

Primary Education in Nigeria at a Glance: Statistical Overview of the Subsector

Andrés Alberto Chávez Eras

Universidad Internacional del Ecuador

Autor para correspondencia: anchavezer@internacional.edu.ec

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Resumen: El siguiente estudio se enfoca en la educación primaria en Nigeria. Primeramente analizaremos los antecedentes políticos, económicos y sociales del país. Para con esto, poder tener un mejor entendimiento del sistema educativo. Se analizara los problemas con la finanzas, acceso y calidad de la educación.

Palabras claves: Sistema educativo, África, Calidad Educación.

Abstract: The following study focuses on primary education in Nigeria. First we analyze the political, economic and social history of the country. For this, to have a better understanding of the education system. problems with finances, access and quality of education are analyzed.

Keywords: Education system, Africa, Quality Education.

Background

Nigeria is the most populated country in Africa, with an estimated 174,507,539 people as of July 2013. Within this population, there are over 250 ethnic groups and 500 languages.

Political Indicators

Nigeria adopted a new constitution in 1999 that transitioned the country from military rule to a civilian government (Federal Republic of Nigeria, 2013). Now, the Federal Republic of Nigeria is a federal constitutional republic similar to the United States, with executive, legislative, and judicial branches. General elections are held every four years to choose a president (Federal Republic of Nigeria, 2013). Despite the official government setup, Nigeria's scores on the Democracy Index indicate that the country is still far from functioning as a democracy, as seen in Table 1. All scores are out of a possible 10.0 (Philip & Ojeka, 2011).

Table 1 *Democracy Index for Nigeria*

Year	Rank	Overall Score	Electoral Process and Participation	Functioning of Government	Political Participation	Political Culture	Civil Liberties
2006	124	3.52	3.08	1.86	4.44	4.38	3.82
2008	124	3.53	2.92	3.21	3.33	4.38	3.82
2010	123	3.47	3.83	3.21	3.33	3.13	3.82

Note. From “Democracy and Development: An Appraisal of Nigeria’s Position in the Democracy Index” by C. Philip & S. Ojeka, 2011, *Research Journal of Finance and Accounting* 2(2), p.4.

According to the Corruption Perceptions Index, Nigeria ranks 137 out of 176 countries, with a score of 27 out of 100. People perceive the police and political parties to be the most corrupted institutions (Transparency International, 2013).

Economic Indicators

GDP per capita in Nigeria increased to 1,555.41 (US\$) in 2012. However, external debt stocks have risen as well. Nigeria was forgiven \$30 billion of debt in 2006, but has continued to accumulate debt since that time and had external debt stocks of \$13,108 billion in 2011 (World Bank, 2013).

In recent years, the amount of aid that Nigeria has received for education has increased significantly. As shown in Table 2, the amount received in 2010 was almost five times that which was received in 2002-2003.

Table 2 Total Aid to Education
Constant 2010 US\$ millions

2002–2003 annual average	2009	2010
35	133	165

Note. From *EFA Global Monitoring Report 2012: YOUTH AND SKILLS Putting education to work* p.402, by UNESCO, 2012, Paris: UNESCO.

Table 3 shows the facts about the wellbeing of Nigeria’s people. Over half of the population lives in absolute poverty, a significant percentage of people live in unsanitary conditions, and the life expectancy rate is much lower than that of developed nations. Additionally, only half of the population is literate.

Table 3 Nigeria Poverty Indicators

Poverty Indicator	2011
Life expectancy at birth	53yrs
% of pop with access to improved water	58%*
% of pop with access to improved sanitation	31%*
% of pop with access to electricity*	51%
Living in absolute poverty	60.9%*
Children under 5 underweight	26.7**
Literacy	50.4%
	(72.1%male)
	(50.4% female)
Unemployment rate	21% est.

Note. From *Poverty in Nigeria*, Noble Mission Organization, 2013 *2010, **2008

Social Development

The leading causes of death in Nigeria are HIV/AIDS, lower respiratory infections, malaria, diarrheal diseases, and measles, all of which are preventable or curable with the proper medicine and education (WHO, 2013). Lack of available and affordable treatments contribute to Nigeria’s low life expectancy of 53 years, and the overwhelmingly young population shown in Figure 1. Many children become orphans at a young age and are forced to work and support siblings, which provides a barrier to participating in education.

