UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

2018

NATIONAL PERSONNEL AUDIT (NPA) REPORT

ON

PUBLIC AND PRIVATE BASIC EDUCATION SCHOOLS IN NIGERIA

October 2019

Education for all is the Responsibility of All

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EXECUTIVE SUMMARY

As part of its statutory responsibilities, the Universal Basic Education Commission (UBEC) had carried out the National Personnel Audits (NPA) in 2006 and 2010 respectively. The one being reported here is the third in the series which took place in 2018. The 2006 exercise covered only public primary schools, while that of 2010 included public junior secondary schools (JSS). The major limitation of these two exercises was the fact that they turned in incomplete basic education data. Thus, while the first exercise did not cover junior secondary schools, both exercises excluded private basic education schools nationwide. It is incontestable that the private sector also plays an important role in the provision of basic education and to neglect that component in any study will always give an incomplete picture. The current report covers both private and public basic education institutions respectively, herein lies its strength.

The objectives of the 2018 National Personnel Audit were to:

i) obtain comprehensive and reliable data on children of school-going-age enrolled in basic education institutions in Nigeria (ECCDE, Primary and Junior Secondary Schools);

ii) obtain the numbers, qualifications and other information of teaching and non-teaching staff in basic education institutions in Nigeria;

iii) determine the existing basic education personnel in State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs);

iv) obtain the indices required to determine Key Performance Indicators (KPIs) of basic education sub-sector in Nigeria and generate data for tracking the relevant Sustainable Development Goals (SDGs); and

v) feed the acquired Basic Education sub-sector data into the National databank by strengthening Basic Education Management Information System (BEMIS) for effective national and global reporting, in line with Nigeria's Education Management Information System (NEMIS) policy.

The exercise was conducted in all parts of the country in May and June 2018. It was designed, planned and implemented by a multi-sectoral committee set up by UBEC, which pooled expertise from a number of government agencies. The SUBEBs, LGEAs and the basic education institutions, which constituted the primary sources of data, were visited by the enumerators for the administration of the data collection instruments. The personnel at these levels provided information about themselves, while the Principals and Head Teachers provided information on their institutions.

A total of four different data collection instruments were used for public and private institutions. These were:

i) Form OMR A1: School Personnel
ii) Form OMR A2: SUBEB and LGEA Staff
iii) Form A3: ECCDE/Pre-primary/Primary School Data
iv) Form A4: Junior Secondary School Data

The Optical Mark Reader (OMR) forms were processed by scanning.

The items contained in the forms were directed at collecting key information considered crucial to basic education delivery. Data were collected on learners at each level of basic education consisting ECCDE/pre-primary, primary and junior secondary schools, with particular reference to enrolment, attendance and learner flow. In addition, information was collected on the institutions with focus on category and types of institutions, their location, structure, ownership, number and condition of classrooms, availability of furniture, instructional materials, health and sanitation, and sporting facilities.

The Commission went into partnership with the National Space Research and Development Agency (NASRDA) for the purpose of integrating Global Positioning System (GPS) and Geographic Information System (GIS) for the development of a geo-spatial digital database for basic education in Nigeria. This was to also enhance accuracy, validity, data security and timely processing and release of reports. The coordinates of all the basic education institutions visited during the exercise were taken

and used to create a spatial database management system and geo-spatial mapping of the captured basic education schools.

The instruments, devices and software used were tested in thirty-six randomly selected schools in six states, one from each of the six geopolitical zones in the country. In the selection of the schools, allowance was made for the representation of public and private schools, primary and junior secondary schools and urban and rural schools. The results from the pilot test were used to review and finalise the instruments.

The different categories of officers, especially Enumerators and Team Leaders who were involved in the NPA were trained in all relevant aspects of the exercise. The training focused on:

i) Administration of the data collection instruments;
ii) National Personnel Audit software (NAPERA);
iii) Taking and recording coordinates with GPS device; and
iv) Spatial database management system using ArcGIS software.

The following steps were taken during the analysis of data:

i) all relevant variables to address the NPA objectives were identified, structured and factored for analysis;
ii) a comprehensive List of Statistical Tables derived from the NPA Database was developed;
iii) more than 50 percent of the List of Tables was generated;
iv) a Profile of Basic Education Facts and Figures, in the form of a Compendium of Basic Education was comprehensively developed across states, geo-political zones, including National Summaries;
v) Summary of Key Findings was extracted.

The data analysis and generation of statistical tables took the format of school category (public/private, all basic schools) and disaggregation by gender, states and geo-political zones.

Summary of Key Findings

From 2006, when the first NPA was carried out, there has been increase in enrolment in basic education institutions, regardless of ownership. Gender parity in enrolment, although in favour of male learners, has been narrowing. The private basic education institutions have also been enjoying increase in enrolment. The number of public and private schools continued to increase, but significantly that has not corresponded with any increase in number of classrooms and qualified teachers.

The 2018 NPA showed that there were 7,159,262 learners in the conventional ECCDE schools consisting of 3,662,776 learners in public ECCDE schools and 3,496,486 learners in private ECCDE schools. The learners were aged from less than three years to above five years. In both public and private ECCDE schools, enrolment was slightly tilted in favour of boys. There were more learners in public ECCDE schools in rural locations than in private ECCDE schools. However, in urban locations there were more learners in private ECCDE schools than in public ECCDE schools. There were both zonal and state variations in enrolment in ECCDE. The South-West zone had the highest enrolment followed by the North-West, while the North-East had the lowest enrolment. Amongst the states, Kano had the highest enrolment, while Yobe had the least.

The 2018 NPA also indicated that there were 27,889,387 learners in primary schools; (22,384,755 in public primary schools and 5,504,632 in private schools). In public schools, there were more learners in rural schools than in urban ones, while the reverse was the case in private schools. Gender Parity Index of 0.96 in enrolment in public primary schools was slightly lower than that of private schools (0.98). Although most of the learners in the primary schools were within the normal age range, there were still under-aged and over-aged learners in the primary school system. Amongst public schools in the zones, the North-West had the largest enrolment (8,841,916), while the South-East had the least (1,981,261). In the states, Kano had the largest enrolment (3,061,033), while Bayelsa had the least (81,235). In private schools, Lagos with 479,729 pupils had the largest enrolment, while Yobe with 29,575 pupils had the least.

The National drop-out rate in 2018 was 1.53 percent in public schools and 1.38 in private ones. The drop-out rate of females (1.54 percent) was slightly higher than that of males (1.52), while in private schools the drop-out rate for males (1.39) was slightly higher than that of females (1.38). The zonal drop-out rate in public schools varied between 2.7 percent in the South-West to 1.0 percent in the North-West. With respect to private schools, the drop-out rate varied, i.e. from 2.0 percent in the North-Central to 0.9 percent in the North-West zone. The transition rate in the entire primary school system was 93.7 percent. However, in public primary schools, it was lower than in the private schools, i.e. 83.3 and 149.2 percent respectively. There were variations in transition by zones and states.

The 2018 NPA captured 5,189,093 learners on roll in public junior secondary schools. With a Gender Parity Index of 0.91, there were more male learners than females in these schools. Urban schools accounted for 52.3 percent of the enrolment, while rural schools accounted for the remaining 47.7 percent. In private junior secondary schools there were 1,652,860 learners (49.8 percent males and 50.2 percent females) with a near gender parity in enrolment. There were also more learners in urban JSS than in rural ones. Most of the learners were within the normal age range. The North-West with 1,444,204 learners had the largest enrolment, while the North-East had the lowest (634,289) in public junior secondary schools. The South-West had the largest enrolment (391,673), while the North-East (140,040) had the least in private JSS. Among the states, Kano with 402,941 learners had the largest enrolment, while Bayelsa with 32,790 learners had the least in public junior secondary schools. As for the private junior secondary schools, Lagos had the largest enrolment (147,011), while Jigawa had the least (3,885) respectively.

With respect to access to basic education, the 2018 NPA estimates showed that 10,193,918 primary age children were not in school. This corresponds to about 25 percent of all primary school age children. When this figure is disaggregated it shows that 68 percent were boys while 32 percent were girls. The North-West had the greatest

number of these children, while the South-East had the least. At the ECCDE level, Gross Enrolment (GER) and Net Enrolment (NER) rates were 41.2 percent and 30.7 percent respectively. The South-East with 50.9 percent GER and 39.6 percent NER, respectively had the highest rates, while the North-East with 24.1 percent GER and 18.0 percent for NER respectively had the lowest rates. Among the states, Zamfara had the lowest access with GER of 15.4 percent and NER of 11.8 percent, while Akwa Ibom had the highest access with GER of 109.6 percent and NER of 82.1 percent respectively. At the primary school level, GER was 68.3 percent with that for girls being higher than that of boys, i.e. 58.3 percent. GER was highest in the North-West (70.6 percent) and lowest in the North-East (64.1 percent). NER was highest in the South-East at 63.6 percent and lowest in the North-East at 55.0 percent. Among the states, Katsina (75.8 percent) had the highest GER and Rivers and Yobe (54.8 percent) the lowest. With respect to NER, Katsina (68.6 percent) had the highest rate and Rivers (47.0 percent) the lowest. At the JSS level, the GER was 46.12 percent, while the NER was 32.99 percent respectively. The GER for girls (47.47 percent) was higher than that of boys (44.92 percent) and the NER for boys (32.24 percent) slightly lower than that of girls (33.83 percent). The South-East had the highest GER (56.0 percent), while the North-East had the lowest (37.4 percent). With respect to the NER, the South-East and North-East also had the highest and lowest rates, i.e. 42.0 percent and 27.0 percent respectively. Among the states, Imo (88.5 percent) had the highest GER and Kogi with 20.9 percent the lowest GER. Imo with 68.2 percent also had the highest NER and Kogi with 14.9 percent the lowest respectively.

The NPA captured 33,214 public ECCDE schools and slightly more than half (54 percent) of them are in good condition. It also shows learner-classroom ratio (LCR) at national level which is 1:45, with great variation among the states, 1:72 in Kano and 1:12 in Osun. The teacher-learner ratio in public ECCDE at national level is 1:84. There was great variation among the states with Ondo state having the highest (1:372) and Osun with the lowest (1:5). Only three other states met the minimum standard specified by the

National Policy on Education. The 2018 NPA captured 43,348 private ECCDE schools, with LCR of 1:19. The national teacher-learner ratio was 1:26 in private ECCDE schools. However, variations existed between states such that Kebbi had 1:126 and FCT with 1:18.

As many as thirteen million eligible children might still lack access to primary education as evident in the primary GER and NER of 68.3 and 59.5 percent respectively. Similarly, the gross and net intake analyses indicated that many children lack the opportunity to enroll in Primary 1. In fact, the net intake data revealed that over two million children lack the opportunity to enroll in Primary 1 when they become six years old. Similarly, over over eight million eligible children might still lack access to junior secondary schools nationwide, given the low JSS GER and NER of only 46.1 and 33.0 percent respectively. Similarly, the gross and net intake analyses indicated that 53.9 percent of eligible children lack the opportunity to enroll in JS1.

Enablers of access such as the availability of schools, classrooms and teachers for primary education nationwide are still inadequate. The national LCR of 43 learners per classroom for public ans private primary schools only masks the problem, as the LCR was in reality as high as 60 learners per classroom for public schools.

The percentage of public primary schools in Nigeria with computers, laboratories, libraries, playgrounds, safe drinking water, sources of electricity, health facility and toilets was lower than that in private schools which suggests gross inadequacy in the former.

With respect to staffing, more than 50 percent of the employees in SUBEBs were in the departments of Administration and Supplies and Finance and Accounts. Though the services in these departments are essential, the skewness in their favour is worrisome, as ensuring quality in basic education depends on the educationally-oriented technical and professional departments such as Planning, Research and Statistics, School Services, Social Mobilization, and Monitoring and Evaluation/Quality Assurance. While more than 50 percent of the employees in SUBEBs have attended one form of training or

the other, the proportion is small. Less than 60 percent of staff were computer literate. There is very large discrepancy in number of male and female employees, particularly in the northern states. There is no parity in proportion of male and female employees in almost all departments at the SUBEB level. The distribution of employees according to salary scale and years of experience is generally pyramidal in both SUBEBs and LGEAs.

At all levels of the Basic Education System, a greater percentage of teachers in public schools are qualified to teach than in private schools, i.e. hold the NCE and above. Across the nation, 73 percent of teachers in public schools and 53 percent in Private schools respectively are qualified to teach. Oyo (77 percent) and Kebbi (49 percent) have the highest and lowest percentage of qualified teachers respectively.

