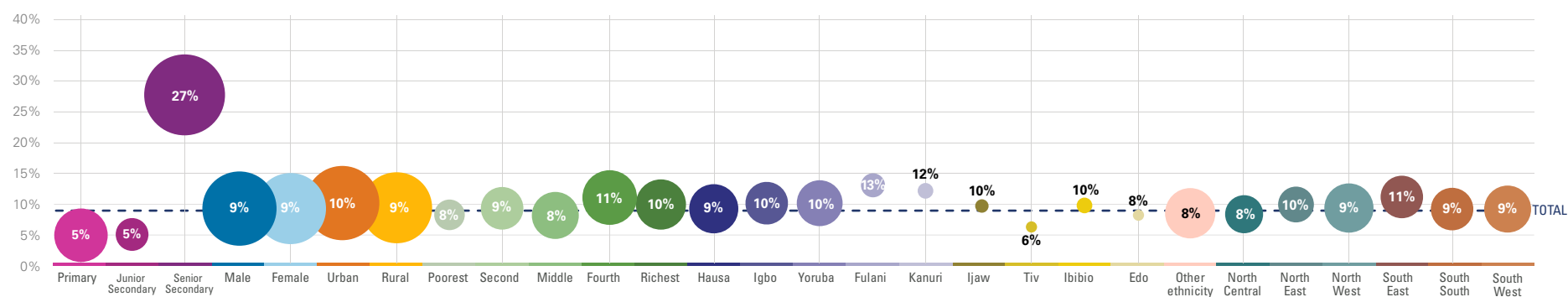


FIGURE 75 Dropout rates and headcounts



Findings

- Repetition rates are similar between level of education, sex and area.
- However, repetition rates increase by wealth quintile. One explanation for this is that repetition rate is based on students and if wealthier students are more likely to be in education, they are also more likely to be impacted by efficiency issues as students from poorer wealth quintiles may already be out of the system.
- Among ethnicities, Edo ethnicity has the highest repetition rate, while Igbo ethnicity has the largest number of children repeating.
- Among zones, South East zone has the highest share of repeaters but South West zone has the higher number of repeaters.
- By ethnicity, Fulani has the highest dropout rate but Hausa ethnicity makes up the largest number of children dropping out.

Repetition rate by state and various socio-economic characteristics

STATE	Primary							Lower secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest	Total	Male	Female	Urban	Rural	Poorest	Richest
Ebonyi	36	42	32		23	27		27	22	34		22	17	
Anambra	34	35	33	38	12		36	30	37	18		11		33
Zamfara	30	26	37	37	27	14		26	32		23			
Sokoto	27	26	26	31	25	18	47	21	24	16	35	7		
Abia	24	27	22	37	22		20	22	23	21	32	20		
Lagos	22	25	19	23	12		22	20	23	18	21			19
Ondo	22	23	21	21	22	13	28	20	20	19	21	19		28
Bauchi	21	20	21	14	23	30		19	20	17	12	23		
Edo	21	23	18	20	21		20	20	24	17	18	24		25
Yobe	20	21	20	27	19	17	32	19	22	15	18	19		
Nasarawa	19	21	18	22	19	16	36	20	20	18	17	20	10	
Kogi	19	15	23	15	21	22	17	21	22	21	22	20	29	
Ekiti	19	22	16	22	8		17	19	22	16	23	4		
Taraba	17	18	17	10	19	23		16	19	13	13	17	21	
Kwara	16	15	18	18	10	15	15	17	18	16	18	9		14
Bayelsa	16	16	17		20	15		18	20	16		18		
Rivers	16	16	16	18	13		18	20	26	12	26	16		15
Oyo	14	14	15	15	12	8	16	13	7	19	13	15		18
Adamawa	14	15	12	24	10	10		8	6	10	12	7	5	
Kebbi	14	13	15	10	15	12		10	7	13	14	7		
Niger	13	14	13	24	9	4	28	19	15	25	32	12		
Delta	13	13	13	7	18		9	11	12	11	5	17		5
Fct	13	10	16	14	10		14	14	15	12	16	9		16
Gombe	11	12	10	14	9	3		9	10	9	18	2		
Imo	11	12	10		12		10	8	12	5		13		
Ogun	11	8	14	10	11	10	8	11	10	11	11	9		12
Benue	10	11	9	16	10	8		14	15	13	18	13	16	
Plateau	10	10	10	8	10	12		11	6	16	8	12	18	
Cross River	9	8	9	12	8	11		3	4	3		2		
Borno	8	8	8	7	9	10	8	10	12	8	13	8		
Katsina	8	9	7	9	8	9	10	12	10	15	13	12		
Kaduna	7	7	7	8	6	8	10	8	5	11	9	7		
Kano	7	8	6	8	6	7	9	5	4	6	6	3		12
Jigawa	7	6	7	9	7	7		12	13	11		12		
Enugu	5	6	3	6	1	0	11	1	1	0	0	1		
Akwa Ibom	4	3	4	1	4	4	0	4	2	6	0	4		
Osun	3	2	4	2	5	1	2	4	4	4	2	11		1

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Repetition rate by state and various socio-economic characteristics

STATE	Upper secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest
Ebonyi	35	23	43		25		
Anambra	33	24	39		11		33
Zamfara	23	20		18			
Sokoto	32	29		45	21		
Abia	28	32	23	36	26		21
Lagos	22	20	24	23			23
Ondo	20	21	19	20	20		19
Bauchi	13	8	21	13	13		
Edo	27	25	29	27	28		25
Yobe	30	30	30	38	27		
Nasarawa	23	20	28	30	20		
Kogi	22	19	26	16	25		
Ekiti	20	19	22	25	5		
Taraba	18	24	11		20	14	
Kwara	17	16	19	19	11		19
Bayelsa	8	9	7		12		
Rivers	14	14	13	15	13		9
Oyo	15	15	16	16	12		20
Adamawa	10	8	11	12	8	7	
Kebbi	11	10	11	13	6		
Niger	14	11	19	19	10		
Delta	10	12	9	11	10		12
Fct	14	11	18	14	13		18
Gombe	12	10	14	18	7		
Imo	17	19	16		7		
Ogun	10	11	9	9	11		12
Benue	12	11	13		11		
Plateau	10	12	7	12	9	15	
Cross River	11	9	14		11		
Borno	11	13	8	10	12		3
Katsina	14	11	16	13	14		
Kaduna	10	11	9	11	9		
Kano	6	8	4	7	4		
Jigawa	11	9		14	9		
Enugu	4	1	7	6	2		7
Akwa Ibom	3	3	4	11	3		6
Osun	8	7	8	7	11		12

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Findings

- At the primary level, the repetition rate among students is highest in Ebonyi state at 36 per cent and lowest in Osun State at 3 per cent. At the lower secondary level, the repetition rate is highest in Anambra State at 30 per cent and lowest at Enugu state at 1 per cent. At the upper secondary level, Ebonyi state has the highest repetition rate at 35 per cent and Akwa Ibom has the lowest repetition rate at 3 per cent.
- It is important to note this analysis is based on students and not children, which means that a decline in student population due to high out-of-school children rates impacts the estimates. A high out-of-school rate for a specific group may translate to lower repetition and dropout.



Dropout rate by state and various socio-economic characteristics

STATE	Primary							Lower secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest	Total	Male	Female	Urban	Rural	Poorest	Richest
Anambra	20	22	19	23	6		16	12	5	24		8		11
Osun	14	17	12	16	8	5	14	18	16	20	21	8		11
Borno	13	13	13	9	16	17	20	19	16	21	12	23		
Zamfara	9	9	8	9	9	11		9	9		10			
Gombe	8	6	10	10	7	9		11	8	14	9	12		
Katsina	8	8	7	8	8	10	11	5	5	4	9	3		
Nasarawa	8	7	8	7	8	4	8	8	8	8	13	7	6	
Kebbi	7	8	6	5	8	5		8	6	10	2	12		
Bauchi	7	8	5	5	7	11		4	6	2	9	1		
Kano	6	6	7	3	9	15	2	5	3	6	4	7		3
Jigawa	5	5	4	5	5	3		8	9	6		10		
Plateau	5	5	4	8	3	3		3	5	2	3	4	0	
Oyo	4	4	4	4	5	5	3	4	3	5	3	8		3
Adamawa	4	4	4	5	4	3		6	7	6	11	5	7	
Yobe	4	5	3	5	4	4	0	7	7	8	11	7		
Kwara	4	5	3	3	5	8	3	3	2	5	4	1		0
Kaduna	4	3	4	3	4	5	1	2	3	2	3	2		
Niger	4	3	5	4	3	8	3	3	3	3	1	5		
Rivers	4	5	2	4	3		3	2	3	2	1	3		1
Sokoto	3	4	3	4	3	5	0	8	8	7	7	8		
Ogun	3	3	3	2	5	5	1	2	4	1	2	2		2
Lagos	3	4	2	3	0		2	2	2	1	2			1
Ondo	3	2	3	2	4	3	3	2	2	3	2	2		2
Kogi	3	3	3	4	3	5	1	1	2	1	2	1	7	
Fct	3	2	3	3	2		1	8	9	6	6	13		2
Cross River	2	3	2	0	3	2		2	1	4		3		
Ebonyi	2	0	3		3	4		0	0	0		2	2	
Benue	2	1	2	2	2	1		3	2	4	2	3	6	
Delta	2	2	1	1	2		0	1	0	2	0	2		1
Edo	1	1	2	1	3		0	2	4	1	2	3		0
Taraba	1	1	2	3	1	1		1	1	1	1	1	3	
Akwa Ibom	1	1	2	2	1	3	1	2	2	2	1	2		
Ekiti	1	1	2	1	0		2	0	0	1	0	2		
Bayelsa	1	1	1		1	2		7	9	5		3		
Enugu	1	2	0	1	1	0	0	2	3	2	3	1		
Abia	1	1	1	1	1		2	3	4	2	0	4		
Imo	0	0	0		1		0	2	2	1		4		

Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.

Dropout rate by state and various socio-economic characteristics

STATE	Upper secondary						
	Total	Male	Female	Urban	Rural	Poorest	Richest
Anambra	28	36	24		40		32
Osun	38	39	36	40	30		35
Borno	28	23	34	26	29		20
Zamfara	39	42		39			
Gombe	32	30	33	32	31		
Katsina	27	30	24	31	25		
Nasarawa	24	30	17	21	26		
Kebbi	25	22	28	20	33		
Bauchi	28	29	24	30	25		
Kano	29	27	31	30	26		
Jigawa	28	25		29	28		
Plateau	28	24	33	27	29	27	
Oyo	24	19	28	27	14		21
Adamawa	32	35	27	27	34	34	
Yobe	14	14	13	15	14		
Kwara	33	33	33	32	35		38
Kaduna	30	25	36	27	35		
Niger	19	18	20	15	22		
Rivers	32	36	27	36	27		41
Sokoto	25	27		27	24		
Ogun	20	16	24	21	19		22
Lagos	27	32	23	27			27
Ondo	32	34	30	24	39		31
Kogi	30	31	28	29	30		
Fct	25	31	18	23	33		17
Cross River	20	18	23		19		
Ebonyi	15	15	15		26		
Benue	22	23	21		23		
Delta	26	25	27	28	25		26
Edo	24	26	23	19	29		23
Taraba	16	10	23		18	24	
Akwa Ibom	32	35	30	27	32		33
Ekiti	25	30	20	21	34		
Bayelsa	39	40	37		32		
Enugu	30	40	24	31	29		24
Abia	26	22	31	30	25		22
Imo	21	16	27		32		

Findings

- At the primary level, the dropout rate among students is highest in Anambara state at 20 per cent and lowest in Imo State at less than 1 per cent. At the lower secondary level, the dropout rate is highest in Borno State at 19 per cent and lowest in Ekiti state at less than 1 per cent. At the upper secondary level, Bayelsa and Zamfara states have the highest dropout rates at 39 per cent and Yobe has the lowest dropout rate at 14 per cent.
- It is important to note this analysis is based on students and not children, which means that a decline in student population due to high out-of-school children rates impacts the estimates. A high out-of-school rate for a specific group may translate to lower repetition and dropout.