Figure 1 Nigeria Population Pyramid Graph

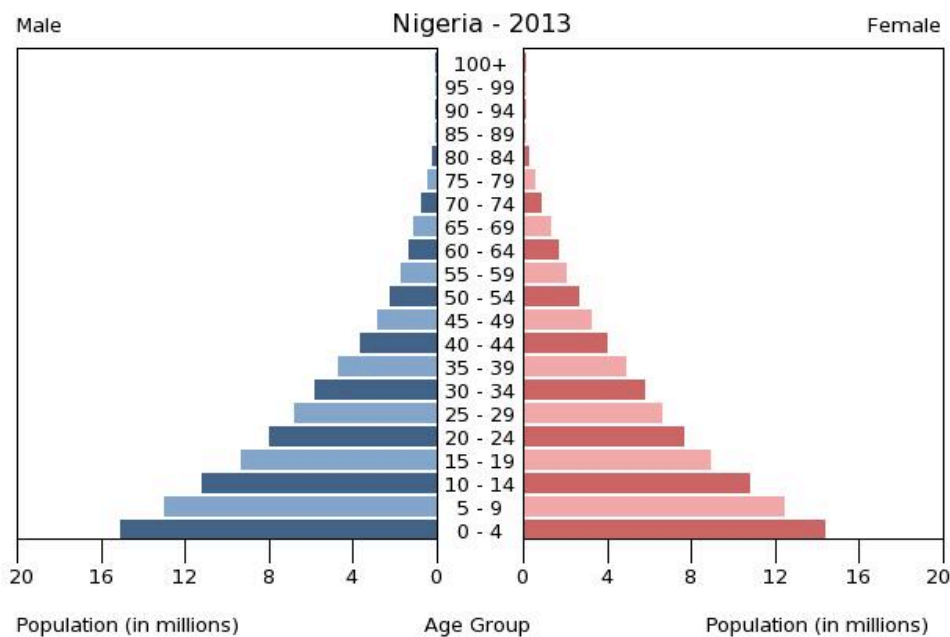


Figure 1 Nigeria Population Pyramid Graph. Adapted from “International Programs - Region Summary - U.S. Census Bureau”, 2013, U.S. Census Bureau. Copyright 2013 by U.S Census Bureau Reprinted.

There have been small but steady increases over the last several years in Nigeria in terms of HDI and its components. In 2012, the HDI was 0.47, Health was 0.510, Education was 0.457, and Income was 0.450 (HDR, 2013). As shown in Figure 2, gains in education have been the slowest and have leveled off in recent years.

Figure 2 Trends in Nigeria's HDI component indices 2005-2012

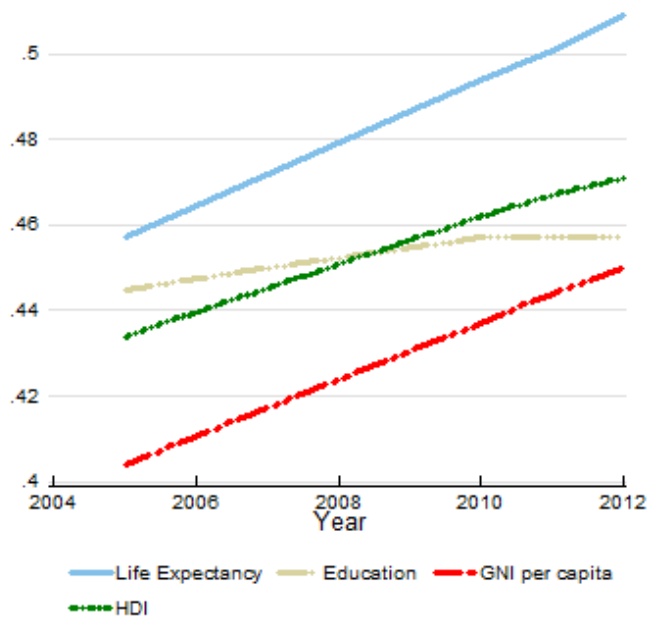


Figure 2. Nigeria's HDI component indices. Adapted from "Human Development Report 2013 Nigeria" 2013, Human Development Report. (HDR). Copyright 2013 by Human Development Report. Reprinted.

