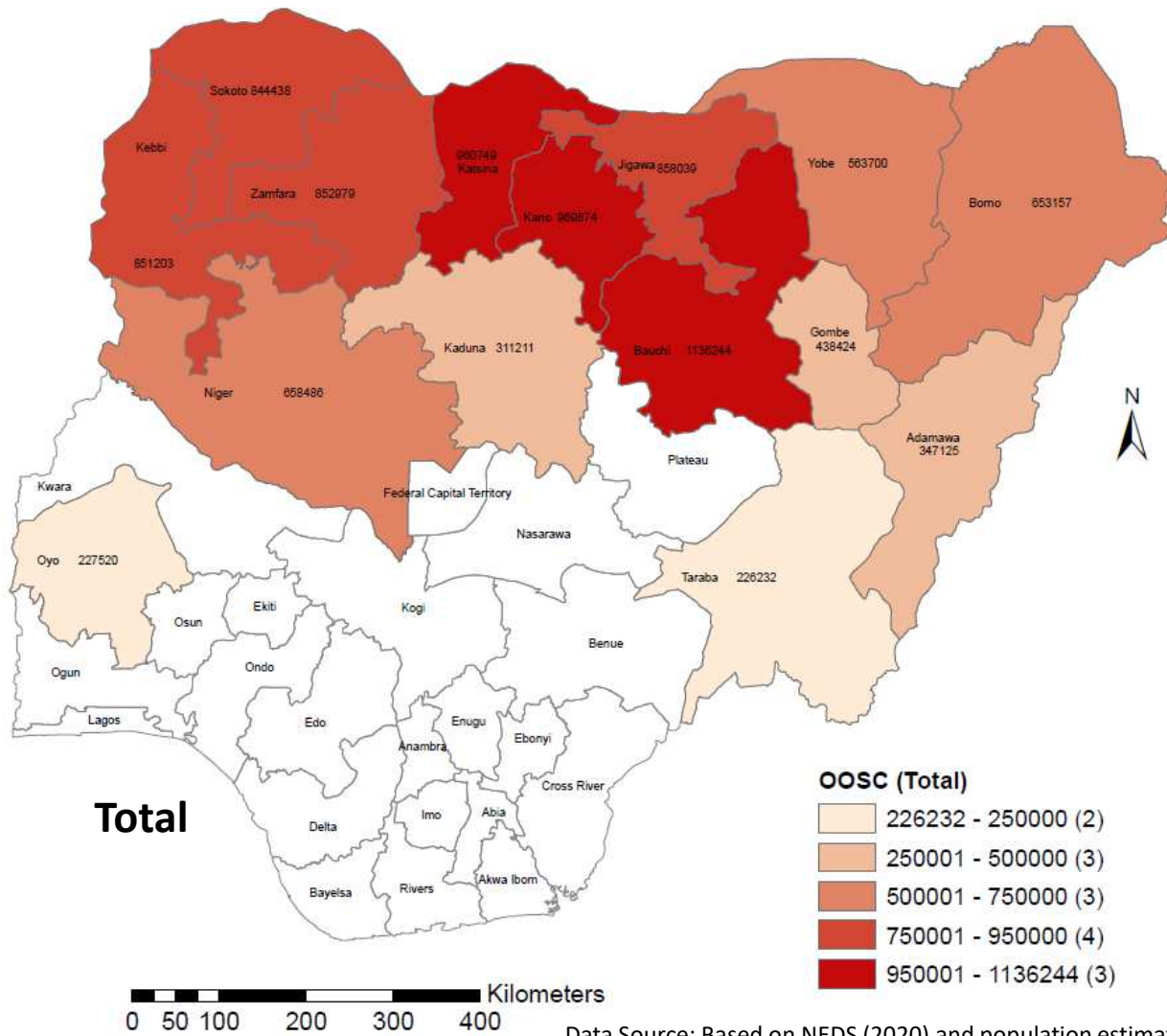# Out of School Children in Nigeria
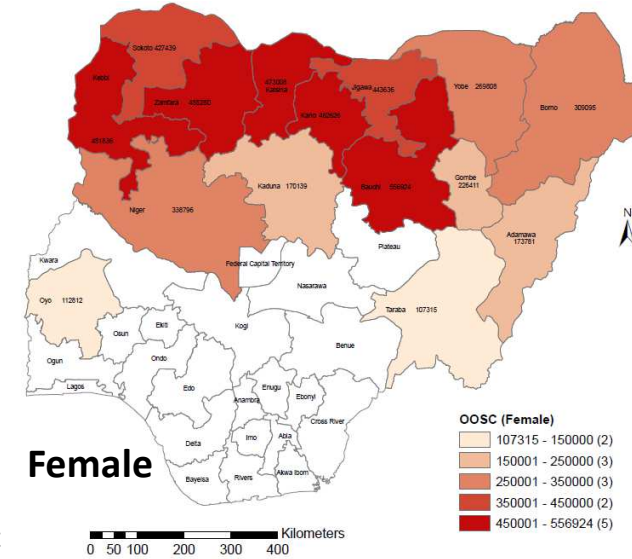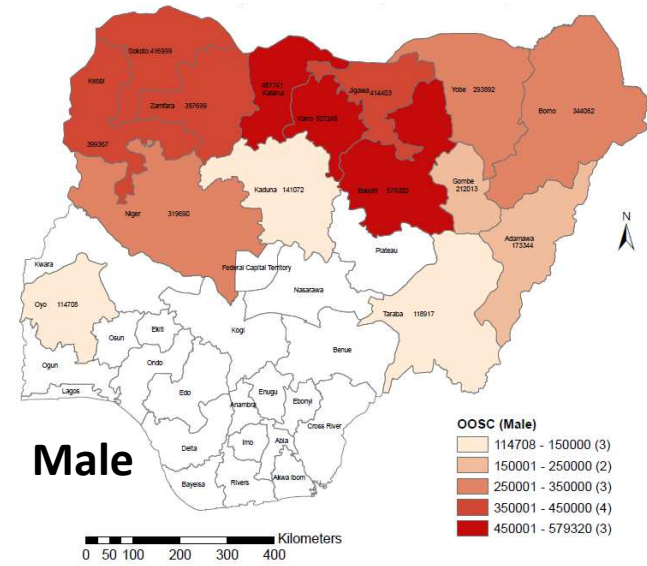
WHO are Out-of-school Children?