Note: The values in the table have been rounded using Excel, which tends to round down estimates, leading to slight potential discrepancies between the displayed figures and those presented in other MICS reports.



Topic 6

Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?
5. How does early marriage explain the profile of youth without skills or not attending primary school?

Child marriage and education

What is child marriage?

Child marriage is a marriage of a girl or boy before the age of 18, and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.



FIGURE 76 Prevalence of child marriage among **men aged 20 to 24**

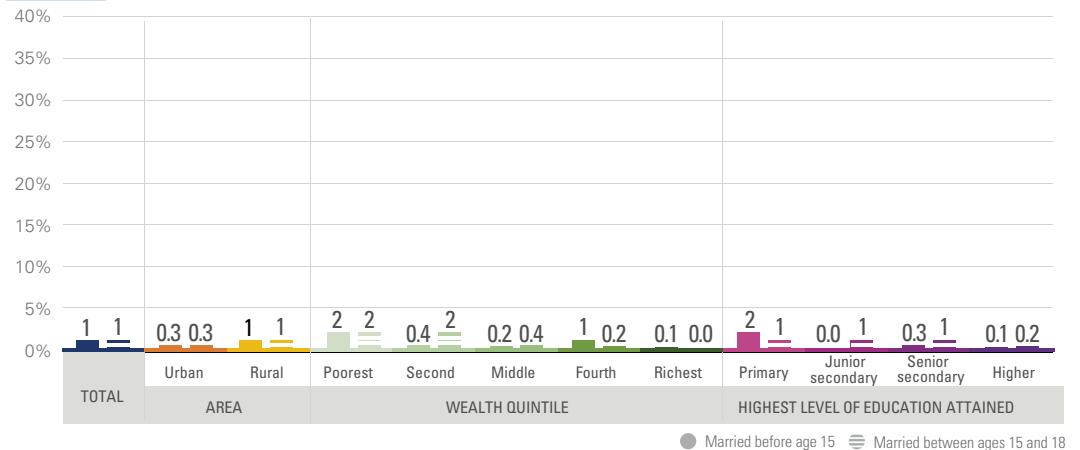


FIGURE 77 Prevalence of child marriage among **women aged 20 to 24**

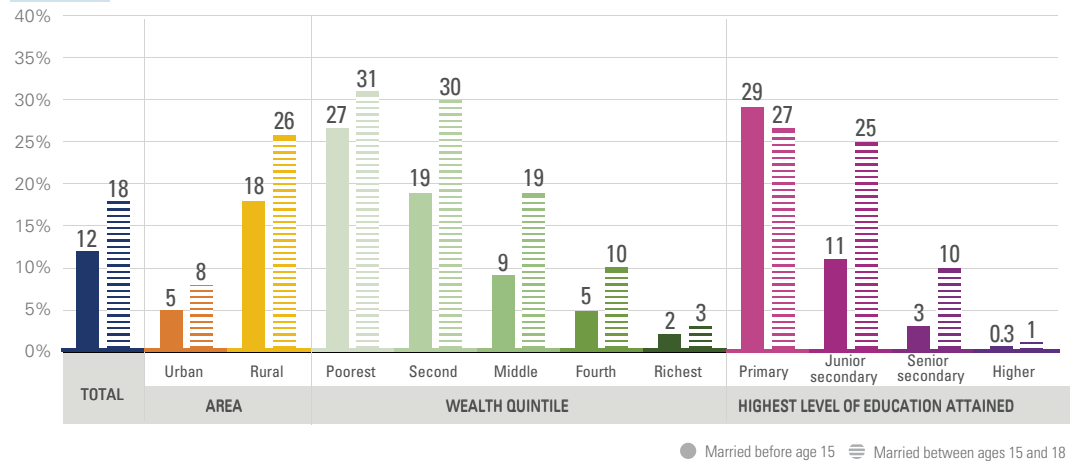
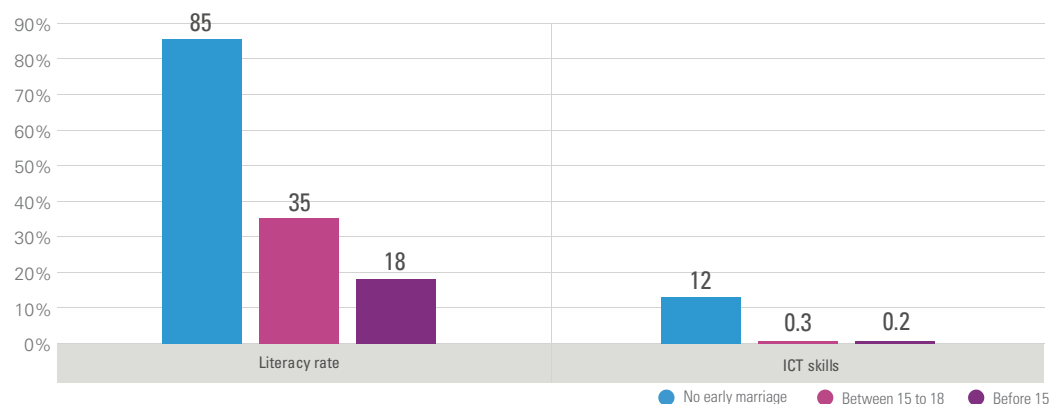


FIGURE 78 Literacy rate of women aged 20 to 24 by marriage status



Findings

- The prevalence of child marriage is higher for girls than for boys, particularly for those married between age 15 and 18. While 1 per cent of males aged 20 to 24 were married between 15 and 18, 18 per cent of females in this age group were married between 15 and 18. The prevalence of child marriage is higher in rural areas for both men and women. Since the percentage of men involved in child marriage is so low, no further analysis could have been conducted.
- There is a strong negative correlation between early marriage and education. Among males aged 20 to 24 whose highest level of education attained was higher education, almost none of them reported entering a union or marriage before their 18th birthday. This estimate is around 1 per cent for women.
- Women who have lower levels of education have a higher share of early marriage. Among females who had primary education as their highest level of education attained, 29 per cent of them were married before 15 and another 27 per cent were married between 15 and 18 years of age.
- Wealth is another dimension where a strong negative correlation is observed for early marriage, where young women belonging to the poorest wealth quintiles have the highest share of entering a marriage between 15 to 18 years of age.
- Youth who married early, especially females, have markedly lower literacy rates and an extremely low share of ICT skills. For females aged 20 to 24 who married between 15 and 18, close to one in three are literate, compared to 85 per cent for females who did not marry early.
- ICT skills acquisition also shows differences by marriage status. 12 per cent of females who did not marry early and only 0.3 per cent of females who married between 15 and 18 have ICT skills.

Child labour and education

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities; and household chores. For each category, there is a time threshold based on different age groups.

FIGURE 79 Foundational skills by child labour status (children aged 7 to 14)

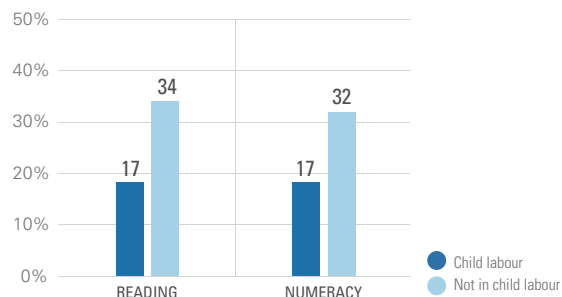


FIGURE 80 Prevalence of child labour for children aged 5 to 17

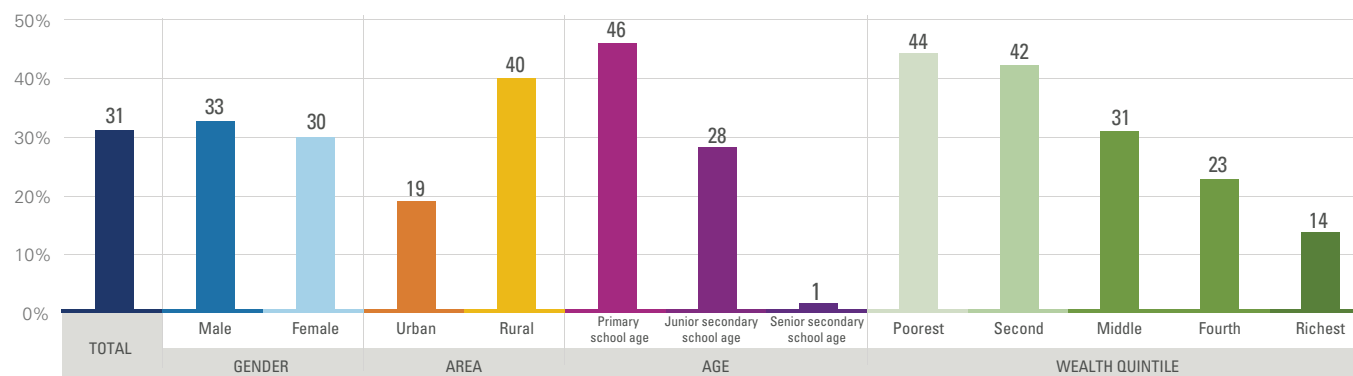
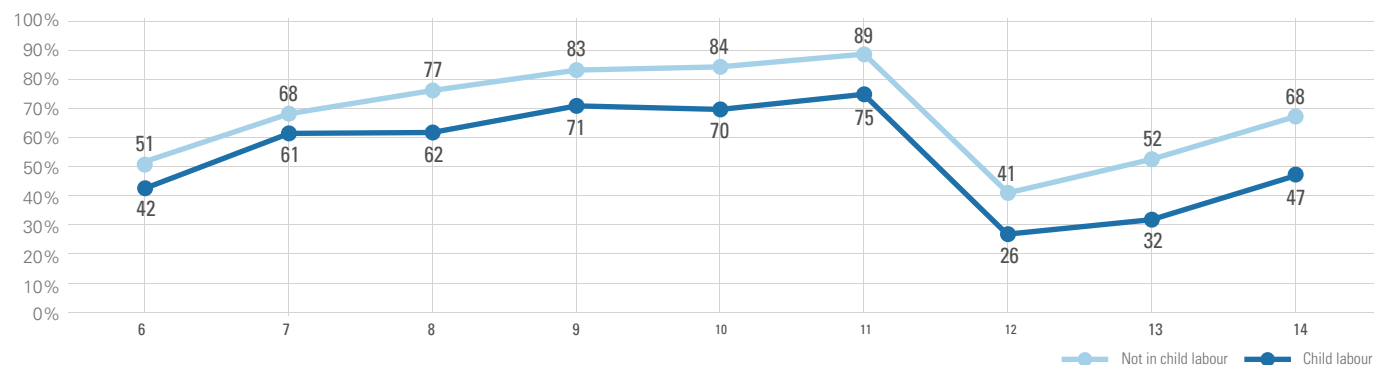


FIGURE 81 Percentage of children attending the right or higher level of education by child labour status



Findings

- In Nigeria, 31 per cent of children aged 5 to 17 are in child labour. A similar share of boys is in child labour as girls, but the disparity by urban-rural residence is substantial. Children from the poorest two wealth quintiles have similar child labour rates, at around 43 per cent. In contrast, only 14 per cent of children from the richest wealth quintiles are in child labour.
- The prevalence of child labour decreases with age. 46 per cent of primary school age children are in child labour, which drops to 1 per cent among senior secondary school age children.
- Across all ages, children engaged in child labour have lower school attendance than children not engaged in child labour.
- Foundational reading and numeracy skills are lower for children who are in child labour compared to those who are not. 32 per cent of children not in child labour have foundational numeracy skills, which drops to 17 per cent for children who are in child labour.