Data captured by the 2018 NPA showed that both the public and the private sectors participated in the provision of education to Almajiri, Nomadic, Migrant Fisherfolk and Special Needs children respectively. The number of ECCDE, Primary and Junior Secondary Schools is very few and not commensurate with the population of children with special needs expected. In many states of the federation, children with special needs lack access to ECCDE, primary school, or junior secondary school due to lack of suitable types of schools for them. Gender Parity Index in enrolment varies among the states. Some have attained it, while others, favour males or females. Teacher-learner ratio in the ECCDE and primary schools is not met nationwide. However, both public and private JSS have attained national standard on teacher-learner ratio.

Recommendations

1. Government at all levels needs to take measures to increase access to education for all children nationwide. Therefore, there is need to build more schools and classrooms and to employ more qualified teachers wherever they are needed.
2. Research is needed on the causes of drop-out, the effects of children repeating class and transfer of learners. Research is also needed to understand the intractable problem of out-of-school children (including the Almajiri) and how best to provide basic education to them. Non-conventional, flexible, tailor-made

delivery of education to these and special groups may be explored through action research.

3. UBEC and SUBEBs should formulate and implement policies that would enable every Nigerian school child to have access to computers, libraries, sporting facilities, safe drinking water, health facilities and toilets.
4. Teachers need to be trained on how to teach mixed age classes. The many unqualified teachers should be phased out of the basic education system within a realistic time frame. Those already in the system should be given chance to upgrade their qualifications. No unqualified persons should be employed to teach. Private schools that employ unqualified persons should be sanctioned.
5. Recruitment and deployment of personnel in UBEC, SUBEBs and LGEAs should avoid gender disparity. There should be adequate staff in each department in order to ensure access to quality basic education in compliance with the SDGs to which Nigeria is a signatory.
6. The provision of education to special groups through the Integrated Qur'anic Education, Nomadic Education, Migrant Fisherfolk Education, Special Needs Schools or Inclusive schools needs to be scaled-up.

CONCLUSION

This NPA has shown beyond any doubt that Basic Education in Nigeria has recorded modest successes, but a lot needs to be done if UBEC is to achieve its goals of ensuring equity in access and contribute effectively towards Nigeria's achievement of SDG 4. This exercise has highlighted the magnitude of the challenges of access, equity and quality of basic education in Nigeria and what needs to be done in addressing them.

FOREWORD

The UBE Act, 2004 mandates the Universal Basic Education Commission (UBEC) to carry out national personnel audits of teaching and non-teaching staff of all basic education institutions in the country at regular intervals. The last edition of the National Personnel Audit (NPA) was carried out in 2010. Thus, the 2018 NPA was designed to build on the successes recorded in 2010.

The specific objectives of the 2018 NPA were to obtain comprehensive and reliable data on children of school-going age enrolled in basic education institutions; obtain the Key Performance Indicators (KPIs) of basic education to track the achievement of relevant Sustainable Development Goals (SDGs); and feed data into the National Databank to strengthen Basic Education Management Information System (BEMIS) for national and global reporting.

It is noteworthy that the 2018 NPA had some innovations which distinguished it from the previous exercises. It included data from private primary and junior secondary schools, while the Global Positioning System (GPS) coordinates for basic education schools were obtained for the purpose of identifying and plotting the geo spatial positions of these schools all over the country. Data obtained from the field were collated, entered and analysed using current ICT tools.

While findings from the field revealed successes achieved in the areas of improved access and quality of teachers, especially in public schools, the same cannot be said about private schools. There is, therefore, need for broader policy pronouncements and enforcement that will ensure that all basic education schools in the country meet the specified minimum standards. This will, no doubt, involve the cooperation of all stakeholders in the basic education sub-sector.

It is, therefore, my pleasure to present this report to the public.

Dr. Hamid Bobboyi
Executive Secretary

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Mention must also be made of the contributions of Prof. Gidado Tahir, Chairman of the 2018 NPA Report Writing Committee; Prof. Charles O. Onocha, Lead Consultant and the other consultants, as well as UBEC team of analysts for their tireless efforts at ensuring that the NPA Report sees the light of day.

The following organizations and institutions are equally recognised for their roles in the conduct of the 2018 NPA: Federal Ministry of Education; Ministry of National Planning and Budget; National Commission for Colleges of Education (NCCE); National Teachers Institute (NTI); National Commission for Nomadic Education (NCNE), Nigeria Educational Research and Development Council (NERDC); National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC); the National Bureau of Statistics (NBS); National Population Commission (NPopC); and National Air Space Research and Development Agency (NASRDA);

Others are State Ministries of Education (SMoEs); State Universal Basic Education Boards (SUBEBs); Local Government Education Authorities (LGEAs); Nigeria Union of Teachers (NUT); National Association of Proprietors of Private Schools (NAPPS); United Nations Educational, Scientific and Cultural Organisation (UNESCO); the World Bank; United Nations Children's Fund (UNICEF); Traditional and Religious leaders; relevant Civil Society Organisations (CSOs) and Non-governmental Organisations (NGOs).

Finally, the Commission's staff and the Department of Administration and Supplies are commended for driving the project to successful completion.

ABBREVIATIONS

BEMIS	–	Basic Education Management Information System
CCT	–	Conditional Cash Transfer
ECCDE	–	Early Childhood Care Development Education
EFA	–	Education for All
GER	–	Gross Enrolment Ratio
GPS	–	Global Positioning System
HGSF	–	Home Grown School Feeding
JSS	–	Junior Secondary School
KPI	–	Key Performance Indicators
LCR	–	Learner Classroom Ratio
LTR	–	Learner Teacher Ratio
NASRDA	–	National Space Research and Development Agency
NCE	–	Nigeria Certificate in Education
NEMIS	–	Nigeria's Education Management Information System
NER	–	Net Enrolment Ratio
NERDC	–	National Education Resource Development Council
NPA	–	National Personnel Audit
NPEC	–	National Primary Education Commission
OMR	–	Optical Mark Reader
OOSC	–	Out of School Children
PRS	–	Planning Research and Statistics
PTA	–	Parent Teacher Association
SDGs	–	Sustainable Development Goals
SUBEBs	–	State Universal Basic Education Boards
UBE	–	Universal Basic Education
UBEC	–	Universal Basic Education Commission
UPE	–	Universal Primary Education

CHAPTER ONE: INTRODUCTION

1.1 Nigeria in Brief

1.1.1 Geography

Nigeria is located in West Africa. It lies between Longitude 2.660^{o}E and 14.680^{o}E of the prime meridian and between Latitude 4.280^{o}N and 13.890^{o}N of the equator. It is bordered by the Republic of Chad to the North-East, Niger Republic to the north, Benin Republic to the west and Cameroon to the south-east. The Atlantic Ocean borders the country in the south.

Nigeria covers a land mass of 910,768 square kilometers and 13,000 square kilometers of water, giving a total area of 923,768 square kilometres, making it the 14th largest country in Africa and the 32nd in the world. It has a projected population of about 196 million in 2018 (NPopC, 2018) and a population density of 204.28/km^2.

The country has a tropical climate characterised by wet and dry seasons, with the former occurring from April to September and the latter from October to January. The Northern part of the country experiences the cold, dry, dusty Harmattan between November and February. The temperature is between 16° and 44° C (53.6^{o} and 111.2^{o} F) and rainfall ranges from 2,650 milimetres in the southeast and 600 milimetres in some parts of the North, mainly on the fringes of the Sahara Desert. The vegetation consists of mangrove swamp forest in the Niger Delta and the Sahel savannah in the North.

1.1.2 The Economy

Nigeria is blessed with an abundance of natural resources. The favourable climate and large arable land support the growth of a variety of food and cash crops. Cash crops such as cocoa, coffee, groundnuts, cotton, palm oil, rubber, timber are grown in the country. The agricultural sector engages 30% of the population. The country is also rich in mineral deposits like coal, tin, columbite, bauxite, oil and gas, etc. At independence in 1960, the agricultural and mineral resources accounted for about 70 percent of the country's export. Oil exploitation and export started late in the 1950s, but did not become

a dominant source of revenue until the 1970s. By the 1990s, oil had become the main export product and major source of revenue for the country, contributing up to nine percent of the gross domestic product. The contributions of agriculture and solid minerals to the GDP paled into insignificance, as these sectors were literally abandoned. It was not only the cultivation of export cash crops that was abandoned; food crop production was also abandoned to the extent that Nigeria became an importer of food items to feed its population.

One of the implications of Nigeria's dependence on oil is that its economy is at the mercy of the vagaries of the international oil market. It has experienced moments of boom during which huge revenue accrued to government and bouts of slump in oil sales which contracted government revenue earning and destabilised government programme implementation.

1.1.3 Political Structure

Nigeria gained its independence from Great Britain in 1960, with three federating units called regions (Eastern, Northern and Western) and a federal capital territory of Lagos. By the time the country became a Republic in 1963, one more region was added, the Midwest, making four regions. The regional arrangement gave way to the state structure in 1967, when 12 states were created from the old four regions. State creation exercises continued up to 1996 bringing the number of states to 36 as they exist today. The seat of the Federal Government moved from coastal Lagos to the centre of the country. The states and the Federal Capital Territory (FCT) are divided into smaller administrative units called Local Government Areas (Municipal/ Area Councils in the FCT). There are 774 Local Governments in the country. For political expediency, the states are grouped into six geo-political zones, namely, North-Central, North-East, North-West, South-East, South-South and South-West geo-political zones.

Map of Nigeria

At independence, Nigeria adopted the parliamentary system of government with a Prime Minister as head of government and a parliament at the federal level. The Premiers headed the regions, each with a House of Assembly.

Nigeria came under military rule from 1966 – 1979 and from 1983 – 1999. The country adopted the presidential system of government when civilian rule returned briefly from 1979 – 1983. This system of government has been in operation till date. The main features of the presidential system include the separation of powers among the three arms of government – the Executive headed by a President, a bicameral Legislature (Senate and House of Representatives) and the Judiciary at the Federal level. At the state level, there is a governor, the Legislature (House of Assembly) and the Judiciary. The Local Governments are headed by chairmen and each has a legislative council.

1.1.4 Demography

Nigeria is a multi-ethnic society with over 250 ethnic groups, over 500 languages and numerous dialects. English is the official language but there are other principal languages such as Hausa, Igbo and Yoruba which are widely spoken. Islam and Christianity are the two dominant religions, constituting 90 percent of the population. Those who are adherents of the indigenous and other religions make up the remaining 10%. Major religious festivals are officially recognized and celebrated across the country. The different cultural groups also celebrate their traditional festivals, some of which have caught national and international attention, e.g the Argungu fishing festival, the Osun Festival, etc.

The population of Nigeria, which was 143.4 million in 2006, when the last national population census was conducted, is now projected to be over 190 million, with the female constituting about 49%. A feature of the population is that children of 0 – 14 years (basic education age) constitute 42.54 percent. Nigeria has a high birth rate of 36.9 births/1,000, making it among the highest (13th) in the world. The population growth rate is estimated to be 2.43 percent. A sizeable proportion of Nigeria's population (49.4 percent) is found in the urban centres. Internal population movements has been a feature of Nigeria's demography over the ages, mainly caused by economic factors, but in recent times, communal clashes, insurgency, banditry and occasional natural disasters have scaled-up the rate of population displacement within the country, with a greater pull from the rural to the urban centres. The rate of urbanisation is estimated at 4.3 percent.

The national literacy rate for ages 15 years and above is 65.1 percent. However, there is disparity between the sexes and variation among the geo-political zones. For example, literacy rate among the female is 49.7 percent and 69.2 percent for the male. Literacy is highest in the South-West and South-East geo-political zones and lowest in the North-West and North-East. Reports have shown that there is a strong relationship between the level of illiteracy and poverty, which both affect educational development. The North-West and North-East geo-political zones with the lowest level of

adult literacy are also associated with large scale poverty and lowest level of enrolment at basic education level. However, these challenges are being addressed through different government initiatives such as adult and youth literacy and empowerment programmes.

Historical, socio-cultural and economic factors have combined to shape people's views on, and their response to Western Education in Nigeria, i.e. the formal education introduced by British colonialists. The effects of these factors include the uneven development of education in the country. For example, the early contact between the people of the southern part of Nigeria and Europeans (traders, Christian Missionaries and colonialists) contributed in shaping their response to, and the spread of Western Education there. On the other hand, centuries of Islamic influence which had taken a firm root over a large part of the North and the restrictions placed on Christian missionary activities during colonial rule were partly responsible for the slow acceptance and growth of Western Education in the North. Till date, disparity exists in educational development between the North and the South.