- **Of the 11+ Million Out-of-School children in Nigeria, >50% have never attended school, ~25% have dropped out, and ~25% attend Islamic Schools**

- **Nationally 1 in 5 (22%) children are out of school**
- **1 in 3 (31%) of <u>rural</u> and 1 in 10 (10%) of <u>urban</u> children are OOS**
- **More than half (56%) children from the <u>poorest wealth quintile</u>, over 80% from bottom 2 quintiles**
- **Dropping out-of- school prevalent for all ages, but starts to increase gradually for 12 years and older (boys – go for informal training or work, some are in Islamic school; girls – HH obligations, and child marriage; supply side – inaccessible JSS)**

Data Source: Based on NEDS (2020)

14 states in the North account for >90% of Out of School Children

Sokoto 844438
Kebbi
Zamfara   852979
851203
960749 Katsina
Kano 960874
Jigawa 858039
Yobe   563700
Borno   653157
Niger   658486
Kaduna 311211
Bauchi 1136244
Gombe 438424
Adamawa 347125
Plateau
Kwara
Federal Capital Territory
Nasarawa
Oyo   227520
Osun
Ekiti
Kogi
Taraba 226232
Benue
Ogun
Ondo
Lagos
Edo
Enugu
Ebonyi
Anambra
Cross River
Total
Delta
Imo
Abia
Bayelsa
Rivers
Akwa Ibom

OOSC (Total)
226232 - 250000 (2)
250001 - 500000 (3)
500001 - 750000 (3)
750001 - 950000 (4)
950001 - 1136244 (3)

Kilometers
0 50 100   200   300   400

Male

Sokoto 416999
Kebbi
Zamfara 397699
399357
487741 Katsina
Kano 507245
Jigawa 414403
Yobe 293892
Borno   344062
Kaduna 141072
Niger 319680
Bauchi 579320
Gombe 212013
Adamawa 173344
Plateau
Kwara
Federal Capital Territory
Nasarawa
Oyo 114708
Osun
Ekiti
Kogi
Taraba 118917
Benue
Ogun
Lagos
Edo
Anambra
Enugu
Ebonyi
Cross River
Delta
Imo
Abia
Bayelsa
Rivers
Akwa Ibom