Profile of children not learning and out of school by child labour and uneducated or unskilled youth by early marriage

FIGURE 82 Profile of uneducated or unskilled youth (20-24 years old) by **date of marriage**

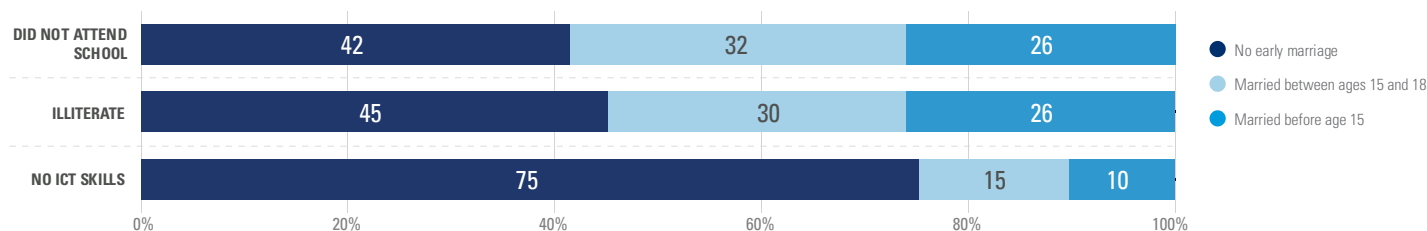
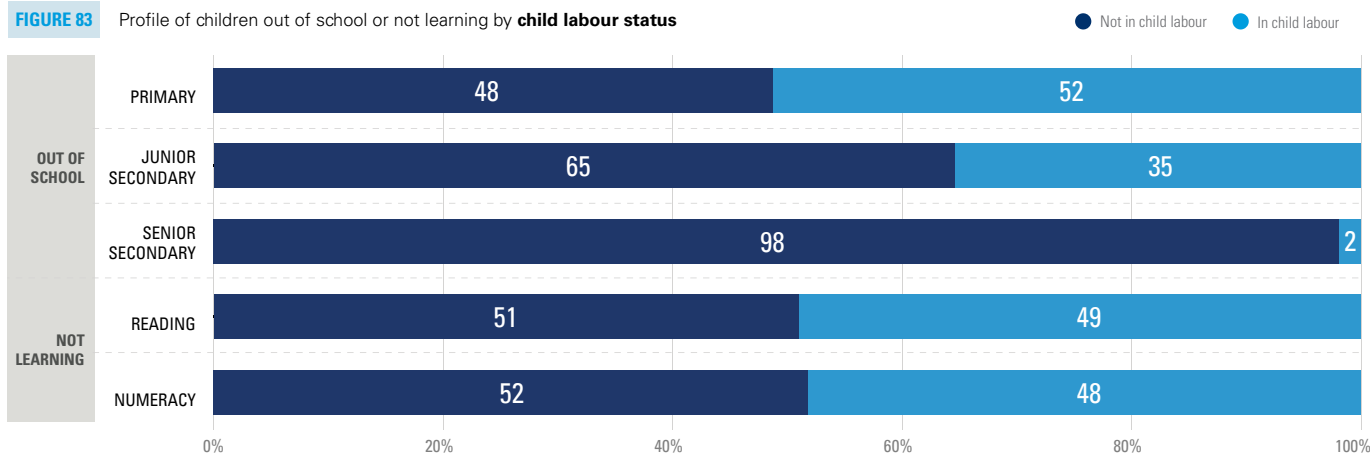


FIGURE 83 Profile of children out of school or not learning by **child labour status**



Findings

- A disproportionate share of youth who married between age 15 and 18 either did not attend school or are illiterate.
- About 46 per cent of primary school age children are engaged in child labour in Nigeria. However, among those out of school at the primary level, 52 per cent are engaged in child labour. This shows that children engaged in child labour are overrepresented among those out of school.
- Similarly, 28 per cent of junior secondary school age children are engaged in child labour in Nigeria. However, among those out of school in junior secondary, 35 per cent are engaged in child labour. This shows that children engaged in child labour are overrepresented among those out of school at the junior secondary level as well.
- Children engaged in child labour make up about 48 per cent of those not acquiring foundational reading or numeracy skills. This is proportional to the distribution of child labour in the age bracket.



Topic 7

Education for Children with Functional Difficulties

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties

FIGURE 84 Share of children aged 5 to 17 with functional difficulties

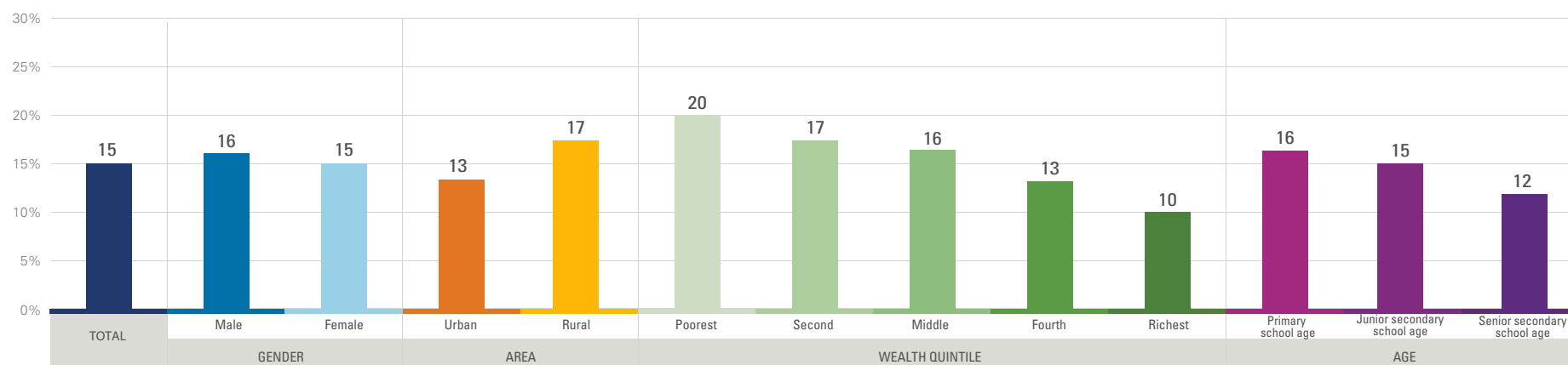
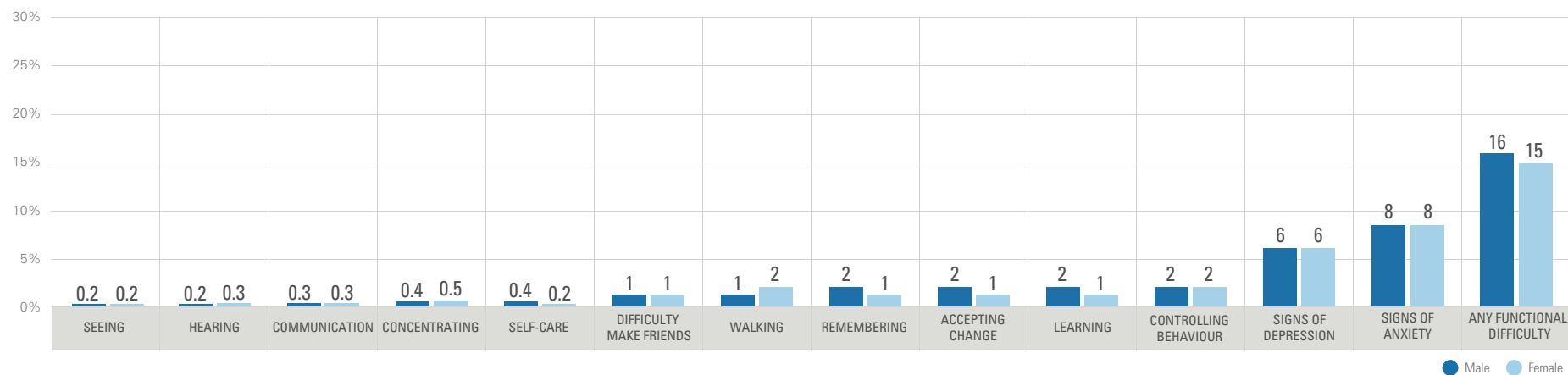


FIGURE 85 Share of children aged 5 to 17 with functional difficulties by functional difficulty domains and sex



Findings

- Overall, 15 per cent of children aged 5 to 17 have at least one functional difficulty.
- A slightly higher share of rural children and children from the poorest wealth quintile have functional difficulties.
- Less than 0.5 per cent of girls and boys have functional difficulties in domains associated in seeing, hearing, communication, concentrating and self-care. On the other hand, about 8 per cent of 5- to 17-year-olds have signs of anxiety and 6 per cent have signs of depression.