The Education System

The formal educational system in Nigeria presents various paths that students can take, starting with secondary education. At 12 years of age, children start either junior secondary or vocational enterprise institutions programs. If they attend the former, they receive a junior secondary school certificate upon completion; if they attend the latter, they receive a certificate of proficiency. At 15 years of age, students who have received a junior secondary school certificate may attend either senior secondary or secondary technical schools programs. Less than one-third of students who begin school in Nigeria go on to enroll in senior secondary school (Nigerian Education Profile, 2013).

Then, at age 18, the number of options increases for those students who completed senior secondary school and received either a West African senior school certificate or National examinations council certificate. However, in order to proceed to a tertiary institution, students must pass the Senior School Leaving Certificate; in 2010, 80% of students failed this certificate due to inability to pass English and Mathematics, among other subjects (Nigerian Education Profile, 2013). Students who are still deficient in some courses do have the opportunity to attend classes that will allow them to later matriculate in a university. There are also short certificate courses available that are oriented towards the labor market. Students may choose to enroll in bachelor programs, college and polytechnic programs, teacher training schools, or the school of nursing. Students who complete these programs may also be eligible to pursue further education, such as master programs, the higher national diploma, or a doctorate program. There are no post-

secondary options available for students who complete vocational enterprise institutions programs or secondary technical schools programs (see Appendix A and Appendix B for more details).

Table 4 presents the statistics for student enrollment in Nigeria. It is evident that although both primary and secondary education are labeled as compulsory, there are far fewer students participating in secondary education than those in primary education. The table also shows that despite the 500 languages that are spoken in Nigeria, children are instructed in three local languages at the beginning of their primary schooling, and then only in English after their third year of primary education.

Table 4 *Nigeria: Country and Education System Vital Stats*

Population	174.5 million
Language of Instruction	English (Hausa, Ibo and Yoruba in the first 3 years of primary)
Compulsory Education	Primary & Lower Secondary School (Grades 1-9)
Academic Year	September to July
Number of Universities	128 (51 private)
Number of Students	-Primary (6-12): 20,682,000 -Secondary (12-17): 9,057,000 -Tertiary (18+): 1,700,000
Lower Secondary Gross Enrollment Ratio	47%
Secondary Gross Enrollment Ratio	44%
Tertiary Gross Enrollment Ratio	10%

Note: From “An Overview of Education in Nigeria” by N. Clark & C. Ausukuya, 2013, *World Education News & Reviews*, p.1.

The tracking system in Nigeria makes it difficult for many students to progress in the education system. Those who enroll in vocational programs at age 12 have no opportunity to receive the necessary certificates to one day participate in tertiary education. Much of these students’ future is already decided from this young age, and it will be difficult for them to change their course once they are set in this path. The same is true for those students that begin technical programs at age 15 instead of attending senior secondary school.

Indicators for the Subsector

Education Finance

There is little reliable information available for financial expenditures in Nigeria. As one researcher found, even in official reports by UNESCO and World Bank “educational expenditure data for Nigeria are either totally omitted or are recorded for the Federal Government alone”

(Hinchliffe, 2002). Another author warned, with regards to studies in Nigeria, that “it is important to remember that expenditure estimates are made on partial, often inadequate, data” (World Bank, 2008). With that in mind, the following represents the most recent available data from the region.

The federal budget for education decreased during the years of 2001-2004, but then began to increase significantly in 2006. Despite this increase in the overall budget, federal education allocation has failed to keep up with the growth that Nigeria has experienced in GDP. It has actually declined over time from 1.8% in 2001 to 1.4% in 2007. The federal education budget, however, has risen slightly, from constituting 10.7% of the total federal budget in 2001 to 12.5% in 2007 (see Appendix C).

Families contribute to the cost of education across all sectors. Table 5 shows the amount of money that families from varying socioeconomic backgrounds pay for different aspects of education, such as fees and books, as well as the percentage of families that pay for each category. It is notable that 93% of even the poorest families in Nigeria have to pay some type of expenditure for their children’s education. Although primary education is supposed to be compulsory and free in Nigeria, almost half of the poorest families are still paying fees just so their children can attend primary school.