OOSC (Male)
114708 - 150000 (3)
150001 - 250000 (2)
250001 - 350000 (3)
350001 - 450000 (4)
450001 - 579320 (3)

Kilometers
0 50 100   200   300   400

Sokoto 427439
Kebbi
Zamfara 455280
451936
473000 Katsina
Kano 466829
Jigawa 443636
Yobe 269806
Borno   309095
Kaduna 170139
Niger 338796
Bauchi 556924
Gombe 226411
Adamawa 173781
Plateau
Kwara
Federal Capital Territory
Nasarawa
Oyo 112812
Osun
Ekiti
Kogi
Taraba 107315
Benue
Ogun
Lagos
Edo
Anambra
Enugu
Ebonyi
Cross River
Delta
Imo
Abia
Bayelsa
Rivers
Akwa Ibom

Female

OOSC (Female)
107315 - 150000 (2)
150001 - 250000 (3)
250001 - 350000 (3)
350001 - 450000 (2)
450001 - 556924 (5)
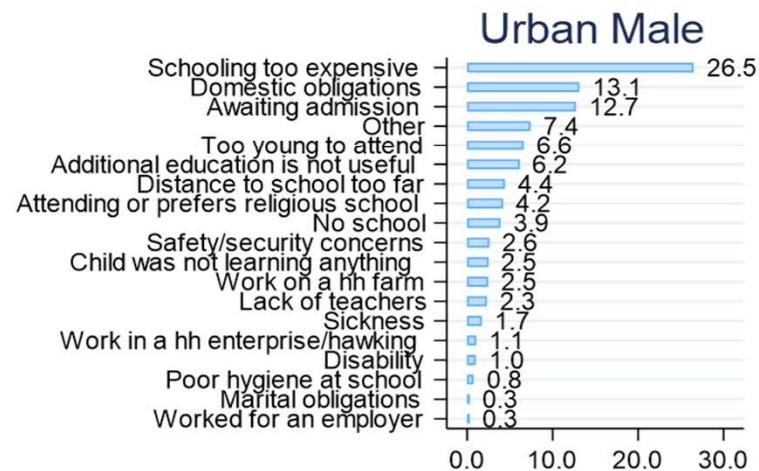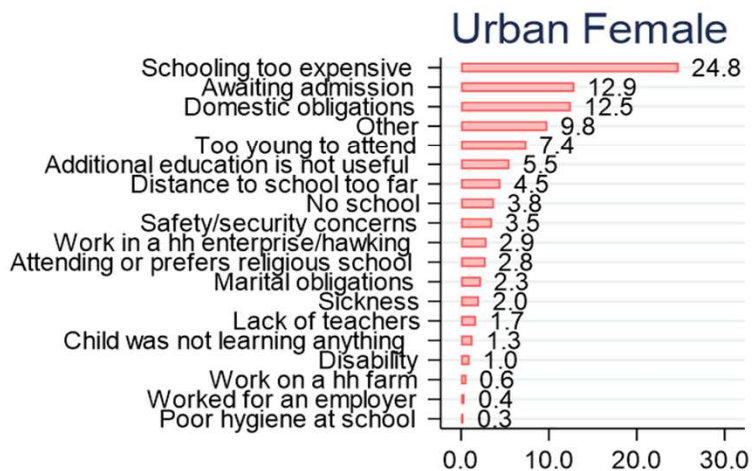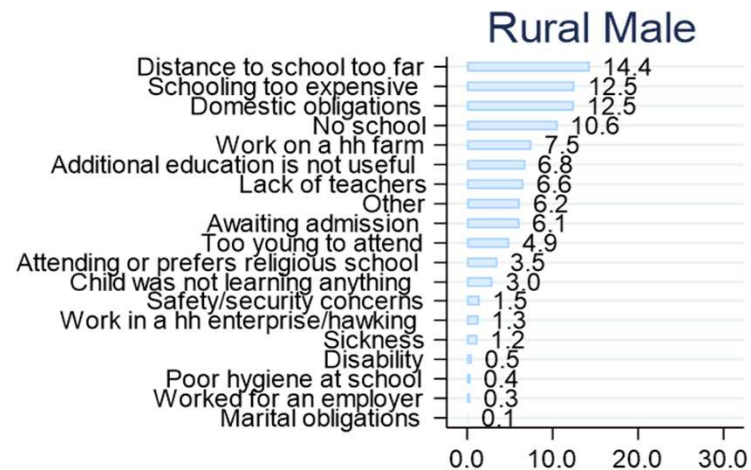
Kilometers
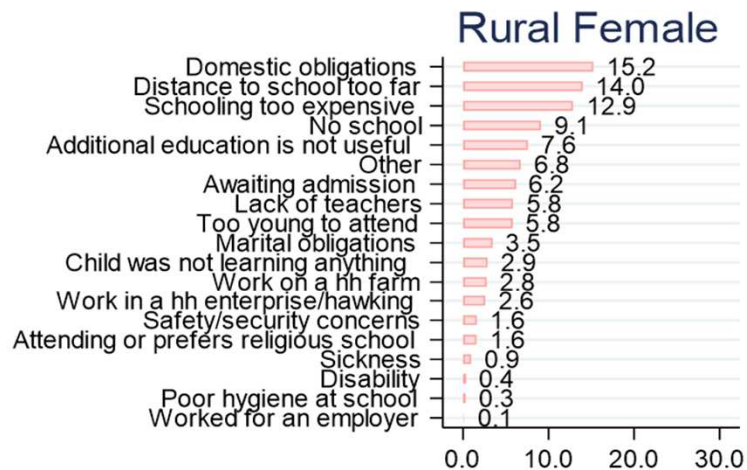0 50 100   200   300   400