Education for children with functional difficulties

FIGURE 86 Adjusted net attendance rate for children with functional difficulties

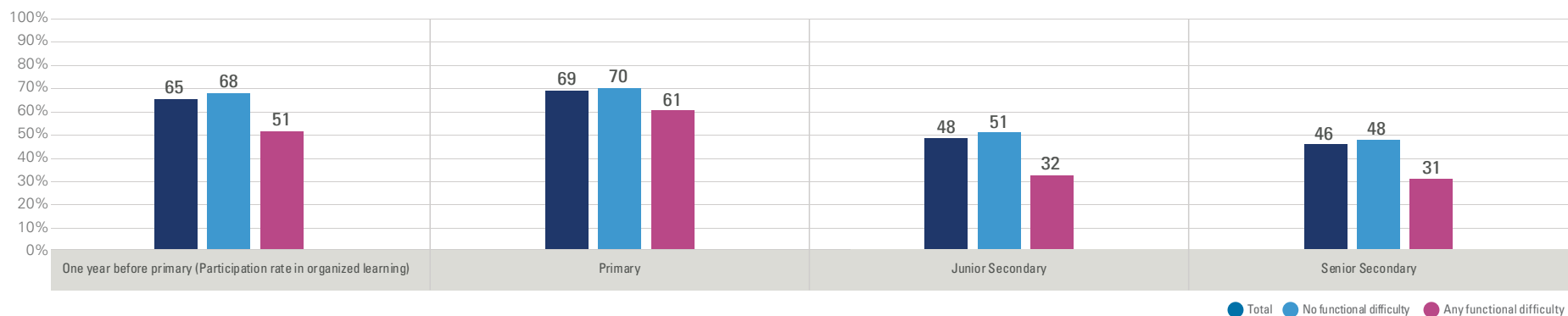


FIGURE 87 Out-of-school rates for children with functional difficulties

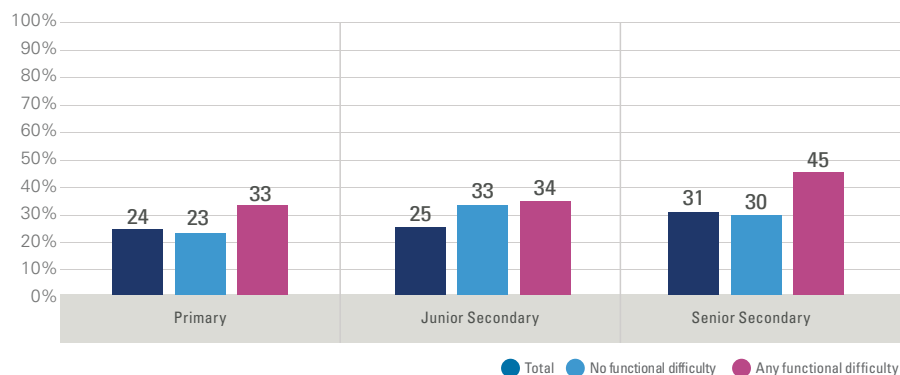


FIGURE 88 Repetition by functional difficulty status

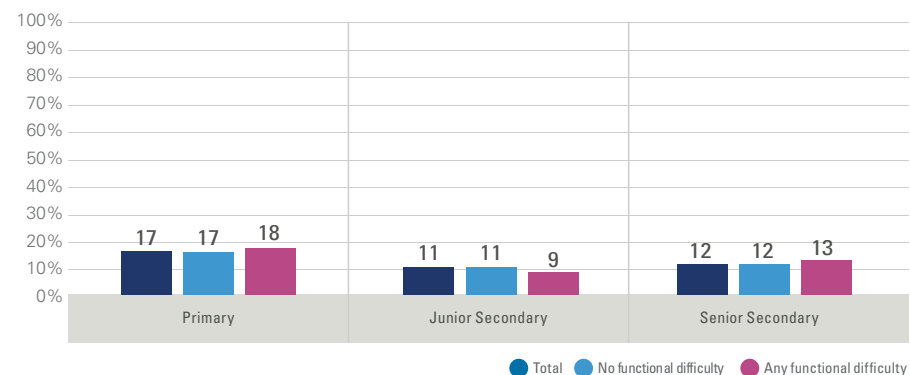


FIGURE 89 Dropout by functional difficulty status

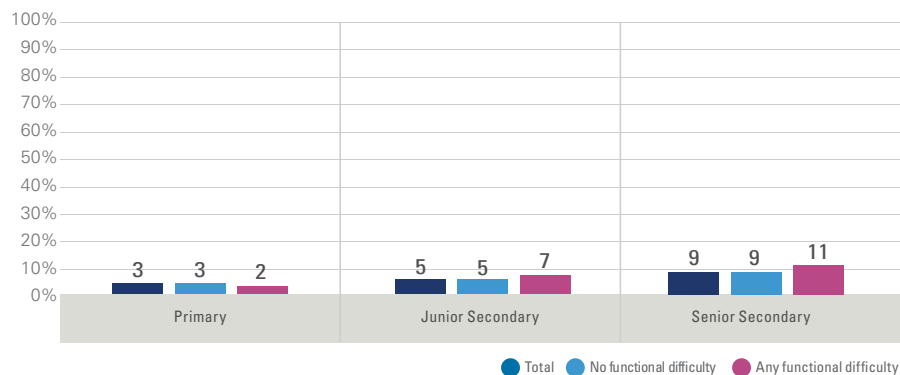
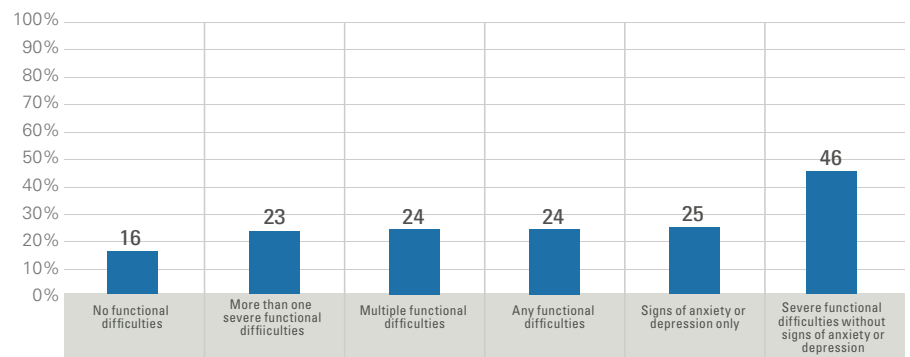


FIGURE 90 Share of 10- to 17-year-olds who have never attended school



Findings

- For all levels of education, children without any functional difficulties have higher adjusted net attendance rates (ANAR) than children with any functional difficulty. These differences are statistically significant for all levels.
- Conversely, out-of-school rates for children with any functional difficulties are higher than children with functional difficulties for all levels of education.
- No statistically significant difference is observed in repetition and dropout rates for children with and without functional difficulties
- Around 16 per cent of children aged 10 to 17 without functional difficulties have never attended school. This share increases by 8 percentage points for children with any or multiple functional difficulties. 46 per cent of children aged 10 to 17 with severe functional difficulties and without signs of anxiety or depression have never attended school. This reveals high heterogeneity among children with functional difficulties, with some groups unable to gain even initial access to education in Nigeria.



Education for children with functional difficulties

All findings presented here are for children aged 5 to 17 and therefore use the 13 functional domains presented in the earlier section.

FIGURE 91 Foundational **reading skills** by functional difficulties for 7- to 14-year-olds

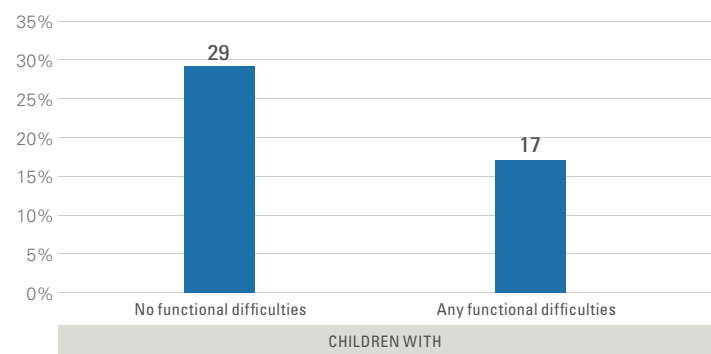
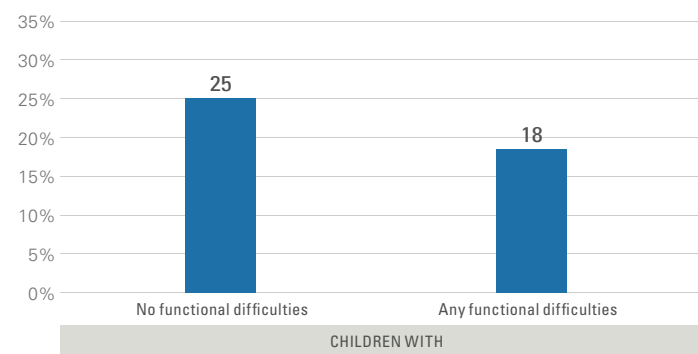


FIGURE 92 Foundational **numeracy skills** by functional difficulties for 7- to 14-year-olds



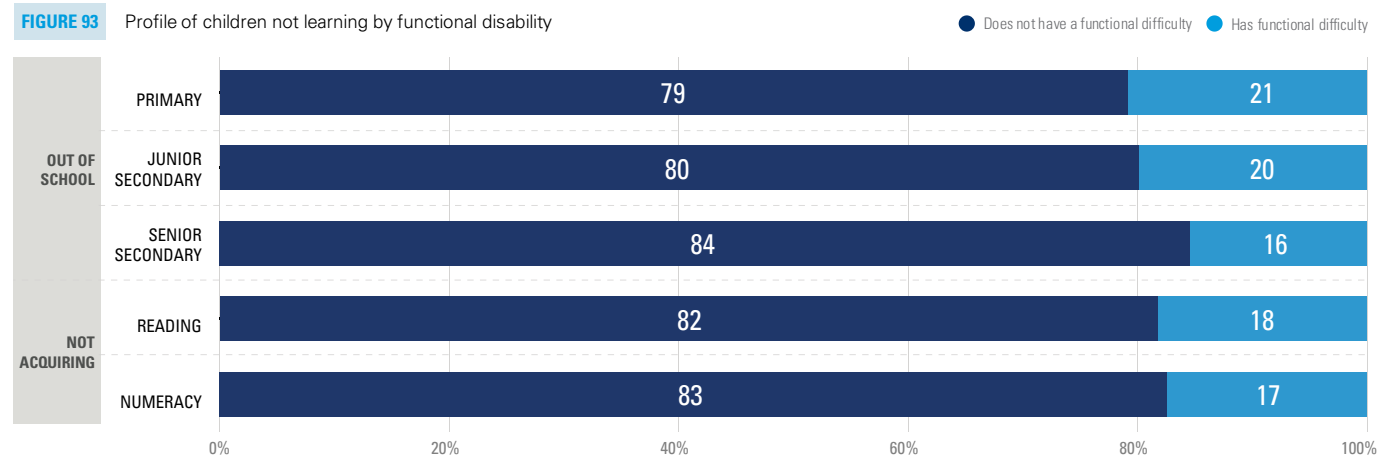
Findings

- A statistically significant difference is observed between the foundational reading skills of children with no functional difficulties and children with any functional difficulties, in favour of the former.
- The same trend is observed in foundational numeracy skills.



Profile of children not learning or out of school by functional difficulty

FIGURE 93 Profile of children not learning by functional disability



Findings

- For all levels of education among out-of-school children, children with functional difficulties are overrepresented, i.e., there are proportionally more children than expected based on their shares as part of the population (see first chart above).
- The same is true for children who do not have foundational reading and numeracy skills.



Topic 8

Remote Learning

Guiding questions

1. What percentage of students live in households with access to remote learning tools?

2. How is remote learning associated with foundational learning?

3. What are the profiles of children who do not have access to remote learning tools?

Overview

What are remote learning tools?

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, phone, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present.