The high and growing number of out-of-school children is traceable to socio-cultural and economic factors. In the North, there is low enrolment of the girl-child in school. In many communities, the boy-child is preferred and in making some choices, such as enrolment in school. Even when enrolled, the girl-child has a higher chance of being withdrawn before completing basic education. Many are married-off at a very early age while some are engaged in income generating activities, such as hawking, to augment family income. There is also the large number of school-age boys (*almajirai*), who are not in school but are receiving *Qu'ranic* education. The age-long practice of attaching children to itinerant *Mallams* (teachers) to study the *Qu'ran* has not undergone any major transformation until recently when UBEC introduced programmes like Qu'ranic Schools Integration into Basic Education under its Tsangaya Education programme. Also, the Social Intervention Programmes of the Federal Government such as the Home Grown School Feeding (HGSF) and Conditional Cash Transfer (CCT) have helped in improving

enrolment figures. Closely related to the almajiri are homeless children (boys and girls) who are not with parents or guardians but live on the streets, and depending mostly on alms for their sustenance.

1.2 Education System

1.2.1 Structure, Policy and Development

The introduction of Western Education in Nigeria is traced to the arrival of European traders and Christian missionaries, and later, the establishment of British colonial administration. The arrival of European traders and the expansion of their commercial activities in Nigeria provided opportunities for the Christian missionaries to have contact with the local communities where they built their churches and schools. The schools produced middle level manpower for the European trading companies and the missions. When the colonial authority was established over the southern part of Nigeria, the missionaries were allowed to play a dominant role in the establishment and management of schools, especially primary and post-primary schools.

As early as 1843, the missionaries built the first primary school in Nigeria in Badagry. The penetration of Europeans into the hinterland was gradual. It was not until 1904, six decades after the first school was opened in the south, that the British subdued the local authorities in the North and established political control over them. The British met a region, a large part of which had in place an elaborate administrative system following centuries of Islamic influence. The colonial authority decided to preserve, control and use this traditional administrative structure to establish its authority over the new territory. There existed also in the region an established Qu'ranic education system for both adults and children.

As a result of the growing agitation of the educated elements from the southern part of Nigeria against colonial policies, the colonial authority in the northern part decided, to control the spread of Western Education in the region, to ward- off a similar experience. This was in addition to its desire to maintain the existing administrative structure which the colonialists found to be cheap and effective in establishing their control under the Indirect Rule System. Another factor was that some of the Muslim leaders in the region,

refused to allow the establishment of Christian Missionary centres within their domains. For these reasons, the colonial administration assumed the authority to determine which body (government or missionaries) could open schools and where, including places where the Christian missionaries were welcomed. These factors were responsible for the disparity between the North and the South in the development of Western Education.

At Independence, Nigeria adopted education as a potent instrument for socio-political transformation and national development. There was an urgent need for skilled manpower in all sectors of the national economy and a great desire to reduce illiteracy. The Federal and regional governments responded to these needs by introducing new initiatives to promote education. Education was on the concurrent list of the Constitution and this enabled both the Federal and regional governments to participate actively in its development. However, educational development in each region was driven by regional policies, which varied from one region to the other. For example, the Western Region introduced free primary education in 1955, to be followed by the Eastern Region in 1957. On the other hand, the Northern Region, which did not declare a policy of free education, ensured that education at all levels was made affordable to its citizens and paid greater attention to mass literacy and public enlightenment than anything else.

1.2.2 The National Policy on Education

In 1969, a National Curriculum Conference was held following widespread dissatisfaction with the existing education system, which was considered irrelevant to national needs, aspirations and goals. One of the outcomes of the Conference was the need for the formulation of a new policy on education (CEAP; (Secondary Data Report), 2000, 18 – 19). It ultimately led to the National Policy on Education, introduced in 1977. Since then as many as five editions have appeared, the sixth being 2013 which defined the overall philosophy of Nigeria as the:

a) development of the individual into a morally sound, patriotic and effective citizen;

b) total integration of the individual into the immediate community, the Nigerian society and the world;

c) provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;

d) inculcation of national consciousness, values and national unity; and

e) development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society (NPE; 2013, pg. 14).

A new structure of education in Nigeria based on the 6-3-3-4 began with the implementation of the National Policy on Education in 1977. The system stipulated 6 years of primary education, 3 years of junior secondary, 3 years of senior secondary and 4 years of tertiary education. In 2011, the National Council on Education recognised 1 year pre-schooling as part of the structure of the education system, bringing into being the present 1-6-3-3-4 system. Even though the government plays a dominant role in the provision of education at all levels, there is an appreciable private sector participation, especially by the faith-based organisations operating in Nigeria.

1.2.3 The Universal Primary Education (UPE) Scheme

The need to attain a rapid and uniform development of education across the country has remained a major concern of the Nigerian government. A major step was taken in 1976 to universalise primary education in Nigeria with the introduction of the free Universal Primary Education (UPE) scheme. The scheme represented the first attempt by the Federal Government to intervene directly in the provision of primary education, which hitherto had been under the purview of the local government councils. The scheme ran into crisis shortly after its introduction. Two of the major factors that affected the smooth implementation of the scheme were poor planning due to non-availability of reliable data and inadequate funding. For example, by the time the scheme took-off in January 1976, it was found that the number of children expected to enter class one was overshot by a

significant number. This put a huge strain on the available facilities, especially, classrooms. Similarly, adequate preparation had not been made to train the required number of qualified teachers which affected the quality of learning. But the inability of the government to adequately fund the scheme was even a more serious challenge.

At the inception of the UPE scheme, the Federal Government had assumed full responsibility for its funding. However, there was a decline in revenue earnings.

The 1979 Constitution, which ushered in a civilian regime, made primary education the responsibility of local governments alone. But even though the new revenue formula introduced in 1981 increased the allocation to local governments, this was not enough to help adequately fund the UPE scheme. Consequently, the governments re-introduced fees in their schools, which were unaffordable to many parents, forcing them to keep their children at home. Furthermore, they failed to meet other obligations such as infrastructure and payment of teachers' salaries. The latter resulted in long-drawn industrial disputes between the Nigeria Union of Teachers and governments and the shutdown of schools over long periods.

1.2.4 National Primary Education Commission (NPEC)

In 1988, the Federal Military Government, established the National Primary Education Commission (NPEC) essentially to disburse funds to the implementing agencies, prescribe minimum standards of primary education, advise government on the funding of primary education, among other functions. This intervention was not to last long because in 1991 NPEC was abolished, and the funding and management of primary education was transferred to the local governments once more. Again, the local government revenue allocation which was raised to 20 percent was still far short of what was required at that level to effectively manage primary education (SAPA, 1993, 24 – 26). The net effect of the crisis was the increasing deterioration of primary education with implications for the higher levels of education and national development.

It was not until 1999 that another major effort was made to turn around the fortunes of primary education and lay a strong foundation. This came by way of the introduction of

the Universal Basic Education (UBE) programme with funding from the Federal government supported by the World Bank as well as some International Development Partners (IDPs).

1.2.5 The Universal Basic Education (UBE) Programme

Nigeria formally launched the UBE Programme in 1999 as free, universal, and compulsory. It was also to eradicate illiteracy" as well as fulfil the national philosophy and goals of education, which underlie the country's aspiration to social, economic and political development. The UBE programme can also be seen as a demonstration of the country's commitment to protocols and conventions on education to which Nigeria is a signatory. These include the Rights of the Child Convention (1989) and the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (1990). Another major goal of the UBE programme is to ensure that all children, regardless of ethnicity, religion, class, or gender, have access to quality basic education. Hence Access, Equity and Quality are the cardinal pursuits of the UBE programme.

Basic education is broadly defined to include:

> Early childhood care and development education, nine years of formal schooling (6 years of primary and 3 years of junior secondary education, adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl-child and women, almajirai, street children and disabled groups (UBE Act, 2004, p. 29)

In order to ensure the success of the UBE Programme, the Federal Government dedicates 2% of its annual Consolidated Revenue Fund to its implementation. Though, basic education is the constitutional responsibility of the state and local governments, the Federal Government's intervention at this level is an assistance to them for the "purpose of uniform and qualitative basic education throughout Nigeria." To this end, the UBE intervention fund is channeled to providing and upgrading infrastructure in schools, enhancing teacher capacity, procurement of instructional materials, promoting the education of children with special needs, correcting education imbalance through the

Tsangaya Education Programme, Nomadic and Migrant Education Programme, Boy-Child and Girl-Child Initiatives, etc.

In order to facilitate the Federal Government intervention in the UBE programme, the enabling law (UBE Act, 2004) established the Universal Basic Education Commission (UBEC) as the intervention agency responsible for the disbursement of the Federal Government UBE Intervention Fund to states and other stakeholders and the coordination of the implementation of the UBE programme throughout Nigeria. The Act also defines the functions of the Commission to include the following:

(a) formulate the policy guidelines for the successful operation of the Universal Basic Education Programme in the Federation;

(b) receive block grants from the Federal Government and allocate to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council; provided that the Commission shall not disburse such grants until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;

(c) prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;

(d) enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria;

(e) collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and co-ordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities which include:

    (i) proposals to the Minister for equal and adequate basic education opportunity in Nigeria;

    (ii) the provision of adequate basic education facilities in Nigeria; and

(iii) ensure that the Basic Education Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria;

(f) carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;

(g) monitor Federal inputs into the implementation of basic education;

(h) present periodic progress reports on the implementation of the Universal Basic Education to the President through the Minister;

(i) co-ordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;

(j) liaise with donor agencies and other development partners in matters relating to basic education;

(k) develop and disseminate curricula and instructional materials for basic education in Nigeria;

(l) establish a basic education data bank and conduct research on basic education in Nigeria;

(m) support national capacity building for teachers and managers of basic education in Nigeria;

(n) carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria;

(o) carry out such other activities that are relevant and conducive to the discharge of its functions under this Act; and

(p) carry out such other functions as the Minister may, from time to time, determine.

The Commission relates with the State Governments through their respective State Universal Basic Education Boards (SUBEBs) and the Local Government Education Authorities (LGEAs) established by law passed by each State House of Assembly.

1.2.6 The Challenge of Basic Education Planning

A major challenge to basic education planning in Nigeria is the dearth of up-to-date and reliable data. The primary source of basic education data is the school. However, record keeping at the school level is either generally poor or not regularly updated. Consequently, most school data received from schools are incomplete, outdated, and therefore unreliable and often tainted with political considerations, depending on what the record keeper perceives they could be used for and the assumed effect on the state, LGEA or school. This explains the existence of different sets of data on a subject matter, which are given out by schools to suit different circumstances. This and other challenges have made it difficult to prepare implementable basic education plans, track progress being made in UBE implementation, and determine the next steps towards achieving the goals of UBE.

The other sources of data on UBE include the national population census, surveys conducted by the National Bureau of Statistics, International Development Partners and other stakeholders. Each of these sources has its limitations. However, the last population census was conducted in 2006, and projections from this census and the various survey reports have provided data for planning in Nigeria since then. The non-availability of current and reliable data has the tendency to distort plans and make the achievement of set targets difficult.

1.3 UBEC National Personnel Audit of UBE Schools

The UBEC, conscious of it responsibilities and aware of the importance of data as a planning tool, had attempted to address the challenge of dearth of basic education data by conducting personnel audits at the basic education level. The UBEC Act 2004 empowers the Commission to

*carry out in concert with the States and local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria (*UBE Act, 2004, p.6)

In line with this provision, the Commission conducted National Personnel Audits in 2006 and 2010. The 2006 exercise covered only public primary schools, while that of 2010 covered a wider scope by including public junior secondary schools. The limitations of these two exercises included the fact that they turned in incomplete basic education data. The 2006 personnel audit did not cover junior secondary schools and both excluded private basic education schools, which also delivered basic education. The private providers have been playing very important role in basic education delivery and that role can be appreciated only when their contributions are quantified. The exclusion of private schools from the two previous exercises left gaps in basic education data, which made it difficult to track progress in basic education implementation nationwide. Incomplete data could not be used to determine the exact number of out-of-school children or to plan for their entry into school.

In planning the 2018 National Personnel Audit, the Commission factored in the lessons learnt from the two previous exercises of 2006 and 2010 respectively and took note of the advancement in data collection techniques, especially the role of technology. These were deployed in the 2018 exercise to enhance data collection and accuracy, timely processing and storage.

The 2018 exercise covered a wider scope, the three levels of basic education: ECCDE, primary and junior secondary. For the first time, private basic education institutions (registered, not registered, approved or not approved) were covered in the UBEC Personnel Audit.