Data Source: Based on NEDS (2020) and population estimates from NPC

WHY do children not attend schools?

Reasons (%) for not attending formal school

Rural Female

Reason	%
Domestic obligations	15.2
Distance to school too far	14.0
Schooling too expensive	12.9
No school	9.1
Additional education is not useful	7.6
Other	6.8
Awaiting admission	6.2
Lack of teachers	5.8
Too young to attend	5.8
Marital obligations	3.5
Child was not learning anything	2.9
Work on a hh farm	2.8
Work in a hh enterprise/hawking	2.6
Safety/security concerns	1.6
Attending or prefers religious school	1.6
Sickness	0.9
Disability	0.4
Poor hygiene at school	0.3
Worked for an employer	0.1

Rural Male

Reason	%
Distance to school too far	14.4
Schooling too expensive	12.5
Domestic obligations	12.5
No school	10.6
Work on a hh farm	7.5
Additional education is not useful	6.8
Lack of teachers	6.6
Other	6.2
Awaiting admission	6.1
Too young to attend	4.9
Attending or prefers religious school	3.5
Child was not learning anything	3.0
Safety/security concerns	1.5
Work in a hh enterprise/hawking	1.3
Sickness	1.2
Disability	0.5
Poor hygiene at school	0.4
Worked for an employer	0.3
Marital obligations	0.1

Urban Female

Reason	%
Schooling too expensive	24.8
Awaiting admission	12.9
Domestic obligations	12.5
Other	9.8
Too young to attend	7.4
Additional education is not useful	5.5
Distance to school too far	4.5
No school	3.8
Safety/security concerns	3.5
Work in a hh enterprise/hawking	2.9
Attending or prefers religious school	2.8
Marital obligations	2.3
Sickness	2.0
Lack of teachers	1.7
Child was not learning anything	1.3
Disability	1.0
Work on a hh farm	0.6
Worked for an employer	0.4
Poor hygiene at school	0.3

Urban Male

Reason	%
Schooling too expensive	26.5
Domestic obligations	13.1
Awaiting admission	12.7
Other	7.4
Too young to attend	6.6
Additional education is not useful	6.2
Distance to school too far	4.4
Attending or prefers religious school	4.2
No school	3.9
Safety/security concerns	2.6
Child was not learning anything	2.5
Work on a hh farm	2.5
Lack of teachers	2.3
Sickness	1.7
Work in a hh enterprise/hawking	1.1
Disability	1.0
Poor hygiene at school	0.8
Marital obligations	0.3
Worked for an employer	0.3

Data Source: Based on NEDS (2020)