FIGURE 94 Percentage of students aged 5 to 24 with access to remote learning tools at home, by zone

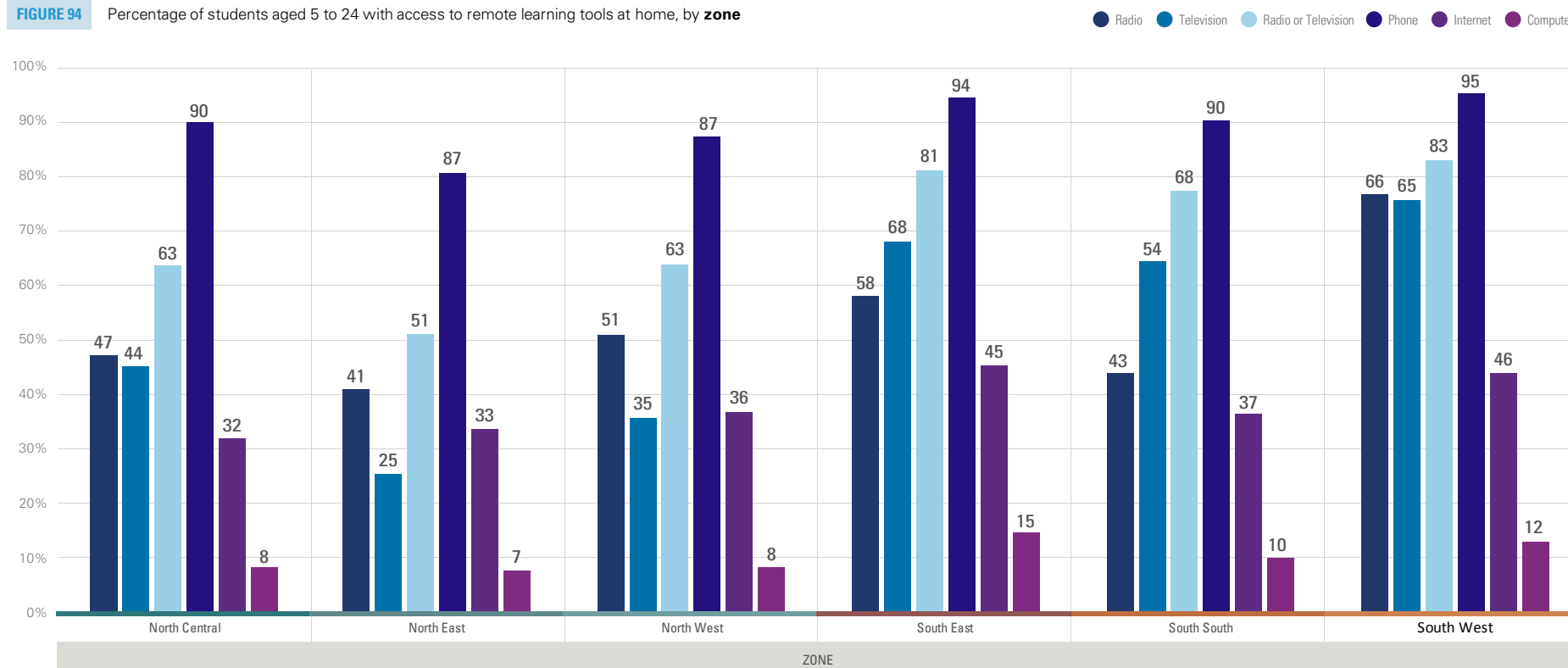


FIGURE 95 Percentage of students aged 5 to 18 who **do not** have access to **television, internet and a computer** at home

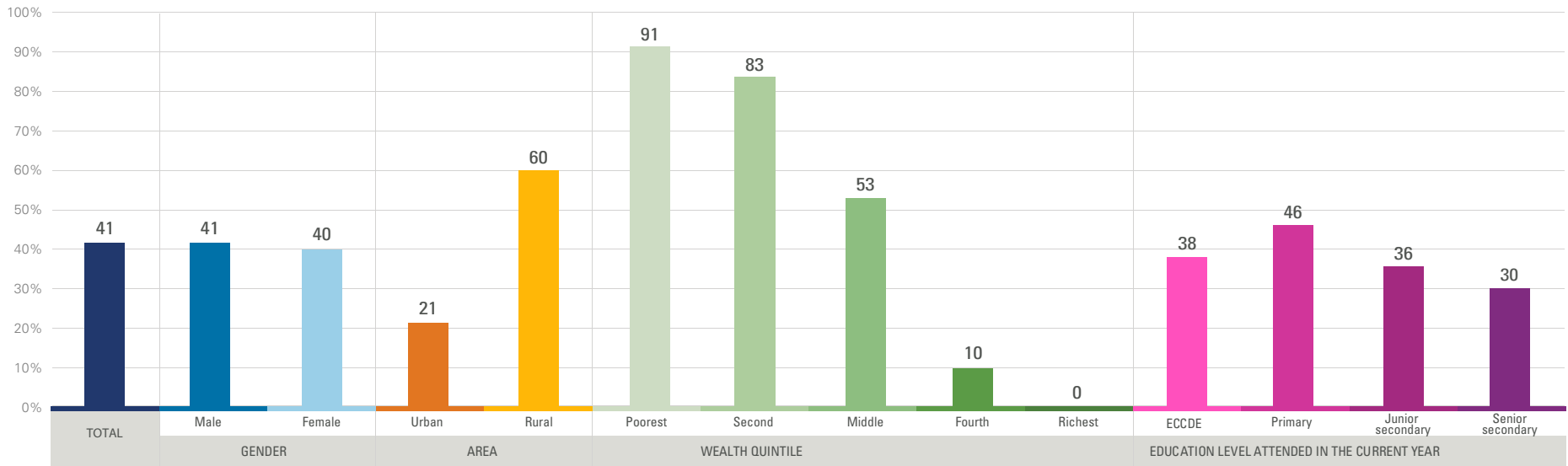


FIGURE 96 Percentage of students aged 5 to 18 who **do not** have access to **television, internet, computer, radio and phone** at home

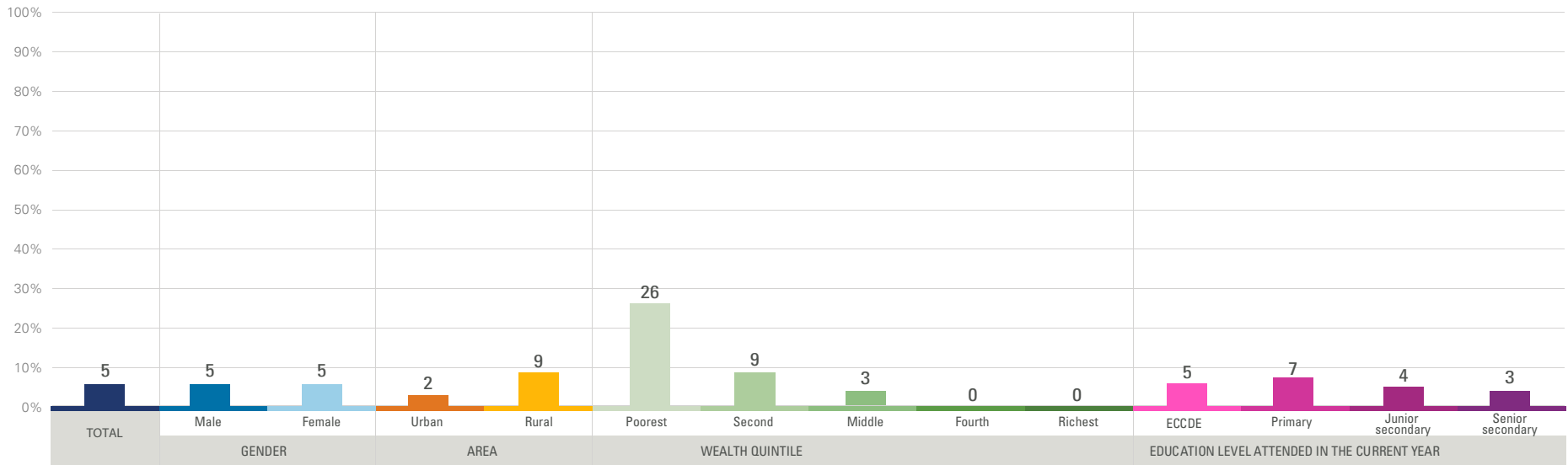


FIGURE 97 Percentage of students aged 5 to 24 with access to **radio** at home, by socio-economic and demographic characteristics

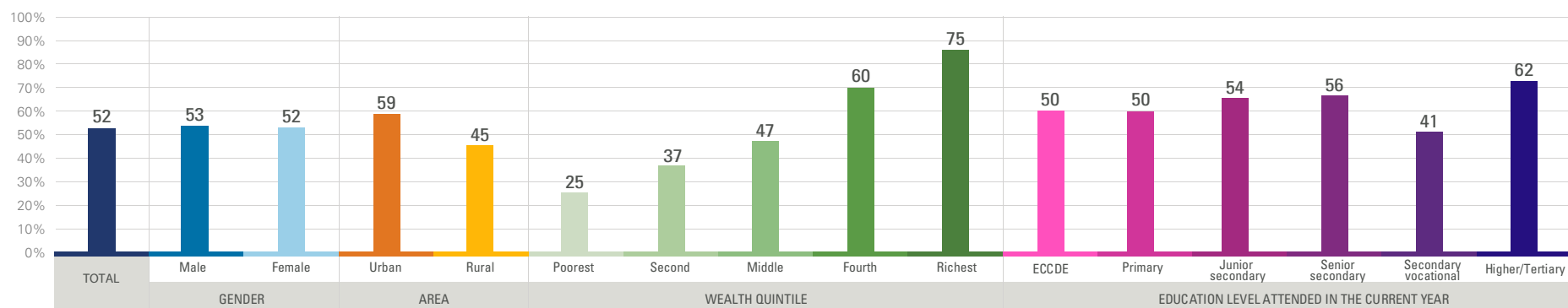


FIGURE 98 Percentage of students aged 5 to 24 with access to **television** at home, by socio-economic and demographic characteristics

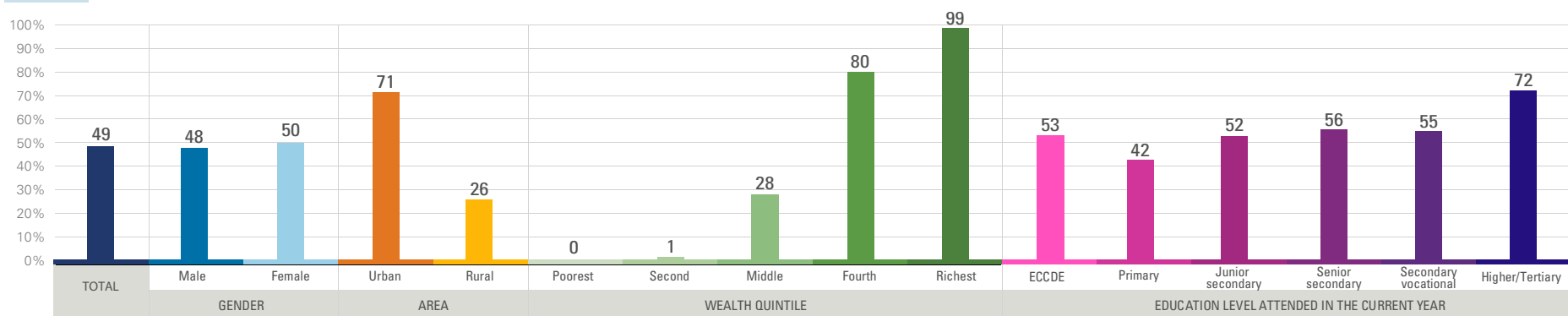


FIGURE 99 Percentage of students aged 5 to 24 with access to **radio or television** at home, by socio-economic and demographic characteristics