Table 5 *Expenditures in Primary School, by Level of per Capita Expenditures*

Quintile and Indicator	Fees	Parent-Teacher association	Uniforms	Book and supplies	Transportation	Room and Board	Other	Total
Amount spent (naira)								
Poorest	1,193	221	469	517	721	1,413	319	1,807
II	1,566	179	585	539	1,169	1,910	618	2,217
III	1,690	270	526	731	1,866	1,376	671	2,671
IV	2,403	390	637	932	1,908	1,781	827	3,814
Richest	5,351	442	817	1,354	2,999	3,089	1,590	7,718
Percentage paying								
Poorest	46	53	75	76	7	10	28	93
II	45	53	75	81	8	8	30	95
III	49	55	77	82	12	9	34	96
IV	50	56	79	85	17	14	40	95
Richest	67	53	81	85	22	13	44	96
Total	51	54	77	82	13	11	35	95

Note. From “Nigeria A Review of the Costs and Financing of Public Education” by World Bank, 2008, *Human Development Unit Africa Region, 2*, p.117.

Teachers in Nigeria are paid different amounts depending on the states in which they teach. Table 6 shows that there is a significant gap between these wages, ranging from 151,000 naira in Kaduna to 518,000 naira in Lagos. This difference equals approximately \$2,295 in US currency, and shows that teachers in some states make less than one-third of teachers in another.

Table 6 Average Annual Pay for Public Primary and teachers in SEPER States, 2005/06

	Annual Pay (naira thousand rounded)	As a percent of state per capital household expenditure	As a percent of per capital national GDP
State			
Borno	266	721	244
Cross River	196	529	180
Enugu	304	613	279
FCT	307	728	282
Jigawa	155	899	142
Kaduna	151	332	139
Kano	153	385	140
Kwara	201	893	185
Lagos	518	1,374	476

Note. From “Nigeria A Review of the Costs and Financing of Public Education” by World Bank, 2008, *Human Development Unit Africa Region, 2*, p.102.

Access to Education

The enrollment figures for each education sector are shown below in Table 7. Primary and secondary education are compulsory in Nigeria; as evidenced in the chart, primary school enrollment is quite high at around 83% of the population of children who are primary school age. However, the chart indicates that many students drop out before enrolling in secondary schooling. Only about 44% of students who enroll in primary education continue on to receive secondary education. It is interesting to note the rise in students who enroll in private schools at this age. Less than 3% of those students who begin primary education enroll in tertiary education.

Table 7 Education Enrollment by different Sectors

Education Sector	Age Group	School-age population	Total Enrolment 2010	Enrolment in private institutions as % of total enrolment - Median
Pre-Primary	3-5	---	2,021,000	27
Primary	6-11	24,835,000	20,682,000	8
Secondary	12-17	20,560,000	9,057,000	22
Tertiary*	18 -		605,068	7.74

Note. From *EFA Global Monitoring Report 2012: YOUTH AND SKILLS Putting education to work* p.370, by UNESCO, 2012, Paris: UNESCO. And From “Educational Financing Reforms in Nigeria: A Survey-Based Cost Implications Analysis for University Education” by S. Akinyemi, I. Ofem, & O. Adebisi, 2012, *International Journal of Humanities and Social Science*, 2(15) p.162.

Table 8 shows the average percentage of students who drop out in each grade during the 6 years of primary education. Dropout percentages are almost 6% higher for male students.

Table 8 *Nigeria Dropout %*

Duration of primary education	Dropout all grades (%)		
	Total	Male	Female
6	20.1	22.7	17.0

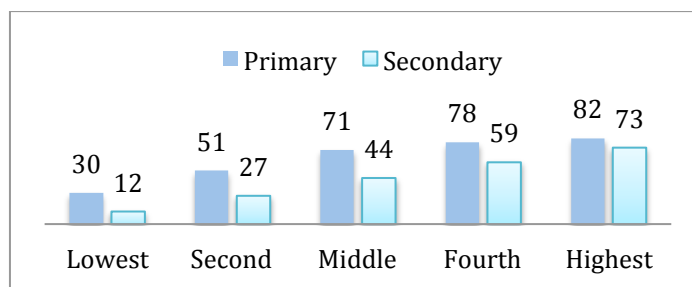
Note. From *EFA Global Monitoring Report 2012: YOUTH AND SKILLS Putting education to work* p.362, by UNESCO, 2012, Paris: UNESCO.

This data seems to contradict the data presented in the previous table, which shows that less than half of the students enrolled in primary education continue on to secondary education. One possible explanation for this discrepancy is that a large number of students quit attending school upon completion of the primary school years.

There are fewer girls than boys enrolled in school in all sectors, but the gap decreases as the students progress through the education system. In 2010, there were 1,388,191 fewer girls enrolled in primary schools, and 359,959 fewer girls enrolled in secondary schools (see Appendix D).