1.3.1 Objectives

The objectives of the 2018 National Personnel Audit were to:

i) obtain comprehensive and reliable data on children of school going age enrolled in basic education institutions in Nigeria (ECCDE, Primary and Junior Secondary);

ii) obtain the number and qualification of teaching and non-teaching staff in basic education institutions in Nigeria, including other information;

iii) determine the existing basic education personnel in the State Universal Basic Education Boards and the Local Government Education Authorities;

iv) obtain the indices required to determine Key Performance Indicator (KPIs) of basic education sub-sector in Nigeria and generate data for tracking the relevant Sustainable Development Goals; and

v) feed the acquired basic education data into the National Databank by strengthening Basic Education Management Information System (BEMIS) for effective national and global reporting, in line with Nigeria's Education Management Information System (NEMIS) policy.

The 2018 National Personnel Audit was conducted between May and June 2018 across the country. The report of the exercise forms the subject of this report.

CHAPTER TWO: METHODOLOGY

2.1 Introduction

The 2018 National Personnel Audit, which was conducted in all parts of the country within a pre-determined time-frame was for the purpose of collecting comprehensive and reliable data to track progress, identify gaps and diagnose weaknesses in the implementation of basic education in Nigeria. The data will also serve as a tool for planning and making informed decisions on the basic education sub-sector.

2.2 Design, Planning, and Implementation

The 2018 NPA was designed, planned and implemented by a multi-sectoral committee, known as 2018 NPA National Planning and Implementation Committee set up by UBEC, which pooled expertise from a number of agencies such as the Federal Ministry of Education, Federal Ministry of National Planning and Budget, National Commission for Colleges of Education (NCCE), National Teachers Institute (NTI), National Commission for Nomadic Education (NCNE), Nigeria Educational Research and Development Council (NERDC), National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC). Others were the National Bureau of Statistics (NBS), National Population Commission (NPopC), National Air Space Research and Development Agency (NASRDA). The International Development Partners (IDPs) were represented in the committee by United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the World Bank.

The states and the Federal Capital Territory were brought on board in the NPA through their respective State Universal Basic Education Boards (SUBEBs) and the Federal Capital Territory Universal Basic Education Board (FCT UBEB) and Local Government Education Authorities (LGEAs). Each SUBEB constituted its own State NPA Implementation Committee while each LGEA set up its LGEA NPA Implementation Committee. The State Committees drew membership from the State Ministry of Education (SMoE), SUBEB, Nigeria Union of Teachers (NUT), National Association of

Proprietors of Private Schools (NAPPS), Traditional and Religious leaders, relevant Civil Society Organisations (CSOs) and Non-Governmental Organisations (NGOs).

The Implementation Committees at the State and LGA levels were responsible for planning the implementation strategies within their domains in line with the UBEC guidelines. They mobilised public support and logistics for the conduct of the exercise.

2.3 Scope

In order to collect comprehensive basic education data, the 2018 NPA covered all levels of basic education in the 774 Local Government Areas in the country. In this respect, all public and private ECCDE centres/pre-primary, primary and junior secondary schools, whether approved, unapproved, registered or unregistered were targeted for coverage. Educational institutions, such as Integrated Islamiyyah and Tsangaya schools which provide other forms of education that include elements of basic education were also included. However, educational institutions which were not offering any form or aspect of basic education were not covered by the exercise. In states where the policy of disarticulating junior from senior secondary schools had not been fully implemented and the two were run together under one management, sharing facilities and, in some cases, personnel, only data relating to the junior secondary section were collected. In order to ensure total coverage of basic education institutions, SUBEBs and NAPPS submitted the list of their basic education institutions. Similarly, in order to prevent omission of any institution, the enumerators covered unlisted institutions they came across during the exercise.

2.4 Instrumentation

A sub-committee of the National Planning and Implementation Committee designed the data collection instruments, which the entire committee reviewed and improved upon. The respondents and the institutions targeted in the exercise were identified, listed and categorised. The type of information required from each category was also identified and which formed the basis for instrument development. The respondents were all personnel

involved in basic education management and delivery at state, LGA and school levels. These were categorised into:

i) SUBEBs and LGEAs personnel

ii) School personnel (teaching and non-teaching) at the school level.

The institutions were classified according to the basic education level, that is, ECCDE/Pre-primary, primary and junior secondary schools. As most ECCDE/Pre-primary centres were attached to primary schools, a common instrument was used to capture data from the two levels.

Four data collection instruments were used for both public and private institutions. These were:

i) Form OMR A1: School Personnel

ii) Form OMR A2: SUBEB and LGEA Staff

iii) Form A3: ECCDE/Pre-primary/Primary School Data

iv) Form A4: Junior Secondary School Data

(The OMR Forms are Optical Mark Reader forms which were processed by scanning)

They were used for collecting information crucial to basic education delivery. For example, the OMR Form A1 collected information from each teaching and non-teaching staff on their:

- Bio-data (Name, Date of Birth, Sex, Marital Status, Nationality for non-Nigerians);
- Qualifications and work experiences (highest academic qualification, highest teaching qualification, subject specialisation, subject(s) taught;
- Date of First Appointment, Years of Experience, Salary Grade Level (public schools only);
- Type of Appointment (permanent & pensionable, permanent and non-pensionable, contract & part-time);
- Category of school/school ownership (public or private school) where they teach;

- Status of teaching or non-teaching staff;
- Number of periods taught per week and level taught,;
- Literacy level in Computer;
- Status of Registration with Teachers Registration Council of Nigeria (TRCN); and
- Attendance in TPD within the last five years.

The OMR Form 2A collected data on staff of SUBEBs and LGEAs relating to their:

- ✓ Bio-data (Name, Date of Birth, Sex, Marital status, Nationality for non-Nigerian);
- ✓ Date of First Appointment, Type of Appointment (permanent, contract), Salary Grade Level, Place of work (SUBEB or LGEA);
- ✓ Department, Qualification; and
- ✓ Level of literacy in computer.

The Form A3, collected data from heads of both ECCDE centres/pre-primary (Section A) and primary schools (section B) respectively as follows:

- Name and location of school;
- Category of school (public or private);
- Type of school (conventional, special needs, nomadic, Faith-based (Christian/Mission, Islamiyya, Tsangayya) pastoral nomads, migrant fishefolks/ migrant farmers);
- Level of education available in the school (ECCDE/pre-primary only, ECCDE/pre-primary and primary, primary only);
- Year of Establishment;
- School Ownership ;
- Number of staff members by classification (teaching and non-teaching);
- Number and condition of classrooms;
- Pupil Enrolment by level, year, sex, age and class;
- Pupils' flow (drop-outs, transfers, promoted, repeaters and class 6 completers);
- Attendance on the day of visit;

- Availability of basic facilities (drinking water, laboratory, library, playground, incinerator, electricity supply, fence, furniture, instructional materials and toilets); and
- Special Needs: enrolment and facilities

Form A4, collected similar data as in Form A3 but from principals of JSS.

A unique identification code was assigned to each school and was inserted in the OMR Forms A1, A2, and A3 respectively. The unique code for Form A4 identified only the State and LGA concerned.

A manual, *Operational Guide for the Conduct of National Personnel Audit of All Basic Education Institutions in Nigeria,* containing definition of terms, explanations and instructions on the conduct of fieldwork guided Team Leaders and the Enumerators. Another manual on How to Use the Global Positioning System (GPS) Device in order to record school coordinates was also used.

2.5 Integration of Global Positioning System (GPS) and Geographic Information System (GIS) into the 2018 NPA

The Commission went into partnership with NASRDA for the purpose of integrating Global Positioning System (GPS) and Geographic Information (GIS) for the development of a geo-spatial digital database for basic education in Nigeria. The coordinates of all the basic education institutions visited during the exercise were used to create a geo-spatial mapping and database management system of basic education schools.

2.6 Equipment

The Commission integrated ICT into the 2018 NPA to enhance accuracy, validity, data security, timely processing and release of reports. To ensure these were achieved, the following equipment were procured:

1. Laptops for enumerators to electronically capture information contained in Forms A3 and A4;
2. Global Positioning System (GPS) Device;

3. High speed OMR Scanners and Data Capture Interface, Data Capturing software (NAPERA);
4. Servers and printers.

2.7 Pilot Study

The instruments, devices and software were tested in thirty-six randomly selected schools in six states, one from each of the six geo-political zones in the country. In the selection of the schools, allowance was made for the representation of public and private schools, primary and junior secondary schools and urban and rural schools. The results from the pilot testing were used to review and finalise the instruments as well as carry out integrity checks on the GPS devices.

2.8 Stakeholders' Mobilisation

UBEC, SUBEBs and LGEAs undertook intensive sensitisation and mobilisation of stakeholders at their respective levels. Meetings were held at the national level between the Commission and the following groups who had earlier been identified as the frontline stakeholders in NPA:

i) Honourable Commissioners of Education in all the states and the FCT Education Secretary;
ii) SUBEB Directors of Planning, Research and Statistics;
iii) Chairmen of State Implementation Committees on NPA;
iv) National Association of Proprietors of Private Schools (NAPPS).

Other strategies adopted to sensitise and mobilise other groups of stakeholders nationwide included advocacy visits, radio and television announcements, discussions and jingles, press briefing and correspondences. Similar sensitisation meetings were organised at the State and LGA levels, which brought on board the state branches of Nigerian Union of Teachers (NUT), Association of Primary Schools Head Teachers of Nigeria (AOPSHON), All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), traditional and religious leaders, Civil Society Organisations (CSOs),

Community-Based Organisations (CBOs). Radio and television jingles were produced and aired in some states.

Paid advert contents were also placed in selected major print media. The social media were also adequately used to reach stakeholders. A media briefing was held at the Commission's Headquarters during which the UBEC Executive Secretary addressed the press from both print and electronic media houses.

Letters were written to some Departments and Agencies whose schools provide basic education, explaining the purpose of the NPA and soliciting their cooperation. The agencies included the following:

- Nigerian Defence Headquarters;
- Education Corps of the Nigerian Army, Air Force and Navy;
- Nigeria Police Force;
- Other paramilitary agencies (Nigerian Customs Service, Nigerian Prison Service, Federal Road Safety Corps, Nigeria Security and Civil Defence Corps, etc.);
- Associations of wives of officers of the military, police and paramilitary agencies;
- Universities, polytechnics, colleges of education and other institutions with staff schools;
- Head offices of the religious groups were included in the list of bodies that were communicated.

The Commission's Governing Board and Management conducted advocacy visits to some states during the NPA exercise. A public ceremony at which the Hon. Minister of Education flagged-off the 2018 National Personnel Audit, also served as another avenue for reaching the public on the NPA.

2.9 Training

The different categories of officers, especially Enumerators and Team Leaders, involved in the NPA were trained in all relevant aspects of the exercise. The training focused on:

i) Administration of the data collection instruments;

ii) National Personnel Audit software(NAPERA);

iii) Capturing and recording coordinates with GPS device; and

iv) Spatial database management system using ArcGIS software.

2.10 Fieldwork

The fieldwork, during which data were collected, was conducted in two phases. Phase I commenced from 30th April to 25th May, 2018 in 15 states making up the South-East, South-South and South-West geo-political zones. However, Abia and Bayelsa States were not covered during this phase because they were not ready for the exercise. Phase II, which covered the 19 states in the North-Central, North-East and North-West geo-political zones and the Federal Capital Territory began on 4th June, 2018, and ended on 26th June, 2018. Abia and Bayelsa States were also covered. A total of 1,193 officers drawn from UBEC and collaborating agencies were involved in the exercise as team leaders, technical experts, and enumerators.

A mop-up exercise was undertaken in 35 States and the Federal Capital Territory, from 4th - 23rd October, 2018. However, the mop-up in Plateau and Bayelsa States could not hold due to reasons such as communal clashes, insurgency, banditry, and floods. Consequently, Plateau State had its own from 3rd to 12th December, 2018 while that of Bayelsa State was from 10th – 19th December, 2018. In areas where some schools could not be visited due to insecurity, efforts were made to pool the teachers with the required school records to safer places for the enumeration. In such cases, the coordinates of the schools were not captured.

The State Ministries of Education (SMoEs), State Universal Basic Education Boards (SUBEBs), and Local Government Education Authorities (LGEAs) provided guides who led the enumerators to school locations for the administration of the data collection instruments. The state and local government officials of the Nigeria Union of Teachers (NUT) and the National Association of Proprietors of Private Schools (NAPPS) also assisted in the administration of the instruments.

2.11 Data Processing

The processing of data collected during the NPA started from the field. The enumerators transferred the information provided in Forms A3 and A4 into their laptops electronically. This was again transferred into another data capture software (NAPERA), which was developed and installed in-house. The Team Leaders, with the assistance of technical officers attached to the states, collected, merged and stored the data in the states into a database from which local government and state summaries were obtained. The Team Leaders submitted all completed instruments (in hard and soft copies) to the Headquarters.