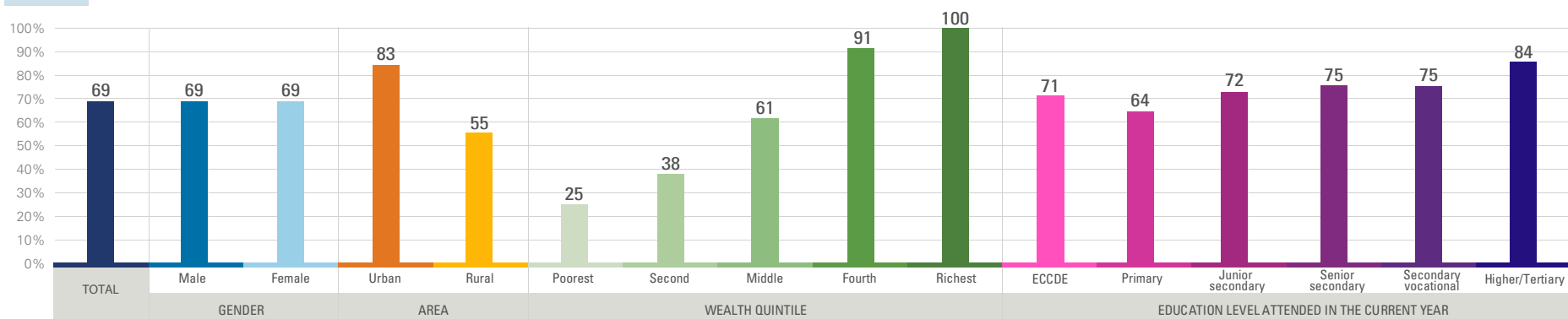


FIGURE 100 Percentage of students aged 5 to 24 with access to a **phone** at home, by socio-economic and demographic characteristics

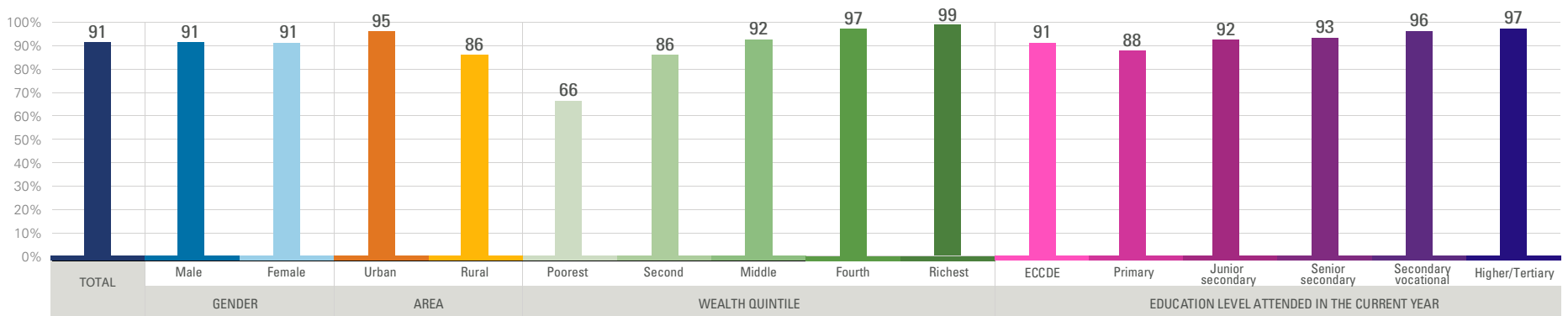


FIGURE 101 Percentage of students aged 5 to 24 with access to **internet** at home, by socio-economic and demographic characteristics

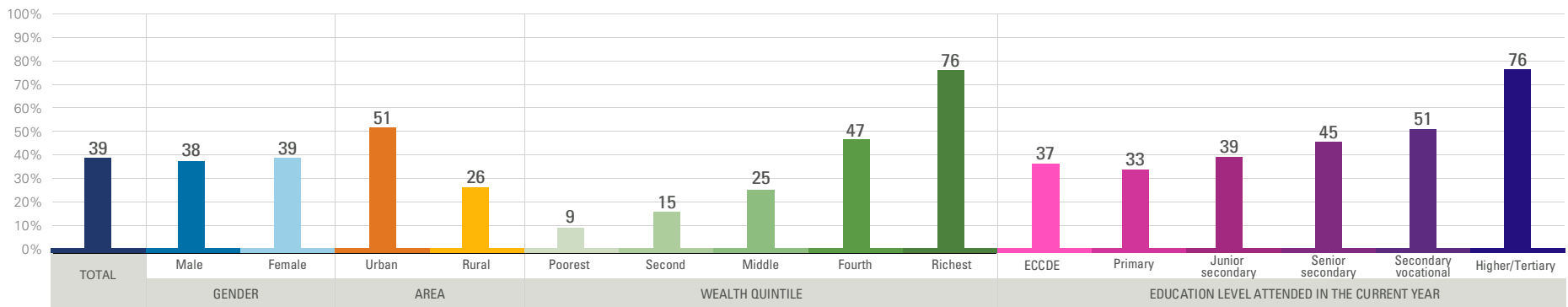
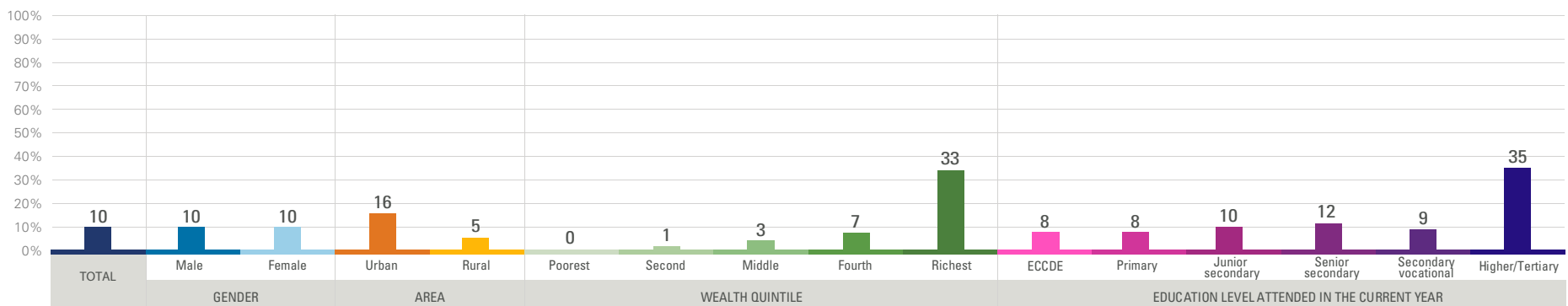


FIGURE 102 Percentage of students aged 5 to 24 with access to a **computer** at home, by socio-economic and demographic characteristics



Findings

- Phone is the most accessible remote learning tool, as 91 per cent of students aged 5 to 24 have access to a phone. Among 5 to 24-year-old students, 39 per cent have internet access at home, while only 10 per cent have access to a computer at home.
- It is important to note that the data here only show if a child has access to these tools as part of the household. There is no information on whether students are or will be allowed to use these tools for remote learning.
- Access to all forms of remote learning tools, including radio, television, phones, the internet, and a computers are higher among students in urban areas than in rural areas.
- Students from the poorest wealth quintile have less access to remote learning tools than students from wealthier quintiles, with the difference greatest for access to computers and the internet. Only 9 per cent of students from the poorest households have access to internet and none have access to a computer, whereas 76 per cent of the wealthiest students have access to internet and 33 per cent have access to a computer.
- Across divisions, there is a high rate of access to the phone, but there are divides in access to both internet and computer. Southern regions have slightly higher levels of internet and computer access as compared to northern regions.
- Overall, 41 per cent of students lack access to remote learning tools at home in the form of lack of access to television, internet or a computer. Lack of access to any of these remote learning tools in the home is greatest among students from the poorest wealth quintile, as 91 per cent of these students do not have television, internet or computers at home.
- Access to remote learning tools increases with the level of education attended. More than twice the percentage of students in vocational or technical school have access to the internet and a computer as students in early childhood education.
- This analysis reveals that while many students in Nigeria could have been reached by broadcast and digital remote learning tools, some students did not have access to any of these tools. This means they remained at least potentially unreached and would not have been able to access any education during school closures, if mitigation approaches targeting these students were not introduced.



Percentage of students with access to remote learning at home by state

FIGURE 103 Percentage of students with access to **radio or television** by state