There is a direct correlation between school attendance and socioeconomic status. As shown in Figure 3, students from the lowest quintile of socioeconomic background are almost three times less likely to be enrolled in primary school than students from the highest quintile, and students between the ages of 12-17 in the lowest socioeconomic quintile are five times less likely to be enrolled in secondary school than students from the highest quintile. Appendix E shows more detail about how these inequities are spread across residence, region, and gender.

Figure 3 Primary and Secondary Net Attendance Ratio, by Economic Status Quintile



Note. From *Nigeria Demographic and Health Survey (DHS) EdData Profile 1990, 2003, and 2008: Education Data for Decision-Making. 2011 p.57-58*, by National Population Commission (Nigeria) and RTI International, 2011, Washington, DC: National Population Commission and RTI International.

Quality of Education

Over the last 20 years, there has been an increase in teachers in Nigeria, which has resulted in a decreased pupil/teacher ratio, as can be seen in Table 9. This is a positive change that can lead to increased quality of education, but it is not enough. The 2010 ratio of 36 students per teacher is still quite high.

Table 9 Pupil-Teacher Ratio

Teaching Staff		Pupil/teacher ratio	
1990	2010	1990	2010
432000	574000	41	36

Note. From *EFA Global Monitoring Report 2012: YOUTH AND SKILLS Putting education to work p.378*, by UNESCO, 2012, Paris: UNESCO.

The percentage of qualified teachers in the workforce varies greatly by state in Nigeria. As seen in Table 10, there is an extremely low percentage of qualified teachers working in the rural areas of the Federal Capital Territory, whereas a fairly high percentage of teachers are qualified in the urban areas of the same region. Jigawa has the lowest overall percentages of qualified teachers, while Enugu and Lagos have the overall highest. As shown earlier in this paper in Table 6, teachers in Jigawa are among those who earn the least amount of money in Nigeria, and teachers in Enugu and Lagos make significantly more. This is an indication that students who live in poorer areas are less likely to be instructed by qualified teachers.

Table 10 *Qualified Primary Schoolteachers in Select States, by Location 2005*

State and gender	Primary	
	Rural	Urban
<i>Borno</i>		
Female	41	47
Male	30	34
<i>Cross River</i>		
Female	42	63
Male	46	53
<i>Enugu</i>		
Female	66	82
Male	61	69
<i>FCT</i>		
Female	10	90
Male	17	72
<i>Jigawa</i>		
Female	21	22
Male	17	32
<i>Lagos</i>		
Female	66	69
Male	53	53

Note. From “Nigeria A Review of the Costs and Financing of Public Education” by World Bank, 2008, *Human Development Unit Africa Region, 2*, p.179.

Nigeria participated in the MLA project in the 1990s along with 21 other Sub-Saharan and North African countries. Out of all the participating countries, the primary school students in Nigeria received the lowest scores, with an average of 30 percent. A comparison of their scores with the rest of the participants is shown in Figure 4.

Figure 4 *Monitoring Learning Achievement in Sub-Saharan and North African Countries in 1990s*

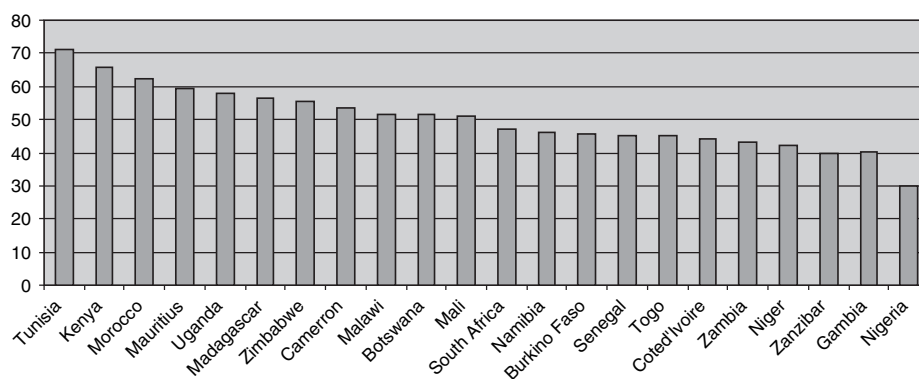


Figure 4. Language, Literacy, and Learning in Primary Schools Implications for Teacher Development Programs in Nigeria (2007). Note: From Africa Human Development Series, The World Bank, 96, p.6 by O. Adekola. Reprinted

These low scores indicate that Nigeria's education system is lacking. The students performed a full 10% below the next-lowest performing countries, which represents the largest gap between any two countries that participated. When the tests were administered again in the 2000s, results showed that Nigerian students made some slight improvements in the area of literacy, but otherwise continued to perform poorly (see Appendix F for scores from the 2003 exam). This lack of improvement indicates that the quality of education did not improve much over that decade.