The OMR Forms A1 and A2 were sorted and scanned for interpretation. The scanning process captured the data on the OMR forms as images and then exported them to a special package (software) called Remark Office OMR for speedy reading, transcription and interpretation. Black spots and other unidentified areas on the OMR form were edited, corrected and properly saved for quality data output.

The state summaries/output of the NPA were presented to SUBEBs for validation and ownership.

2.12 Data Analysis

The following steps were taken during the analysis of data:

i) all relevant variables to address the NPA objectives were identified, structured and factored for analysis;

ii) a comprehensive List of Statistical Tables derived from the NPA Database was developed;

iii) more than 50% of the List of Tables was generated;

iv) a Profile of Basic Education Facts and figures, in form of a Compendium of Basic Education Indicators was comprehensively developed, across states, geo-political zones and nationally; and

v) Summary of key findings was extracted as well.

The analysis of data and generation of statistical tables were carried out and presented along the following school categories and levels:

- Public Basic Education Schools
  - ECCDE/Pre-primary
  - Primary
  - JSS
- Private Basic Education Schools
  - ECCDE/Pre-primary
  - Primary
  - JSS
- All Basic Education Schools (Public + Private)
  - ECCDE/Pre-primary
  - Primary
  - JSS
- Disaggregation by
  - Gender
  - States, and
  - Geo-political Zones and National.

2.13 Report Writing

The Commission engaged a Team of Resource Persons with expertise in research in education and related fields to write the report. The Team was supported by selected UBEC officers. The initial drafts produced were subjected to critical reviews by the report writers before the production of the final draft. The final reports were produced after the drafts had been critiqued and edited by another Team of Resource Persons engaged for that purpose. The following documents were developed:

I. Basic Education Facts and Figures
II. Basic Education Digests
III. Compendium of Basic Education statistical profiles and indicators, and

IV. A National Report

2.14 Limitations of the Report

The idea behind the 2018 NPA was to visit and capture data from all public and private ECCDE centres, primary and junior secondary schools nationwide. While the Commission and other stakeholders made efforts to cover all schools, certain limitations highlighted below ensured otherwise. Some of the key limitations of this report included the following:

1. Due to insecurity in some parts of the country, getting access to all schools was not possible. Consequently, the data contained in this report cannot be said to be comprehensive, though certainly more comprehensive than in the 2006 and 2010 studies.
2. In certain instances, buy-in into the NPA project was not total, such that some private school proprietors refused to allow enumerators to capture data from their schools.

These notwithstanding, the findings and conclusions arising from this exercise remain valid as 146,266 of the 170,177 schools, representing 85.95 percent response and retrival rate was achieved nationwide, although in some states as much as 98 percent success rate was attained.

2.15 Data Disclosure Control

In compliance with Section 37 of the Nigerian Constitution and Nigeria Data Protection Regulation, 2019, the Commission has put some major policies and infrastructure in place, especially in relation to:

- safeguarding the rights of individuals to data privacy;
- fostering safe conduct of transactions involving the exchange of personal data;
- preventing manipulation of official data; and
- ensuring that education data remain relevant and comparative internationally through a legal regulatory framework on data protection.

2.15.1 Policy

i) User Control Privileges for Data within the system through restriction.

ii) Authorization to those requiring the data for use.

2.15.2 Infrastructure

i) Local Area Network (LAN)

ii) Wider Area Network (WAN)

iii) Server

iv) Data and Information Security

v) Data Storage Facilities

CHAPTER THREE: ENROLMENT IN EARLY CHILDHOOD CARE AND DEVELOPMENT EDUCATION

3.1 Introduction

Early Childhood Care and Development Education (ECCDE) in its earliest form in Nigeria was provided for the few children whose parents could afford the fees charged largely by private providers of the services. With the launching of the Universal Basic Education Programme in 1999 and the increasing recognition of ECCDE or pre-primary education as providing a head start in life for all children, the government initiated policies and programmes that encouraged public primary schools to also provide ECCDE services even in remote rural schools. In Nigeria, this form of education encompasses crèche, nursery or kindergarten, which normally takes place between the ages of 0-4 years and pre-primary (age 5 years) (FRN, 2014) respectively. However, the UBE Act (2004) defines ECCDE as education offered to children aged 3-5 years, while a National Council on Education (NCE) decision in 2014 recognises pre-primary education for children aged five years as part of the UBE programme. The implication of this is that the Federal Government funds 1 year pre-primary education (the last year of ECCDE) as part of the UBE programme. This, in no way, stops states and other stakeholders from providing care, protection and education services to children aged 0-4 years.

This chapter presents the enrolment of learners in ECCDE along the dimensions of school ownership (public and private), location (urban and rural) and gender (male and female). The analysis of ECCDE enrolment is done at the national, geopolitical zone and state levels.

3.2 Enrolment at National Level

In this section, enrolments at national level for public, private and combination of both schools are presented. The variations along the dimensions of age, gender and location are also examined.

3.2.1 Enrolment by age

This subsection presents enrolment by age in public, private and all school types combined.

3.2.1.1 Public and Private Schools

Table 3.1 below shows the age distribution of ECCDE learners in public and private schools.

Table 3.1: Age distribution of ECCDE Learners in Public and Private schools

Age	Public		Private		National	
	Number	percent	Number	percent	Number	percent
Less than 3 years	421,589	11.51	679,454	19.43	1,101,043	15.38
3 years	872,668	23.83	823,356	23.55	1,696,024	23.69
4 years	1,072,547	29.28	908,903	25.99	1,981,450	27.68
5 years	915,838	25.00	736,331	21.06	1,652,169	23.08
Above 5 years	380,134	10.38	348,442	9.97	728,576	10.18
Total	3,662,776	100.00	3,496,486	100.00	7,159,262	100.00

3.2.1.2 Private Schools

Table 3.1 also indicates that the enrolment of ECCDE learners in private schools is 3,496,486. Learners below age 3 years and those of age 3 years are 679,454(19.23 per cent) and 823,356 (23.55 percent) respectively. The learners aged 4 years, 5 years and above 5 years are 908,903(25.99 percent), 736,331(21.06 percent) and 348,442 (9.97 percent) respectively.

3.2.1.3 Public and Private Schools

Table 3.1 equally shows a total enrolment of 7,159,262 learners in combined public and private ECCDE schools almost equally divided between public and private schools at 3,662,776 and 3,496,486 respectively. Learners below age 3 years and age 3 years were 1,101,043 (15.38) and 1,696,024(23.69 percent) respectively. Learners aged 4 years, 5 years and above 5 years were 1,981,450(27.68 percent), 1,652,169(23.08 percent) and 728,576(10.18 percent) respectively.

Figure 3.1 presents the distribution of learners by private and public schools. The figure reveals that learners less than 3 years and 3 years old were 61.71 percent and 48.55 percent respectively in private schools; the corresponding enrolments in public schools

were 38.29 percent and 51.45 percent for ages less than 3 years and 3 years respectively. Learners of age 4 years are 54.13 percent in public schools, but 45.87 percent in private schools. Learners aged 5 years are 55.43 percent in public schools and 44.57 percent in private schools. Learners above 5years of age were 52.17 percent and 47.83 percent in public and private schools respectively.

Figure 3.1: Distribution of ECCDE Learners by Age and Type of School

These statistics indicate that parents are increasingly requiring ECCDE services for children younger than three as more and more mothers get involved in jobs outside the home. The consequence is that there would be pressure on the schools to provide more facilities, classrooms, teachers and learning materials.

3.2.2 Enrolment by Gender

This sub-section presents enrolment by gender in public, private and all school types combined. Enrolment by gender within locations is also presented.

Figure 3.2 indicates that there were 50.12 percent male and 48.87 percent female learners. Within public schools, there were 50.07 percent male and 49.92 percent female learners, while there were 50.18 percent male and 49.81 percent female learners in private schools. Thus, it can be seen that enrolment was almost equally matched between boys and girls nationwide and in the different types of school. Boys only had a slight edge over girls as the figure reveals.

Figure 3.2: Gender Distribution of ECCDE Learners by Type of School

With respect to location, there were 1,920,988 (50.25 percent) male and 1,901,732 (49.75 percent) female learners in rural schools, while there were 1,667,616 (49.98 percent) male learners and 1,668,926 (50.01 percent) female learners in urban schools. Nationally, there are 3,588,604 (50.12 percent) male and 3,570,658 (49.87 percent) female learners (Figure 3.3).

Figure 3.3: Gender Distribution of ECCDE Learners by Type of School

There were more male learners than female learners by type of school. The enrolment of male and female learners is not very different. The larger enrolment of male learners compared to female learners could indicate a greater interest in the education of the boy-

child. Nonetheless, the slight difference could point to the fact that there is a general interest in education even at this level.

3.2.3 Enrolment by Location

This sub-section presents enrolment by location (urban and rural) in public, private and both school types. Figure 3.4 shows that public schools attracted more learners from rural areas, while private schools were more attractive in the urban location. In the urban locations, many schools that have ECCDE programmes are likely to be private and fee paying, which suggests that many parents might view them as offering better quality education than the public schools. This might explain the higher private school enrolment in urban areas. On the other hand, there are likely to be fewer private schools in rural areas and because of the economic power of people who live here, the propensity to send their children to private schools would be lower. Thus, it would be expected that the public schools would have higher enrolment in ECCDE programmes in the rural areas.

Figure 3.4: Distribution of ECCDE Learners by School Location

3.2.4 Enrolment in ECCDE by Class

Data from Table 3.2 reveals that the lower enrolments in nursery classes two and three compared to nursery class one could be attributed to a number of factors including the impression by some parents that some of the learners could cope with primary school work after nursery class one or two.

Table 3.2: Distribution of ECCDE Learners by Class

Class	Number	Percent
Play Group	1 209 645	16.90
Nursery One	2 446 257	34.17
Nursery Two	2 022 864	28.26
Nursery Three	1 480 496	20.68
Total	7 159 262	100.00

3.3 Enrolment by Zones

This section presents the enrolment across the zones by age, gender, class and location. The enrolments in the zones are presented in Figures 3.5 to 3.10. In the North-West, the enrolment varied from 62,657 (Zamfara) to 582,684 (Kano). The range for the North-East and the North-Central was 43,366 (Yobe) to 129,459 (Bauchi) and 80,044 (Kogi) to 168,532 (Plateau) respectively. In the South-East, South-West and South-South, the ranges were 120,437 (Ebonyi) to 353,482 (Imo), 106,523 (Ekiti) to 436,028 (Lagos) and 54,465 (Bayelsa) to 530,113 (Akwa-Ibom) respectively.

Figure 3.5: Distribution of ECCDE Learners in North-West

Figure 3.6: Distribution of ECCDE Learners in North-East

Figure 3.7: Distribution of ECCDE Learners in North-Central

Figure 3.8: Distribution of ECCDE Learners in South-East

Figure 3.9: Distribution of ECCDE Learners in South-West

Figure 3.10: Distribution of ECCDE Learners in South-South

3.3.1 Enrolment by Age

Table 3.3 presents the age distribution of ECCDE learners across the zones in public schools. The zone with the largest number of enrolees aged below 3 years was the North-West (152,023) followed by the South-South (73,425), but the lowest number of ECCDE learners of below age 3 years was in the North-East (31,892). The largest number of learners aged 3 years was in the North-West (254,216) while lowest number was in North-East (62 030). The largest number of learners aged 4 years (367,900), 5 years (358,321), and more than 5 years (138, 661) were all in the North-West. Age 4 has the highest proportion of learners in all the zones with South-West recording the highest at 30.80 percent and South-East the lowest at 28.38 percent. Learners aged above 5 years had the lowest share of enrolment in all the zones with the North-East recording the highest at 12.29 percent and South-South the lowest at 7.38 percent. This suggests that most learners were through with ECCDE/nursery school by age 5 in all the zones.