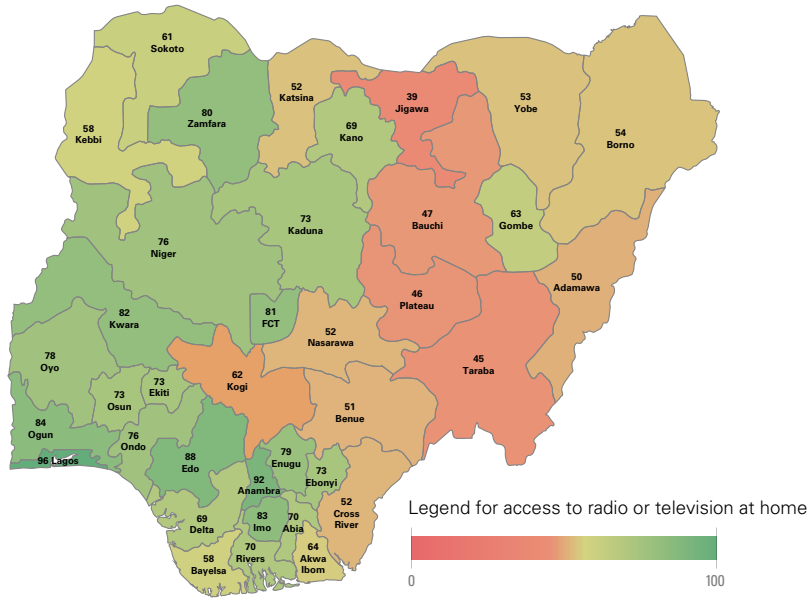


FIGURE 104 Percentage of students with access to **a phone** by state

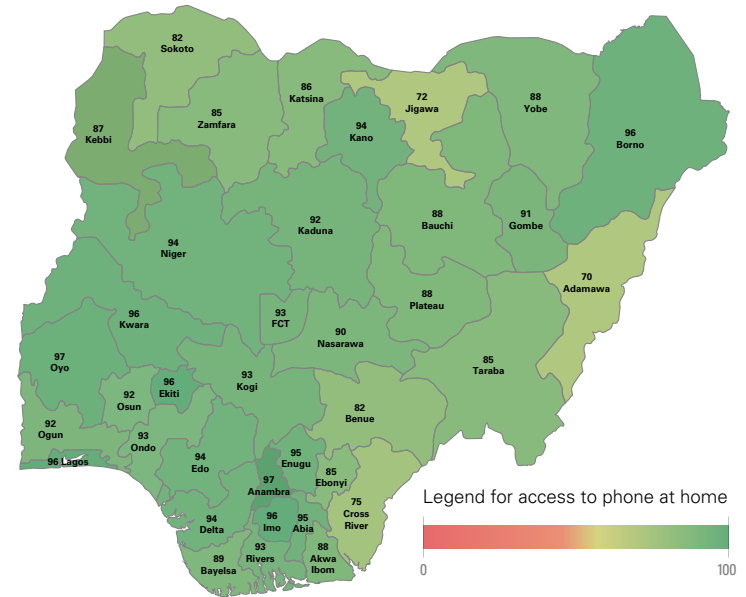


FIGURE 105 Percentage of students with access to **internet** by state

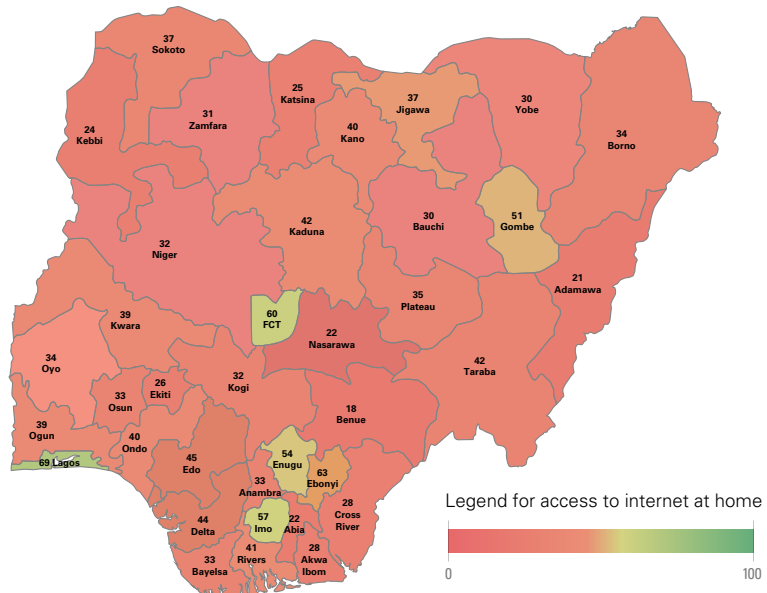
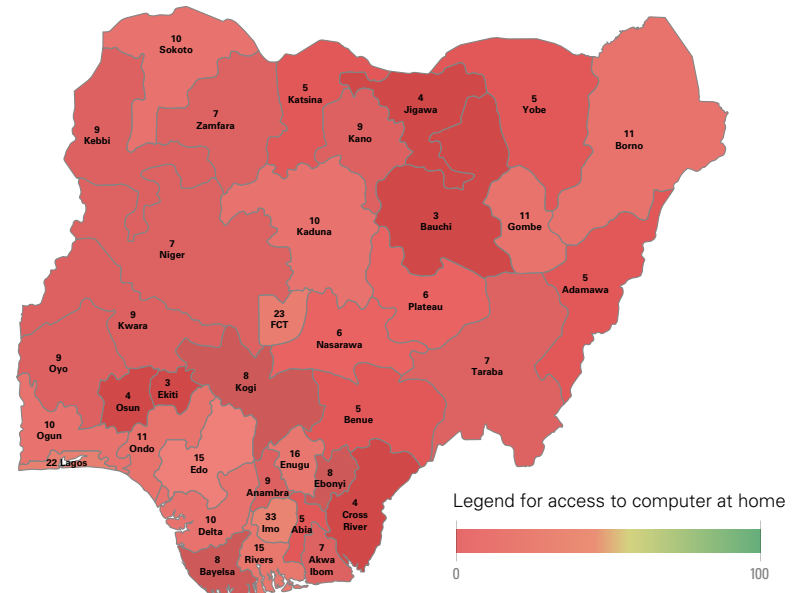


FIGURE 106 Percentage of students with access to **a computer** by state



Findings

- Between remote learning tools, across states, phone has the best reachability with most students living with households with a mobile phone. However, the survey did not collect information about the type of phone, therefore this data cannot be disaggregated further to check reachability by smart phones.
- Internet connectivity is low with the highest connectivity among students in Lagos where 69 per cent of students live in a home with internet connection. However, internet connectivity is extremely low in Benue at only 18 per cent for students aged 3 to 24 year olds.
- Computer is a rare commodity with 33 per cent of students in Imo state living with a computer at home compared to 3 percent in Ekiti.
- The survey does not collect information on the quality of these remote learning tools. Therefore the data must be interpreted with caution.



Home learning environment for children aged 7 to 14 years

FIGURE 107 Percentage of children with no child-oriented books at home

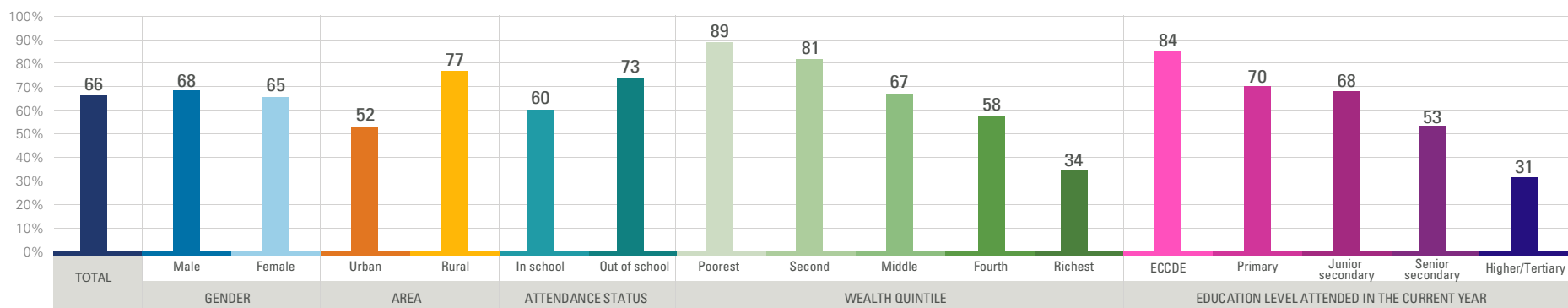
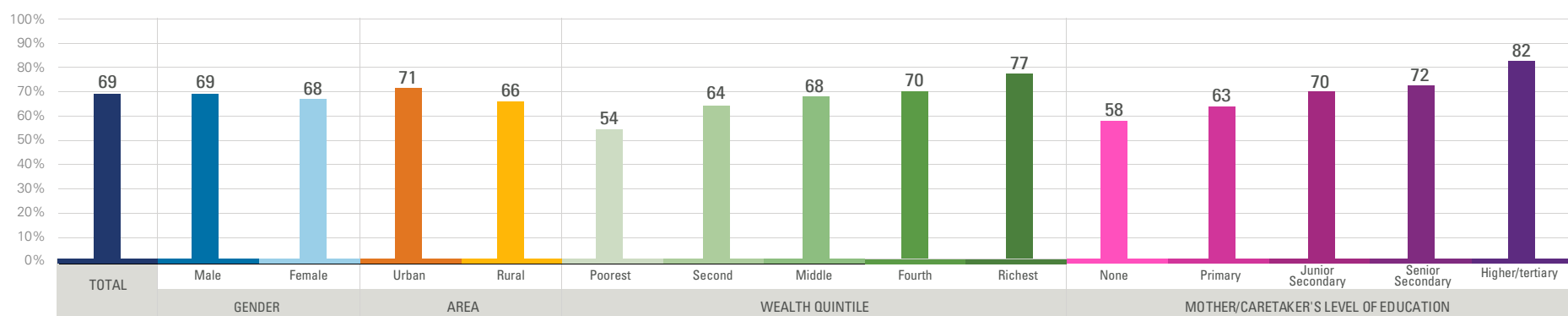


FIGURE 108 Percentage of children who received helped with homework from a parent or caretaker



Findings

- 66 per cent of children aged 7 to 14 live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by location, school attendance status, wealth quintile, and mother's level of education. A greater percentage of rural children lack child-oriented books at home than urban children. Among children in the poorest quintile, 89 per cent do not have access to additional child-oriented books, whereas among children from the wealthiest quintile, it is 34 per cent.
- Mother's education is strongly negatively correlated with the absence of child-oriented books in the household. While 31 per cent of children whose mother has tertiary or a higher level of education are without child-oriented books at home, this percentage increases to 84 per cent among children whose mother attended only primary school or lower.
- 69 per cent of students aged 7 to 14 receive help with homework in Nigeria. However, a lower percentage of children from the poorest quintile, or whose mother has only primary education has a parent who helped with their homework.

Topic 9

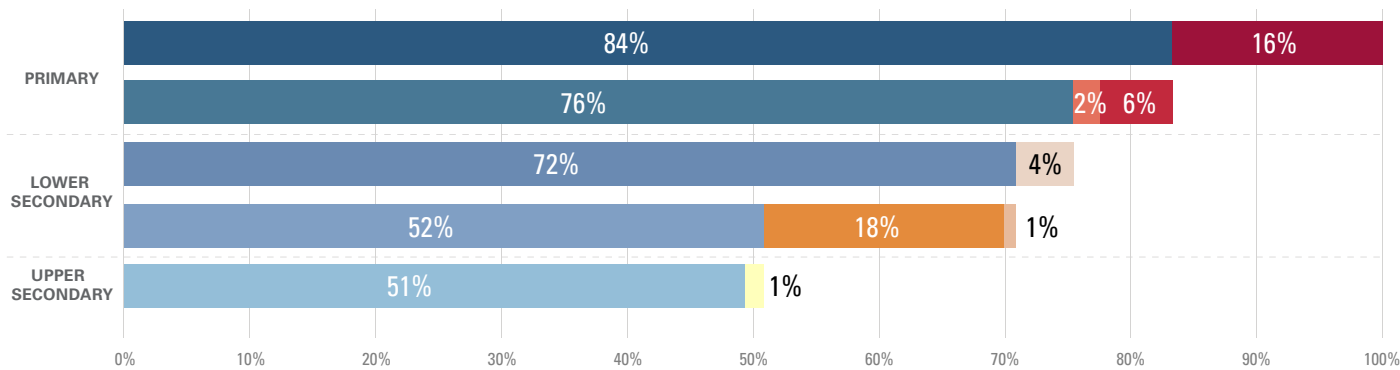
Pathway Analysis

Guiding questions

1. How does the in-school Nigerian population gradually shrink as children progress through the education system?

2. How does the shrinkage differ by sex, area and wealth?

FIGURE 109 Pathway analysis for all 15- to 17-year-old Nigerian adolescents



PRIMARY

- Ever attended primary
- Never attended primary
- Completed primary
- Still attending primary
- Dropped out of primary

LOWER SECONDARY

- Transitioned to lower secondary
- Completed primary but did not transition to lower secondary
- Completed lower secondary
- Dropped out of lower secondary
- Still attending lower secondary

UPPER SECONDARY

- Completed lower secondary but did not transition to upper secondary
- Transitioned to upper secondary

Findings

- 84 per cent of upper secondary school age Nigerian adolescents attended primary. However, only 51 per cent transitioned to upper secondary.
- The two critical issues are in initial access to education, with 16 per cent of 15- to 17-year-olds having never attended primary, and in transitioning to upper secondary from lower secondary level on time. 18 per cent of 15- to 17-year-olds are still attending lower secondary when they should be in upper secondary.