Proposed Focus of Subsector Review & Limitations of Data

The focus of my subsector review will be the problem of high dropout rates in primary education in Nigeria. I am choosing this focus because I have seen from my review that there are many factors that contribute to this problem, both stemming from the education system and family life, and I feel that there are plausible solutions to many of these issues.

Some of the deficiencies in the education system that contribute to this problem are an insufficient amount of teachers, a lack of qualified teachers, required expenses that many families in poverty cannot afford, and instruction in a language (English) that children do not understand. These problems are more complex than they initially appear, and addressing them will obviously require collaboration with local stakeholders, but there are several possible ways to address these obstacles. These might include policies that would raise teacher salaries and provide incentives for teachers to become qualified. It may also be feasible to decrease the cost of education for families by eliminating school fees and providing textbooks free of charge. Additionally, policies regarding language of instruction could be altered in order to allow for more classes to be taught in students' native languages so that they feel more confident to succeed.

There are issues in Nigerian family life that contribute to the dropout rate as well. The life expectancy in Nigeria is only 53, so many children become orphans at a young age and are unable to continue their education. Additionally, with over half of the population living in extreme poverty, many families need their children to work and are unable to spare this extra income by sending them to school. Some possible solutions to these issues include improving access to health care and medicine in the country, as well as sanitary living conditions, so that the life expectancy can be increased. Also, there could be some changes made to the education system that would give poor families financial incentives to send their children to school, so that eventually they can become empowered to break the cycle of poverty through their education.

There is limited data available regarding budgets and finances in Nigeria, so it will be difficult to determine how the government can reallocate funds to address the issues that I have mentioned in this section. Most of the available data refer only to estimates rather than actual figures, and it is therefore unlikely that I will be able to present a clear picture of how the country is currently using its funds to support education, health reforms, and families in poverty.