Table 3.3: Public ECCDE Schools Enrolment in Zones by Age of Learners

Age	Less than 3 years		3 years		4 years		5 years		Above 5 years	
Zone	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
North-Central	38,095	13.12	77,241	26.59	83,978	28.91	59,925	20.63	31,203	10.74
North-East	31,892	11.38	62,030	22.13	83,074	29.64	68,796	24.55	34,452	12.29
North-West	152,023	11.96	254,216	20.00	367,900	28.94	358,321	28.19	138,661	10.91
South-East	56,320	10.14	154,174	27.77	157,564	28.38	140,566	25.32	46,583	8.39
South-South	73,425	14.81	143,476	28.95	142,838	28.82	99,329	20.04	36,602	7.38
South-West	69,834	9.07	181,531	23.57	237,193	30.80	188,901	24.53	92,633	12.03
National	421,589	11.51	872,668	23.83	1,072,547	29.28	915,838	25.00	380,134	10.38

Table 3.4 shows the distribution of ECCDE learners in private schools across the zones. The largest number of enrolees aged below 3 years were in the South-West (217 425), while the lowest number was in the North-East (37 734). The South-West had the largest number of learners aged 3 years (225 890), 4 years (238 402), 5 years (185 551) and above five years (92 275) respectively. As in the public sector, age 4 children also had the largest proportion of learners on roll across the zones. With the exception of the North-West (15.02 percent), learners aged above 5 years had the lowest share of enrolment. The South-East had the least above age 5 enrolment (5.71 percent).

Table 3.4: Private ECCDE Schools Enrolment in Zones by Age of Learners

Age	Less than 3 years		3 years		4 years		5 years		Above 5 years	
Zone	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
North-Central	108,634	17.85	146,755	24.11	164,653	27.05	124,170	20.40	64,460	10.59
North-East	37,734	13.96	60,865	22.52	73,047	27.03	62,306	23.06	36,278	13.42
North-West	62,942	13.94	95,495	21.15	121,552	26.92	103,687	22.96	67,838	15.02
South-East	102,732	20.67	126,803	25.51	128,089	25.77	111,012	22.34	28,393	5.71
South-South	149,987	21.14	167,548	23.62	183,160	25.82	149,605	21.09	59,198	8.34
South-West	217,425	22.66	225,890	23.54	238,402	24.85	185,551	19.34	92,275	9.62
National	679,454	19.43	823,356	23.55	908,903	25.99	736,331	21.06	348,442	9.97

Across the nation, 29.4 percent of learners fell outside the official age range of 3-5 years in private schools. (See Fig. 3.11) Among the zones, the South-West at 32.29 percent had the largest proportion of learners, while the South-East had the lowest at 26.38 percent. For public schools, the largest proportion was in the North-Central (23.87 percent) followed by the North-East (23.67 percent), and the North-West (22.87 percent). The South-East had the smallest proportion (18.53 percent). Therefore, age appropriate

enrolment is still a challenge for the ECCDE level in every zone, even though it is gratifying that the system is able to accommodate children aged above 5 years.

Figure 3.11: Learners in ECCDE Programmes below three years and above five Years Nationwide.

3.3.2 Enrolment by Class

Table 3.5 presents the enrolment in different classes by zone. For ease of understanding the trend across the zone, the information is also displayed in Figure 3.12.

Table 3.5: Enrolment ECCDE Learners by Class in Zones

ZONE	PLAY GROUP		NURSERY ONE		NURSERY TWO		NURSERY THREE		TOTAL
	Number	percent	Number	percent	Number	percent	Number	percent	
North-Central	173,368	19.28	313,220	34.84	270,074	30.04	142,452	15.84	899,114
North-East	76,819	13.96	206,565	37.52	172,279	31.30	94,811	17.22	550,474
North-West	252,241	14.64	664,568	38.58	394,320	22.89	411,506	23.89	1,722,635
South-East	136,644	12.99	330,896	31.45	299,466	28.46	285,230	27.11	1,052,236
South-South	209,701	17.40	395,403	32.81	351,029	29.13	249,035	20.66	1,205,168
South-West	360,872	20.86	535,605	30.97	535,696	30.97	297,462	17.20	1,729,635
National	1,209,645	16.90	2,446,257	34.17	2,022,864	28.26	1,480,496	20.68	7,159,262

From Figure 3.12, it was observed that enrolment in all of the zones was highest for the Nursery One class, except in the South-West where it was at par with the enrolment in Nursery Two. Relatively, enrolment was highest for the North-West (38.54 percent),

followed by the North-East (37.52 percent) and then North-Central (34.84 percent) for Nursery One.

Figure 3.12: Enrolment by Class

3.3.3 Enrolment by Ownership

Table 3.6 shows that the enrolment for private and public schools in the zones was higher in public schools for North-East (50.91 percent), North-West (73.79 percent) and South-East (52.77 percent) and higher in private schools for North-Central (67.70 percent), South-South (58.87 percent) and South-West (55.48 percent). Among public schools in zones in the North, enrolment was largest for the North-West zone (1,271,121) compared to the North-East (280,244) and North-Central (290,442). For public schools in the Southern zones, enrolment was highest in South-West (770 092), followed by South-East (555 207) and lowest in the South-South (495 670). Private schools enrolment was highest in the South-West (959,543) and lowest in the North-East (270,230). Somewhat unexpected, ECCDE enrolment in public schools was the lowest in North-Central (32.30 percent) and highest in the North-West (73.79 percent). The latter is especially salutary going by historical and cultural attitude to western education. The high percentage (67.70) of ECCDE enrolment in private schools in the North-Central zones may be based on the better quality of schools, parental affluence and willingness to pay costly fees.

Table 3.6: ECCDE Enrolment in Public and Private Schools

ZONE	PUBLIC		PRIVATE		TOTAL
	Number	Percent	Number	Percent	
North-Central	290,442	32.30	608,672	67.70	899,114
North-East	280,244	50.91	270,230	49.09	550,474
North-West	1,271,121	73.79	451,514	26.21	1,722,635
South-East	555,207	52.77	497,019	47.23	1,052,236
South-South	495,670	41.13	709,498	58.87	1,205,168
South-West	770,092	44.52	959,543	55.48	1,729,635
National	3,662,776	51.16	3,496,486	48.84	7,159,262

3.3.4 Enrolment by Location

Table 3.7 below indicates that overall, the South-West had the highest enrolment (1,079,932) for urban schools, while the North-East had the lowest (313,235). For rural schools, the North-West had the highest enrolment (992 819). Enrolment in urban areas was higher than that of rural areas in two zones, that is the North-East (56.9 percent) and South-West (62.44 percent). Enrolment was, however, higher in rural than urban areas in the other four zones. The low enrolment in rural North-East and North-Central can be attributed to the effect of the security challenges prevalent in these areas.

Table 3.7: ECCDE Enrolment in Zones by Location

Zone	Urban		Rural		Total
	Number	Percent	Number	Percent	
North-Central	421,071	46.83	478,043	53.17	899,114
North-East	313,235	56.9	237,239	43.1	550,474
North-West	729,816	42.37	992,819	57.63	1,722,635
South-East	317,647	30.19	734,589	69.81	1,052,236
South- South	474,841	39.4	730,327	60.6	1,205,168
South-West	1,079,932	62.44	649,703	37.56	1,729,635
National	3,336,542	46.6	3,822,720	53.4	7,159,262

3.3.5 Enrolment by Gender

Table 3.8 shows that the zone with the highest number of male learners was the North-West (867, 161), while the South-West had the highest number of female learners (866, 479). However, the North-East understandably had the lowest numbers of both male (280, 114) and female (270,360) learners.

Table 3.8: ECCDE Enrolment in Zones by Gender

Zone	Male		Female		Total
	Number	Percent	Number	Percent	
North-Central	456,424	50.76	442,690	49.24	899,114
North-East	280,114	50.89	270,360	49.11	550,474
North-West	867,161	50.34	855,474	49.66	1,722,635
South-East	525,429	49.93	526,807	50.07	1,052,236
South-South	596,320	49.48	608,848	50.52	1,205,168
South-West	863,156	49.90	866,479	50.10	1,729,635
National	3,588,604	50.13	3,570,658	49.87	7,159,262

On the whole, enrolment of male and female learners was close to parity nationwide. The high (0.98) reflection of parity in the northern zones may be connected with the population distribution of ECCDE going age or absence of discrimination against the girl-child and the positive effects of girl-child education initiatives. The tilt towards female learners in the southern zones may be indicative of the belief that greater benefit accrues to the family from educating the female child.

3.4 ECCDE Enrolment for States

In this section, the enrolment by age, class, location and gender are presented for the 36 states and the FCT.

3.4.1 Enrolment by Age

In Table 3.9, the minimum enrolment for the different ages ranged from 6.34 percent (below 3 years) to 23.05 percent (4 years) and maximum enrolment for the different ages ranged from 14.79 percent (above 5 years) to 35.57 percent (4 years). Range of learners aged below 3 years was 6.34 percent (Katsina) to 22.36 percent (Lagos). The minimum enrolment for ages 3 years, 4 years, 5 years and above 5 years were 15.77 percent (Katsina), 23.05 percent (Osun), 8.34 percent (Kano) and Akwa Ibom (5.94 percent) respectively. The highest number of learners' enrolment for ages below 3 years, ages 3 years, 4 years, 5 years and above 5 years were in Lagos (22.36 percent), Kano (30.29

percent),Kano (35.57 percent), Katsina (34.04 percent) and Kebbi (14.79 percent) respectively.

Table 3.9: ECCDE Enrolment in States by Age

STATE	BELOW 3 Years		3 YEARS		4 YEAR		5 YEARS		ABOVE 5 YEARS		TOTAL
	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	
ABIA	24,380	17.89	35,231	25.85	35,665	26.17	31,816	23.35	9,185	6.74	136,277
ADAMAWA	15,780	13.55	25,016	21.49	31,566	27.11	27,235	23.39	16,833	14.46	116,430
AKWA-IBOM	101,856	19.21	144,665	27.29	147,484	27.82	104,611	19.73	31,497	5.94	530,113
ANAMBRA	56,352	18.45	75,909	24.85	77,777	25.46	69,521	22.76	25,941	8.49	305,500
BAUCHI	15,900	12.28	27,541	21.27	37,314	28.82	32,551	25.14	16,153	12.48	129,459
BAYELSA	11,085	20.35	12,750	23.41	12,854	23.60	10,738	19.72	7,038	12.92	54,465
BENUE	22,324	16.28	34,233	24.97	38,366	27.98	28,387	20.70	13,813	10.07	137,123
BORNO	9,974	9.92	23,525	23.39	29,525	29.36	24,083	23.95	13,464	13.39	100,571
CROSS-RIVER	28,299	18.26	36,085	23.28	39,072	25.21	31,535	20.35	20,004	12.91	154,995
DELTA	33,918	17.78	48,274	25.31	50,845	26.66	42,363	22.21	15,329	8.04	190,729
EBONYI	20,586	17.09	31,008	25.75	32,423	26.92	27,178	22.57	9,242	7.67	120,437
EDO	20,821	14.42	38,105	26.39	41,490	28.73	33,664	23.31	10,337	7.16	144,417
EKITI	22,221	20.86	26,135	24.53	27,934	26.22	20,176	18.94	10,057	9.44	106,523
ENUGU	22,178	16.24	36,932	27.05	35,844	26.25	32,178	23.57	9,408	6.89	136,540
FCT-ABUJA	15,580	17.48	22,542	25.29	24,658	27.67	17,629	19.78	8,710	9.77	89,119
GOMBE	7,221	11.90	12,889	21.24	18,323	30.19	15,732	25.92	6,523	10.75	60,688
IMO	35,556	10.06	101,897	28.83	103,944	29.41	90,871	25.71	21,214	6.00	353,482
JIGAWA	44,480	18.83	55,978	23.69	60,502	25.61	53,944	22.83	21,377	9.05	236,281
KADUNA	48,526	12.40	89,542	22.87	118,842	30.36	90,776	23.19	43,756	11.18	391,442
KANO	68,906	11.83	176,466	30.29	207,259	35.57	48,807	8.38	81,246	13.94	582,684
KATSINA	14,936	6.34	37,160	15.77	77,537	32.91	80,219	34.04	25,786	10.94	235,638
KEBBI	20,514	14.95	28,606	20.85	34,940	25.46	32,860	23.95	20,298	14.79	137,218
KOGI	15,351	19.18	21,252	26.55	22,385	27.97	14,672	18.33	6,384	7.98	80,044
KWARA	20,718	16.81	27,377	22.22	32,559	26.42	26,764	21.72	15,813	12.83	123,231
LAGOS	97,505	22.36	100,751	23.11	115,031	26.38	88,301	20.25	34,440	7.90	436,028
NASARAWA	24,971	18.50	33,835	25.06	36,655	27.15	25,815	19.12	13,722	10.16	134,998
NIGER	23,416	14.10	42,318	25.48	46,799	28.18	35,365	21.30	18,169	10.94	166,067
OGUN	31,326	13.14	51,286	21.51	68,558	28.76	62,011	26.01	25,232	10.58	238,413
ONDO	58,354	13.61	115,174	26.87	124,212	28.98	84,992	19.83	45,876	10.70	428,608
OSUN	27,020	21.21	28,197	22.14	29,360	23.05	24,870	19.52	17,933	14.08	127,380
OYO	50,833	12.95	85,878	21.87	110,500	28.14	94,102	23.96	51,370	13.08	392,683
PLATEAU	24,369	14.46	42,439	25.18	47,209	28.01	35,463	21.04	19,052	11.30	168,532
RIVERS	27,433	21.03	31,145	23.88	34,253	26.26	26,023	19.95	11,595	8.89	130,449
SOKOTO	10,218	13.32	18,163	23.68	22,597	29.46	18,915	24.66	6,822	8.89	76,715
TARABA	17,064	17.07	24,386	24.40	26,142	26.15	19,869	19.88	12,499	12.50	99,960
YOBE	3,687	8.50	9,538	21.99	13,251	30.56	11,632	26.82	5,258	12.12	43,366
ZAMFARA	7,385	11.79	13,796	22.02	17,775	28.37	16,487	26.31	7,214	11.51	62,657
National	1,101,043	15.38	1,696,024	23.69	1,981,450	27.68	1,508,491	21.07	728,590	10.18	7,159,262

Thus, enrolment across the states in all age ranges, including those outside the official ECCDE age range, varied considerably. The total enrolment across the states is presented in Figure 3.6. States with the highest enrolments included Kano (582 684), Akwa Ibom (530,113) and Lagos (436,028). States with the lowest enrolments included Yobe (43,366), Bayelsa (54,465), and Gombe (60,688).