Pathway analysis by sex

FIGURE 110 Pathway analysis for adolescent Nigerian girls aged 15 to 17

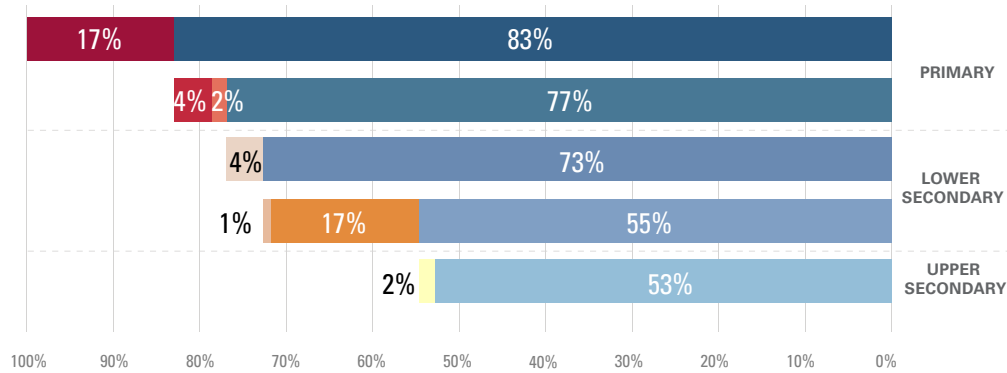
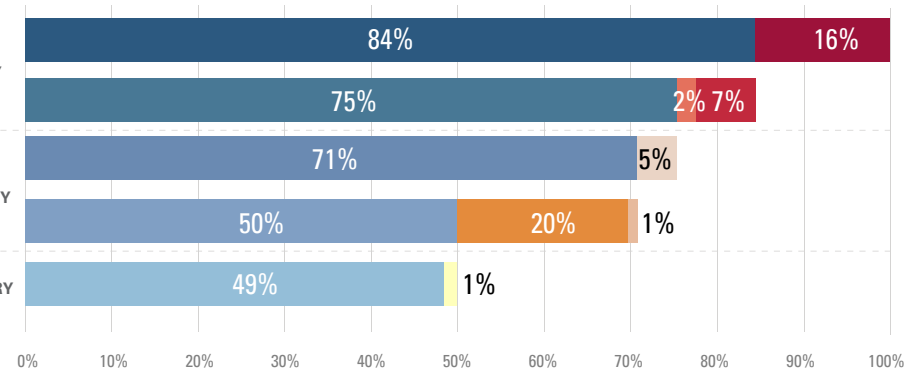


FIGURE 111 Pathway analysis for adolescent Nigerian boys aged 15 to 17



PRIMARY

- Ever attended primary
- Never attended primary
- Completed primary
- Still attending primary
- Dropped out of primary

LOWER SECONDARY

- Transitioned to lower secondary
- Completed primary but did not transition to lower secondary
- Completed lower secondary
- Dropped out of lower secondary
- Still attending lower secondary

UPPER SECONDARY

- Completed lower secondary but did not transition to upper secondary
- Transitioned to upper secondary



Findings

- The figure above shows the educational trajectory of adolescent boys and girls aged 15 to 17 in Nigeria from primary to upper secondary.
- In terms of initial access to education, i.e., ever attended primary, in this age cohort, the share was similar between boys and girls at about 84 to 83 per cent.
- Overall, slightly more girls make it to upper secondary on time at 53 per cent than boys at 49 per cent.
- In particular, the differences in lower secondary amplify the divide. Upper secondary school age Nigerian boys are more likely to still be attending lower secondary or drop out at the end of upper secondary than girls.

Pathway analysis by area

FIGURE 112 Pathway analysis for urban 15- to 17-year-old Nigerian adolescents

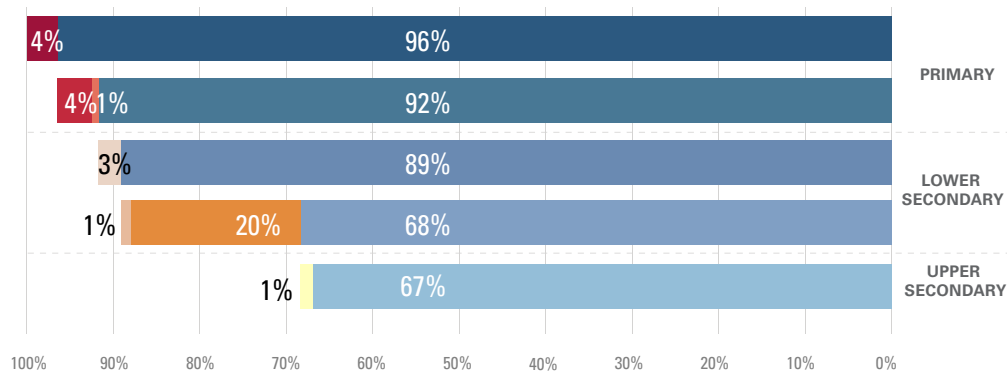
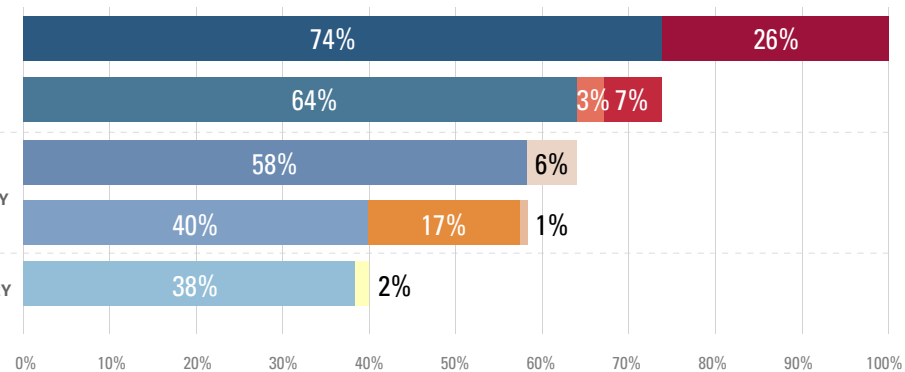


FIGURE 113 Pathway analysis for rural 15- to 17-year-old Nigerian adolescents



PRIMARY

- Ever attended primary
- Never attended primary
- Completed primary
- Still attending primary
- Dropped out of primary

LOWER SECONDARY

- Transitioned to lower secondary
- Completed primary but did not transition to lower secondary
- Completed lower secondary
- Dropped out of lower secondary
- Still attending lower secondary

UPPER SECONDARY

- Completed lower secondary but did not transition to upper secondary
- Transitioned to upper secondary



Findings

- The figure above shows the educational trajectory of urban and rural adolescents aged 15 to 17 in Nigeria from primary to upper secondary.
- In this age cohort, a notable disparity in initial access to education is evident, with 26 per cent of rural adolescents aged 15 to 17 having never attended primary school, in contrast to 4 per cent of their urban counterparts.
- Among rural children, while 74 per cent of 15- to 17-year-olds ever entered primary, only about half of that share (38 per cent) make it to upper secondary at the expected age. This is about 30 percentage points less than their urban counterparts where about 67 per cent of 15- to 17-year-olds reach upper secondary on time or at expected age.
- The issues associated with initial access to education coupled with transition issues at lower secondary level disadvantage rural children more than their urban peers.

Pathway analysis by wealth

FIGURE 114 Pathway analysis for 15- to 17-year-old Nigerian adolescents belonging to the richest wealth quintile

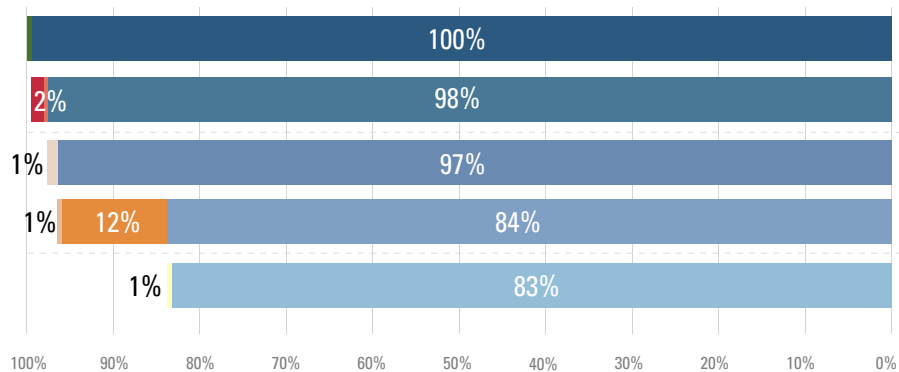
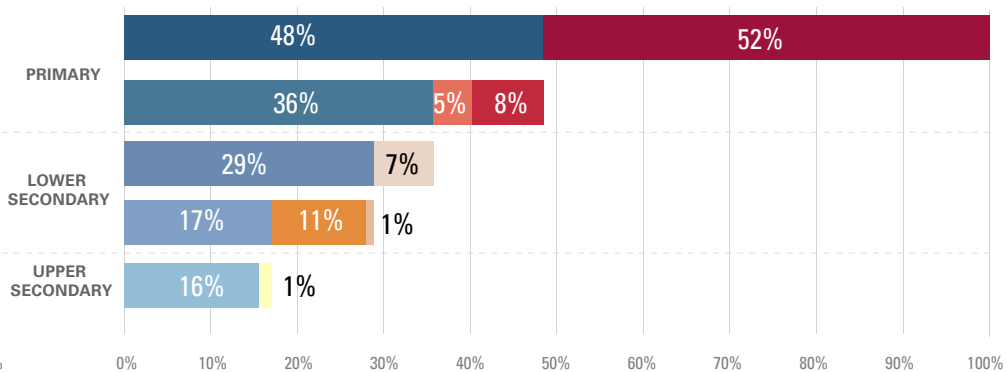


FIGURE 115 Pathway analysis for 15- to 17-year-old Nigerian adolescents belonging to the poorest wealth quintile



PRIMARY

- Ever attended primary
- Never attended primary
- Completed primary
- Still attending primary
- Dropped out of primary

LOWER SECONDARY

- Transitioned to lower secondary
- Completed primary but did not transition to lower secondary
- Completed lower secondary
- Dropped out of lower secondary
- Still attending lower secondary

UPPER SECONDARY

- Completed lower secondary but did not transition to upper secondary
- Transitioned to upper secondary



Findings

- The figure above shows the educational trajectory of adolescents aged 15 to 17 belonging to the poorest and richest wealth quintiles in Nigeria .
- In this age cohort and between the two groups, a notable disparity in initial access to education is evident (larger than those observed between urban and rural). The majority (at 52 per cent) of 15- to 17-year-olds from the poorest wealth quintile have never attended primary, compared to almost none among children from the richest wealth quintile.
- While 48 per cent of 15- to 17-year-olds ever entered primary, only one third (16 per cent) make it to upper secondary at expected age. This is about five times less than the adolescents from the wealthiest quintiles where about 83 per cent of 15- to 17-year-olds reach upper secondary on time or at expected age.
- Children belonging to the poorest wealth quintile are comparatively more disadvantaged at each transition point compared to their wealthier peers, i.e., they are more likely to still be attending primary or lower secondary or dropping out of primary or lower secondary.



for every child

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Abuja, Nigeria

Tel: **+234 (0) 9-4616100**

Web address: **<http://www.unicef.org/nigeria>**



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