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Appendix A

Nigeria ISCED Mapping

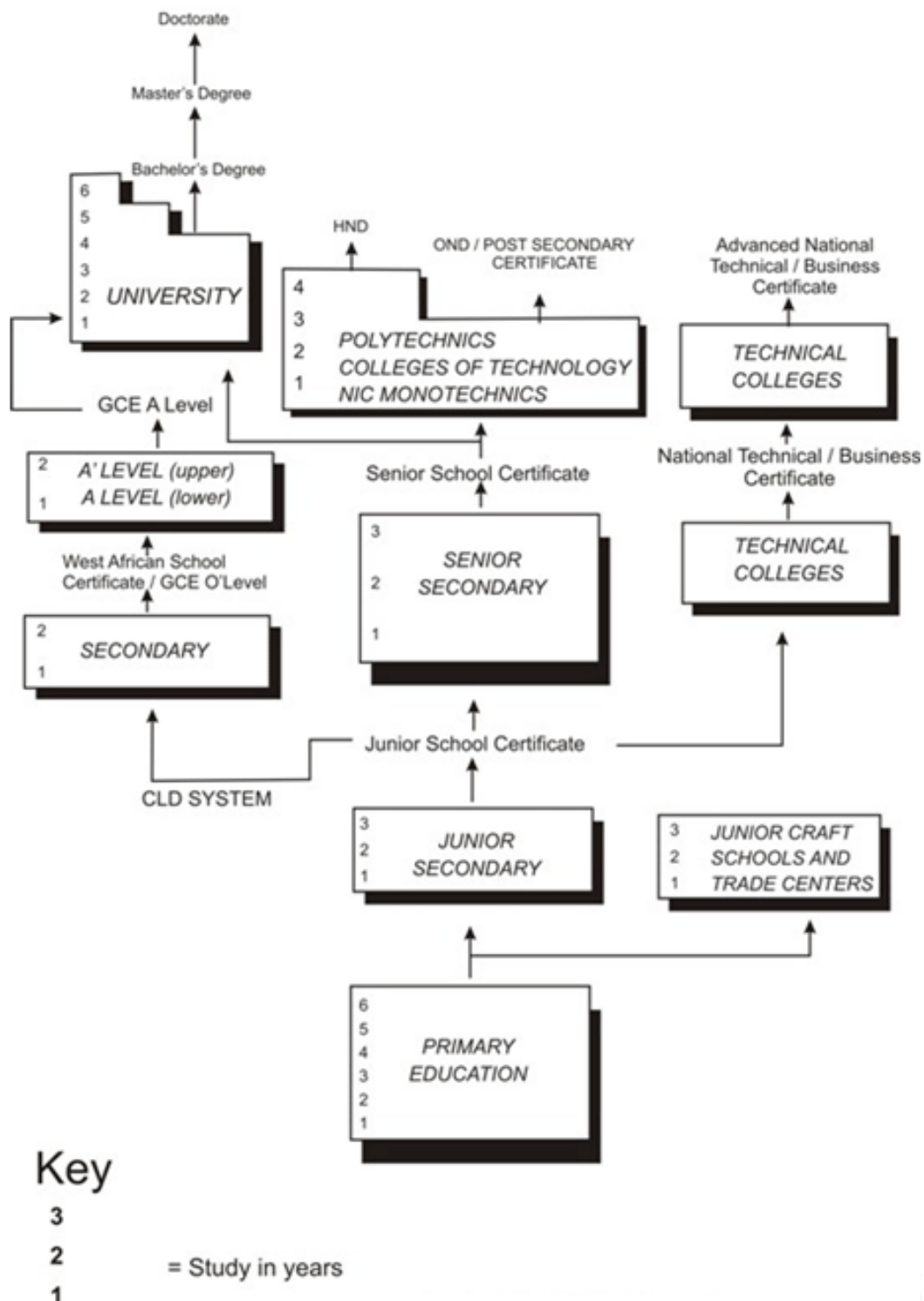
Nigeria ISCED Mapping															
School Year reference: 2010															
A	B	C	D	National			G	H	I	J	K	L	ISCED		
				E	F										
ID	Name of the education programme	Minimum entrance requirements	Main diplomas, qualifications or certificates awarded at end of programme	Theoretical entrance age	Theoretical duration (in years)	Is the programme part of Compulsory Education?	ISCED97 level	ISCED97 destination	Programme orientation or Position in National Structure	Theoretical entrance age	Theoretical duration				
1	Pre-primary education	3 years old	na	3	3	N	0	na	na	3	3				
2	Primary education	6 years old	Primary school leaving examination	6	6	Y	1	na	na	6	6				
3	Junior secondary	Completion of primary education	Junior secondary school certificate	12	3	Y	2	A	G	12	3				
4	Vocational enterprise institutions programmes	Completion of primary education	Certificate of proficiency	12	2-3	Y		C	V						
5	Senior secondary	Junior secondary school certificate	West African senior school certificate (WASSC) or National examinations council (NECO) certificate	15	3	N	3	A	G	15	3				
6	Secondary technical schools programmes	Junior secondary certificate	National business and technical education board (NABTEB) examination	15	3	N		B	V						
7	Interim joint matriculation board (IJMB) A- level course	WASSC or NECO certificate	IJMB certificate	18	1-2	N	4	A	G	18	1-2				
8	Certificate courses	WASSC or NECO certificate	Certificate of proficiency (in several fields)	18	0.5-1	N		B	V	18	0.5-1				
9	Bachelor programme	WASSC, NECO certificate, NABTEB certificate, IJMB + Unified tertiary matriculation examination (UTME)	Bachelor degree	18	4	N		A	First degree	18	4				
10	Master programmes	Bachelor	Master degree	22	1-2	N			Second degree	22	1-2				
11	National diploma (ND)	WASSC or NECO certificate + UTME	National diploma	18	2	N	5				2				
12	Nigerian certificate in education (NCE)	WASSC or NECO certificate or Teacher certificate grade 2 + UTME	Nigerian certificate in education	18	3	N		B	First qualification	18	3				
13	School of Nursing	WASSC or NECO certificate	Registered nursing certificate	18	3	N									
14	Higher national diploma (HND)	National diploma	Higher national diploma	20	2	N			Second qualification	20	2				
15	PhD	Master	Doctoral degree	23	3+	N	6	na	na	23	3+				

G = General
 P = Pre-vocational
 V = Vocational
 na = not applicable
 A, B, C = Destination categories

Note. From ISCED MAPPINGS, UNESCO Institute for Statistic, by UNESCO, 2013.