Figure 3.13: Enrolment in ECCDE across the States

3.4.2 Enrolment by Class

The relative minimum enrolment for the different classes as can be seen in Table 3.10 ranged from 6.8 percent (play group) to 23.12 percent (Nursery One) and relative maximum enrolment for the different classes ranged from 34 percent (play group) to 49.83 percent (Nursery One). Range of enrolees for learners in play group was 6.8 percent (Katsina) to 34 percent (Osun). The relative minimum enrolment for Nursery One, Nursery Two and Nursery Three were 23.12 percent (Oyo), 11.81 percent (Jigawa) and 10.19 percent (Ekiti) respectively. When the relative maximum class distributions

were considered, the states with maximum distributions were Katsina (49.83 percent), Ondo (38.61 percent) and Oyo (34.31 percent) for Nursery One, Nursery Two and Nursery Three respectively.

Table 3.10: ECCDE Enrolment in States by Class

STATE	PLAY GROUP		NURSERY ONE		NURSERY TWO		NURSERY THREE		TOTAL
	Number	percent	Number	percent	Number	percent	Number	percent	
ABIA	21,576	15.83	40,130	29.45	37,652	27.63	36,919	27.09	136,277
ADAMAWA	18,432	15.83	41,108	35.31	35,636	30.61	21,254	18.25	116,430
AKWA-IBOM	89,300	16.85	189,155	35.68	161,301	30.43	90,357	17.04	530,113
ANAMBRA	54,803	17.94	86,776	28.40	81,200	26.58	82,721	27.08	305,500
BAUCHI	13,683	10.57	54,470	42.08	40,857	31.56	20,449	15.80	129,459
BAYELSA	13,971	25.65	15,566	28.58	13,811	25.36	11,117	20.41	54,465
BENUE	21,624	15.77	49,072	35.79	46,091	33.61	20,336	14.83	137,123
BORNO	10,202	10.14	37,218	37.01	31,710	31.53	21,441	21.32	100,571
CROSS-RIVER	32,362	20.88	45,781	29.54	41,255	26.62	35,597	22.97	154,995
DELTA	30,082	15.77	59,261	31.07	55,024	28.85	46,362	24.31	190,729
EBONYI	14,069	11.68	43,075	35.77	34,283	28.47	29,010	24.09	120,437
EDO	16,528	11.44	46,646	32.30	43,170	29.89	38,073	26.36	144,417
EKITI	26,024	24.43	36,957	34.69	32,682	30.68	10,860	10.19	106,523
ENUGU	17,093	12.52	45,351	33.21	37,752	27.65	36,344	26.62	136,540
FCT-ABUJA	17,185	19.28	31,599	35.46	28,964	32.50	11,371	12.76	89,119
GOMBE	8,640	14.24	23,212	38.25	20,580	33.91	8,256	13.60	60,688
IMO	29,103	8.23	115,564	32.69	108,579	30.72	100,236	28.36	353,482
JIGAWA	57,597	24.38	70,174	29.70	27,908	11.81	80,602	34.11	236,281
KADUNA	48,502	12.39	163,696	41.82	126,922	32.42	52,322	13.37	391,442
KANO	82,815	14.21	198,845	34.13	118,947	20.41	182,077	31.25	582,684
KATSINA	16,030	6.80	117,427	49.83	59,081	25.07	43,100	18.29	235,638
KEBBI	29,943	21.82	49,674	36.20	31,594	23.02	26,007	18.95	137,218
KOGI	15,534	19.41	29,617	37.00	26,695	33.35	8,198	10.24	80,044
KWARA	30,847	25.03	38,047	30.87	33,185	26.93	21,152	17.16	123,231
LAGOS	130,011	29.82	128,599	29.49	123,108	28.23	54,310	12.46	436,028
NASARAWA	31,058	23.01	43,743	32.40	39,629	29.36	20,568	15.24	134,998
NIGER	20,827	12.54	63,713	38.37	49,856	30.02	31,671	19.07	166,067
OGUN	53,586	22.48	74,998	31.46	74,703	31.33	35,126	14.73	238,413
ONDO	49,446	11.54	169,735	39.60	165,483	38.61	43,944	10.25	428,608
OSUN	43,303	34.00	34,511	27.09	31,075	24.40	18,491	14.52	127,380
OYO	58,502	14.90	90,805	23.12	108,645	27.67	134,731	34.31	392,683
PLATEAU	36,293	21.53	57,429	34.08	45,654	27.09	29,156	17.30	168,532
RIVERS	27,458	21.05	38,994	29.89	36,468	27.96	27,529	21.10	130,449
SOKOTO	9,932	12.95	33,689	43.91	16,889	22.02	16,205	21.12	76,715
TARABA	22,241	22.25	32,318	32.33	29,572	29.58	15,829	15.84	99,960
YOBE	3,621	8.35	18,239	42.06	13,924	32.11	7,582	17.48	43,366
ZAMFARA	7,422	11.85	31,063	49.58	12,979	20.71	11,193	17.86	62,657
National	1,209,645	16.90	2,446,257	34.17	2,022,864	28.26	1,480,496	20.68	7,159,262

These results seem to indicate that ECCDE programmes are growing in popularity across the country.

3.4.3 Enrolment by Location

The relative minimum enrolment for the different locations is presented in Table 3.11. For urban areas, the relative minimum enrolment was 19 percent (Imo), while for rural areas it was 19

percent (Borno). The relative maximum enrolment for rural locations was 81 percent (Imo) and that for urban locations was 81 percent (Borno). In the urban areas, the ECCDE learners were more than 50 percent in 16 states. States with highest relative enrolments were Borno (81 percent), Lagos (77 percent), Ekiti (72 percent) and Yobe (70 percent). In the rural areas, the ECCDE learners were more than 50 percent in 21 states. States with highest relative enrolments were Imo (81 percent), Ebonyi (76 percent), Akwa Ibom (72 percent) and Jigawa (71 percent).

Table 3.11: ECCDE Enrolment in States by Location

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Abia	42,855	31	93,422	69	136,277
Adamawa	62,859	54	53,571	46	116,430
Akwa-Ibom	146,472	28	383,641	72	530,113
Anambra	135,976	45	169,524	55	305,500
Bauchi	57,958	45	71,501	55	129,459
Bayelsa	32,651	60	21,814	40	54,465
Benue	57,501	42	79,622	58	137,123
Borno	81,209	81	19,362	19	100,571
Cross-River	49,764	32	105,231	68	154,995
Delta	116,523	61	74,206	39	190,729
Ebonyi	29,499	24	90,938	76	120,437
Edo	63,375	44	81,042	56	144,417
Ekiti	76,854	72	29,669	28	106,523
Enugu	42,839	31	93,701	69	136,540
Fct-Abuja	41,501	47	47,618	53	89,119
Gombe	28,581	47	32,107	53	60,688
Imo	66,478	19	287,004	81	353,482
Jigawa	67,485	29	168,796	71	236,281
Kaduna	186,153	48	205,289	52	391,442
Kano	226,617	39	356,067	61	582,684
Katsina	92,067	39	143,571	61	235,638
Kebbi	87,488	64	49,730	36	137,218
Kogi	33,148	41	46,896	59	80,044
Kwara	71,182	58	52,049	42	123,231
Lagos	334,885	77	101,143	23	436,028
Nasarawa	74,094	55	60,904	45	134,998
Niger	80,625	49	85,442	51	166,067
Ogun	156,920	66	81,493	34	238,413
Ondo	171,625	40	256,983	60	428,608
Osun	88,244	69	39,136	31	127,380
Oyo	251,404	64	141,279	36	392,683
Plateau	63,020	37	105,512	63	168,532
Rivers	66,056	51	64,393	49	130,449

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Sokoto	37,879	49	38,836	51	76,715
Taraba	52,285	52	47,675	48	99,960
Yobe	30,343	70	13,023	30	43,366
Zamfara	32,127	51	30,530	49	62,657
National	3,336,542	47	3,822,720	53	7,159,262

The low rural share of enrolment in Borno State (19 percent) is possibly because of the challenging security situation, which has led to migration to urban areas with some semblance of security.

3.4.4 Enrolment in States by Gender

The relative minimum enrolment for gender is presented in Table 3.12. For male learners, Oyo State had the relative minimum enrolment at 48.59 percent, while Zamfara had the relative minimum enrolment for female learners at 45.04 percent. The relative maximum enrolment for male learners was 54.96 percent (Zamfara), while that for female learners was 51.41 percent (Oyo). Male learners were more than 50 percent in 24 states. States with highest relative male enrolments were Zamfara (54.96 percent), Sokoto (54.32 percent), Kebbi (53.46 percent) and Niger (51.91 percent). For female learners, there were 15 states in which the ECCDE learners were more than 50 percent; states with highest relative female enrolments were Oyo (51.41 percent), Akwa Ibom (51.40 percent) and Kano (50.96 percent).

Table 3.12: ECCDE Enrolment in States by Gender

STATE	Male		Female		Total
	Number	Percent	Number	Percent	
Abia	67,530	49.55	68,747	50.45	136,277
Adamawa	59,822	51.38	56,608	48.62	116,430
Akwa-Ibom	257,629	48.60	272,484	51.40	530,113
Anambra	154,861	50.69	150,639	49.31	305,500
Bauchi	65,731	50.77	63,728	49.23	129,459
Bayelsa	27,118	49.79	27,347	50.21	54,465
Benue	69,429	50.63	67,694	49.37	137,123
Borno	49,332	49.05	51,239	50.95	100,571
Cross-River	76,884	49.60	78,111	50.40	154,995
Delta	95,899	50.28	94,830	49.72	190,729

Ebonyi	59,524	49.42	60,913	50.58	120,437
Edo	73,430	50.85	70,987	49.15	144,417
Ekiti	52,850	49.61	53,673	50.39	106,523
Enugu	68,912	50.47	67,628	49.53	136,540
Fct-Abuja	44,840	50.31	44,279	49.69	89,119
Gombe	31,441	51.81	29,247	48.19	60,688
Imo	174,602	49.39	178,880	50.61	353,482
Jigawa	118,377	50.10	117,904	49.90	236,281
Kaduna	195,660	49.98	195,782	50.02	391,442
Kano	285,741	49.04	296,943	50.96	582,684
Katsina	117,923	50.04	117,715	49.96	235,638
Kebbi	73,352	53.46	63,866	46.54	137,218
Kogi	39,823	49.75	40,221	50.25	80,044
Kwara	62,498	50.72	60,733	49.28	123,231
Lagos	220,489	50.57	215,539	49.43	436,028
Nasarawa	69,176	51.24	65,822	48.76	134,998
Niger	86,205	51.91	79,862	48.09	166,067
Ogun	121,320	50.89	117,093	49.11	238,413
Ondo	214,106	49.95	214,502	50.05	428,608
Osun	63,574	49.91	63,806	50.09	127,380
Oyo	190,817	48.59	201,866	51.41	392,683
Plateau	84,453	50.11	84,079	49.89	168,532
Rivers	65,360	50.10	65,089	49.90	130,449
Sokoto	41,671	54.32	35,044	45.68	76,715
Taraba	51,370	51.39	48,590	48.61	99,960
Yobe	22,418	51.69	20,948	48.31	43,366
Zamfara	34,437	54.96	28,220	45.04	62,657
National	3,588,604	50.13	3,570,658	49.87	7,159,262

Great gender disparity was noted for Oyo and Zamfara states. In Oyo, the disparity was in favour of girls, but in favour of boys in Zamfara where historical cultural attitude still dominates.