Determinants of Out of School Status

Proximate causes

Children: Lack of early childhood development (poor nutrition, lack of pre-school); Household Poverty (direct cost and opportunity costs)

Social norms: boys - HH obligations for boys (labor or need to earn), Islamic education. girls - early marriage and frequent child-bearing among

Teachers: Shortage in quantity and quality

Learning resources: Inadequate textbooks, outdated curricula and teaching practices

Schools: Non-existent or inaccessible, inadequate & unsafe infrastructure, poor classroom conditions, poor WASH facilities, electricity and connectivity, GBV, corporal punishment, other violence

Information gaps: lack of information to HHs on returns to education

Systemic Causes

Capacity: Weak capacity for planning, implementation and M&E

Accountability: Overlapping roles and responsibilities for education service delivery. Fragmented decision making, Data systems (collection and utilization of education/school data) are still emerging.

Commitment: Politicization of leadership distracts implementation and achievement towards system goals. Teacher policies (recruitment and careers) not based on performance or needs

Financing: Inadequate, inefficient, inequitable

Beyond the system

High Population Growth: Increased number of young children puts more pressure on already constrained capacity

Fragility and Conflict: Education sector severely disrupted in places where safety is a major issue

Low public and private spending: Households are economically poor, parents are educationally poor, country generates less revenue and spends even less on basic services

COVID-19: The pandemic has exacerbated the OOSC problem through schooling disruptions and increased dropouts

Sources for determinants (this slide) and strategies (next slide): adapted from World Bank WDR on Education (2018), Regional Education Strategy (upcoming), SAHEL Education White Paper (upcoming), Nigeria Education Engagement Strategy (upcoming)

Strategies/actions to reduce incidence and number of Out of School Children

Improved conditions for children, teachers and schools

- Social norms/behavior change campaigns at federal, state and community level, and massive social reorientation work with Ulamas, Malams and traditional rulers
- Increased access to ECD through safety net programs, parental (training on early stimulation) and community (learning centers) interventions
- Improve infrastructure in existing schools
- Build new schools (ECD, primary, JSS and SS and JSS) through communities and PPPs
- Improved access to water, sanitation and health services at school & home
- Improved access to transport, electricity, connectivity
- Introduce appropriate teaching technologies
- Provision of CCTs
- Promote community management of schools and performance-based financing

Improved education systems

- Integrate Islamic schools into the education system through communities and incentives; mainstream Malams as teachers
- Improved teacher policies and incentives on pipeline, female teachers, rural placement, and student learning
- Improved adequacy & quality of pedagogy and instruction materials
- Improved system alignment across curricula, textbooks, teacher training and examinations
- Improved M&E and assessment systems
- Improved clarity and accountability of roles and responsibilities across agencies on education service delivery
- Credible federal and state ED sector plans
- Political will and commitment – increased public financing, results-based approach, programs at scale
- Prevent/reduce GVB and other forms of violence in and around schools

Improvements beyond the system

- Improved safety in general and on education sector through federal and state interventions
- Economic recovery, increased revenue generation and stronger social protection systems will help increase public and private investments in education

- **Criteria: Outcomes (incidence of OOS or # of OOS), Level of political commitment, resources, capacity**

Bauchi and Zamfara meet technical criteria (large # of OOS), Kano and Kaduna also meet commitment criteria, Edo would meet commitment and successful criteria (OOS is not a major issue anymore)

Methodology

- **Based on the draft ToC, the team will carry out mapping of current (and past) relevant policies, programs and institutions responsible for tackling the proximate and systematic causes of OOSC status and improving the OOSC outcome (both incidence and absolute numbers) in the sample states.**

- **Institutional Analysis – will work with the Governance team, follow the 3Rs (rules – formal and informal, roles/responsibilities and resources – finance and HR) framework they have developed for selected states. Specifically, the analysis to identify critical bottlenecks against more efficient, transparent and equitable spending and service delivery. The level of influence of specific state and non-state institutions/actors across three types of resources: a) financial; b) organizational; c) political and symbolic**

- **Expenditure Analysis – use data on state-level (for selected states) on share of OOSC and # of OOSC over time, available data on service delivery indicators (inputs and outputs), public finance data on allocation and expenditure. HH survey data (NEDS 2020 and NLSS 2018/19 can be used to analyze demand-side constraints**