Appendix B

Education System and Qualification Structure



Note. From *The Educational System of Nigeria*, by J. Onyukwu, 2012, World Education News & Reviews (WENR)

Appendix C

Federal Government and ETF Allocations to Education, 2001-07

real 2006 naira, billions, unless otherwise noted

Indicator	2001	2002	2003	2004	2005	2006	2007
Total federal education budget allocation	176.6	150.7	143.0	126.4	168.2	215.2	230.6
Education Trust Fund	17.7	31.2	14.2	14.2	24.3	23.7	-
Total federation allocation to education	194.3	181.9	157.2	140.6	192.5	238.9	-
Total federal government budget ^a	1,648.5	1,748.8	1,237.1	1,217.2	1,430.0	1627.1	1,849.2
GDP	10,082.5	9,422.4	11,051.1	12,214.7	14,059.9	15,260.7	16,691.0
Total federal education budget as a percent of total budget	10.7	8.6	11.6	10.4	11.8	13.2	12.5
Total federal education allocation as a percent of total budget and Education Trust Fund	11.7	10.2	12.6	11.4	13.2	14.5	-
Total federal government allocation to education as a percent of GDP	1.8	1.6	1.3	1.0	1.2	1.4	1.4
Total federation allocation to education as a percent of GDP	1.9	1.9	1.4	1.2	1.4	1.6	-

Note. From “Nigeria A Review of the Costs and Financing of Public Education” by World Bank, 2008, *Human Development Unit Africa Region*, 2, p.117.

Appendix D

National enrolment in public primary and junior secondary schools over time

Year	Primary Schools		Junior Secondary	
	Male	Female	Male	Female
2007	11,086,997	9,382,398	1,688,295	1,310,077
2008	10,252,000	8,728,395	1,899,060	1,552,018
2009	10,154,860	8,663,684	2,081,305	1,676,788
2010	10,215,179	8,826,988	2,260,585	1,864,626

Note. From *Transforming education for girls in Nigeria: Endline research summary report*. P.7, by A. Mamedu & L. Wetheridg, 2013, Abuja: ActionAid.

Appendix E

Primary school net and gross attendance ratios

Primary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5–24, by sex, according to background characteristics, 2008 NDHS							
Background Characteristics	Net Attendance Ratio (NAR)			Gross Attendance Ratio (GAR)			Gender Parity Index
	Male	Female	Total	Male	Female	Total	
Residence							
Urban	75.7	73.0	74.4	101.4	96.7	99.0	0.95
Rural	58.5	52.2	55.4	85.0	73.6	79.3	0.87
Region							
North	67.7	65.2	66.4	99.5	92.8	96.1	0.93
Central							
North East	43.5	38.0	40.8	64.7	53.3	59.0	0.82
North West	46.7	35.5	41.0	68.2	48.9	58.5	0.72
South East	80.3	80.0	80.1	112.5	112.1	112.3	1.00
South South	79.3	79.9	79.6	110.7	111.7	111.2	1.01
South West	90.2	78.0	79.1	105.4	101.9	103.6	0.97
Economic status quintile							
Lowest	34.0	26.7	30.5	52.7	40.1	46.4	0.76
Second	55.4	47.5	51.4	83.8	68.6	76.2	0.82
Middle	73.9	68.1	71.1	106.6	97.1	101.8	0.91
Fourth	79.9	76.3	78.1	109.2	103.1	106.1	0.94
Highest	82.1	81.0	81.6	103.5	101.9	102.7	0.98
Total	63.5	58.4	61.0	89.8	80.5	85.1	0.90

Note. From *Nigeria Demographic and Health Survey (DHS) EdData Profile 1990, 2003, and 2008: Education Data for Decision-Making. 2011 p.58*, by National Population Commission (Nigeria) and RTI International, 2011, Washington, DC: National Population Commission and RTI International.

Appendix F

UBEC National Assessment of Learning Achievement in Grades 4, 5, and 6 in 2003

	Grade 4	Grade 5	Grade 6
English language	25	25	21
Mathematics	37	37	36
Primary Science	40	39	40
Social Studies	25	26	21

Note: From “Language, Literacy, and Learning in Primary Schools Implications for Teacher Development Programs in Nigeria” by O. Adekola, 2007, *Africa Human Development Series, The World Bank*, 96, p.7.