3.5 Conclusion

The results clearly show that enrolment was almost equally matched between boys and girls nationwide and in different types of schools. Data analysis by location has revealed that ECCDE is no longer an urban phenomenon as rural schools account for 53 percent of the total enrolment. However, while public schools attract more learners from rural areas, private schools are more attractive in the urban locations. Similarly, public

schools are also increasingly holding out their own in the provision of ECCDE as they control a slightly larger proportion of enrolment at 51 percent compared to private schools with 49 percent. Notwithstanding the above positive outlook with respect to participation in ECCDE by gender, location and school ownership, evidence from Chapter 6 (Access to Basic Education) indicates that enrolment at this level of education is still not optimal as a gross enrolment of seven million in both public and private ECCDE centres out of a projected population of 17 million 3-5 year olds means that at least 10 million children who could benefit from ECCDE lack the opportunity to do so. This calls for efforts by federal, state and local governments to expand enrolment in ECCDE centres, especially in public schools.

CHAPTER FOUR: ENROLMENT IN PRIMARY SCHOOLS

4.1 Introduction

This chapter presents findings with respect to enrolment, drop-out, transition and transfer in public and private primary schools in Nigeria. The findings are classified under national, zonal and state and are presented by school type, gender, age and school location. In the Nigerian education system, schools are generally considered in terms of ownership either as public or private. Public schools are established and managed by the various tiers of government, while private schools are owned and managed by individuals or organisations. Schools are also classified by location, either in rural or urban areas.

Enrolment refers to the total number of children attending primary schools. Enrolment figures indicate not only the number of children who have access to primary education, but it is also important in formulating policies and planning, especially with respect to enhancing access. For example, such figures are important in the recruitment and deployment of teachers, the building of classrooms and the supply of teaching and learning materials as well as facilities such as toilets, water, etc.

4.2. Enrolment in Public Schools

This section presents and discusses data on enrolments in public primary schools. The statutory age for enrolment of learners into primary schools (Primary 1 or P1) in Nigeria is 6 years[1]. Children who enrol in primary schools before attaining this statutory age are considered under-aged, while those who do not finish primary school by age 11 are said to be over- aged.

4.2.1. Enrolment in Public Schools by Age

Table 4.1 below indicates that 87.30 percent of over 22 million learners in public primary schools across the nation fell within the official primary school age of 6-11 years. Only 5.98 percent and 6.72 percent of learners respectively were either under-aged or over-

[1] Federal Republic of Nigeria (2014). *National Policy on Education*. Abuja: NERDC

aged which suggests that the nation is well on its way to age appropriate enrolment in public schools.

Table 4.1 Enrolment in Public Schools by Age Group

Age Group	Number of Learners	percent
Below 6 yrs.	1,337,586	5.98
6 - 11 years	19,541,909	87.30
Above 11 years	1,505,260	6.72
National	22,384,755	100

4.2.2 Enrolment by Gender

Ensuring equity is one of the objectives of the Universal Basic Education Programme (UBEP). One indicator of equity is the attainment of gender parity in primary school enrolment. Information in Figure 5.1 shows that male learners constituted 52 percent of the learners, while female learners made up 48 percent. This indicates a gender parity index (GPI) of 0.92, which might indicate that the nation is on its way to gender parity, but issues might arise when regional and state data are taken into account.

Figure 4.2 provides data on GPI by class. It indicates that Primary 1 had the best GPI of 0.95 followed by Primary 2 with 0.93; Primary 4 had the lowest at 0.91.

Figure 4.1: National Public Primary Schools Enrolment by Gender

Figure 4.2: Gender Parity Index in Enrolment of Public Primary Schools by Class

4.2.3 Enrolment by Location

Enrolment of learners in schools has implication for both access and equity in education. Overall, twice as many learners were found in rural schools as in urban schools as Table 4.2 reveals. Figure 4.3 shows that schools in rural areas accounted for 67.34 percent of enrolment in public primary schools. This pattern of spatial distribution of learners between urban and rural schools has implication for the distribution of infrastructure and deployment of teachers between urban and rural schools.

Table 4.2: National Distribution of Learners in Public Primary Schools by Location

Location	Number	Percentage
Urban	7,311,313	32.66
Rural	15,073,442	67.34
Total	22,384,755	100

Figure 4.3 Proportion Public Schools Enrolment by Location

4.2.4 Enrolment in Public Schools by Class

Figure 4.4 provides information on enrolment by class for public primary schools. The figure reveals a sliding enrolment trend from Primary 1 to Primary 6. This suggests that there was relative increase in enrolment in the year of interest compared to the preceding one which might be a result of increased advocacy and sensitization.

Figure 4.4 Public Primary Schools Enrolment by Class

4.3 Enrolment in Private Schools

4.3.1 Enrolment by Age

Data in Table 4.3 indicates that 86.65 percent of learners on roll in private primary schools fell within the official primary school age bracket of 6-11 years. Only 7.95 percent of learners were under-aged and 5.40 percent over-aged, suggesting that the nation is moving towards age appropriate enrolment, even in private primary schools.

Table 4.3: Private Primary Schools Enrolment by Age

Age	Number	Percent
Less than 6 years	437,385	7.95
6-11 years	4,769,979	86.65
Above 11 years	297,268	5.40
National	5,504,632	100

4.3.2 Enrolment by Gender in Private Primary Schools

Figure 4.4 indicates that private primary schools had a total of 5,504,632 learners on roll made up of 2,775,439 boys and 2,729,193 girls. Enrolment was almost equally split between boys and girls at 50.42 percent for boys and 49.58 percent for girls respectively. This indicates a GPI of close to 1 in private primary school enrolment. Figure 4.5 provides the GPI by class, showing that P4 and P5 had the best GPI of 0.99 a piece. The rest of the four primary school classes each had a GPI of 0.98.

Figure 4.4: Private Primary Schools Enrolment by Gender

Figure 4.5: Private Schools Gender Parity Index by Class

4.3.3 Enrolment by Location

Figure 4.6 indicates that urban schools had a higher share of enrolment at 56.62 percent than rural schools which had 43.38 percent. This difference was not surprising as parents in urban areas are generally more affluent than those in rural areas, and therefore could afford to enrol their children in private schools.

Figure 4.6: Enrolment in Private schools by Location

4.3.4 Enrolment in Private Schools by Class

As Figure 4.7 shows, enrolment in private schools tends to decrease with class. Evidence from the figure clearly indicates that there were more learners in Primary 1 than in Primary 2, and more in Primary 2 than in Primary 3 and so on. It can be recalled that public primary schools' enrolment, as presented in the previous section, followed a similar trend. A possible explanation for this is that enrolment has been increasing over the past five years. The decreasing trend in enrolment from primary 1 to primary 6 in private primary schools could be attributed to the tendency for some parents to send their brilliant children to JS 1 after primary 5, or even primary 4.

Figure 4.7 Private Primary Schools Enrolment by Class

4.4 Combined Public and Private Schools Enrolment

This section presents combined public and private primary schools' enrolment by age, location and gender.

4.4.1 Enrolment by Age

Data from Table 4.4 reveal that 87.17 percent of learners in both categories of schools belonged to the official primary school age bracket of 6-11. Some 6.36 percent were under-age, and 6.46 percent over-age.

Table 4.4: National Distribution of Learners in Primary Schools by Age (Public and Private)

Age Group	Learners	Percentage
Below 6 years.	1,774,971	6.36
6 - 11 years	24,311,888	87.17
Above 11 years	1,802,528	6.46
National	27,889,387	100

4.4.2 Enrolment by Gender

Figure 4.8 shows that enrolment for boys was higher (51.61%) than that of girls (43.39%) in both public and private primary schools. This translates into a GPI of 0.94 and suggests that the nation needs to do more work to achieve gender parity in primary school enrolment.

Figure 4.8: Combined Public and Private Primary Schools Enrolment by Gender

4.4.3 Enrolment by School Location

Table 4.5 presents the data on combined public and private schools enrolment by school location, urban and rural. The table indicates that rural schools had a larger proportion of combined primary school enrolment at 62.61 percent compared to 37.39 percent for urban schools. This appears natural as despite the increasing growth in urbanization, more Nigerians still live in the rural areas.

Table 4.5: Combined Public and Private Primary Schools Enrolment by Location

Location	Number	Percent
Urban	10,427,313	37.39
Rural	17,462,074	62.61
National	27,889,387	100

4.4.4 Combined Public and Private Primary Schools Enrolment by Class and Gender

Figure 4.9 indicates that enrolment was highest in primary 1 and lowest in primary 6. There was a consistent decrease in enrolment across the classes irrespective of gender and more male learners were enrolled in each class than female. Figure 4.10 shows that GPI varied from 0.96 in primary 1 to 0.92 in primary 4.

Figure 4.9 Enrolment in Public and Private Schools by Class and Gender

Figure 4.10 Gender Parity Index in Combined Public and Private Primary Schools by Class

4.5 Zonal Enrolment in Public Schools

Within the geo-political zones, Table 5.5 indicates that the North-West had the largest number of children enrolled in public schools in Nigeria with 39 percent of total enrolment in public schools in Nigeria. The South-East with about 9 percent had the lowest percentage of pupils in public schools.

4.5.1 Enrolment by Age

Table 4.5 shows that among children enrolled within the zones, the North-Central had the highest proportion of under-aged children at 7.86 percent, while the South-East with 2.74 percent had the lowest in public schools. With respect to the official primary school age range, the South-East with 91.56 percent had the highest proportion, while the North-Central with 83.51 percent had the lowest. The proportion of over-aged children varied from 7.50 percent in the North-Central to 5.36 percent in the South-South.

Table 4.5: Zonal Enrolment in Public Primary Schools by Age

Age		NC	NE	NW	SE	SS	SW	Total
Below 6 Years	f	189,599	228,902	568,967	54,256	156,646	139,216	1,337,586
	Percent	7.86	6.72	6.43	2.74	6.61	4.13	5.98
6 - 11 Years	f	2,041,024	2,932,190	7,674,098	1,814,108	2,087,137	2,993,352	19,541,909
	Percent	83.51	86.10	86.79	91.56	88.04	88.73	87.33
Above 11 Years	f	181,039	244,462	598,851	112,897	126,970	241,041	1,505,260
	Percent	7.50	7.18	6.77	5.69	5.36	7.14	6.70
National	f	2,411,662	3,405,554	8,841,916	1,981,261	2,370,753	3,373,609	22,384,755
	Percent	10.77	15.21	39.49	8.85	10.59	15.07	100

4.5.2 Enrolment by Gender

The North-West had the highest enrolment of both male and female learners. Enrolment by gender in the South-South and South-West zones had slightly higher female than male. The North-East had the highest male enrolment, at 53.54 percent compared to 46.46 percent for females. Details are in Table 4.6.

Table 4.6: Zonal Distribution of Learners in Public Primary Schools by Gender

Gender		NC	NE	NW	SE	SS	SW	Total
Males	N	1,276,599	1,823,322	4,665,623	1,003,085	1,183,334	1,666,250	11,618,213
	Percent	52.93	53.54	52.77	50.63	49.91	50.61	51.90
Females	N	1,135,063	1,582,232	4,176,293	978,176	1,187,419	1,707,359	10,766,542
	Percent	47.07	46.46	47.23	49.37	50.09	49.39	48.10
National	N	2,411,662	3,405,554	8,841,916	1,981,261	2,370,753	3,373,609	22,384,755
	Percent	10.77	15.21	39.49	8.85	10.59	15.07	100

4.5.3 Enrolment by Location

Table 4.7 reveals that rural public schools had a higher share of enrolment than urban public schools in all the zones with the exception of South-West. The North-West had the largest number of learners in rural public schools in the country, the South-East had the smallest. The North-Central had the largest disparity in enrolment between rural (75.51 percent) and urban schools (24.49 percent). The disparity in enrolment between urban and rural schools is lowest in the North-East at 28.84 percent probably because of displacement from rural to urban areas as a result of the Boko Haram insurgency.

Table 4.7: Zonal Distribution of Learners in Public Primary Schools by Location

Zone		Location		Total
		Urban	Rural	
NC	Number	590,670	1,820,992	2,411,662
	Percent	24.49	75.51	100
NE	Number	1,041,479	2,364,075	3,405,554
	Percent	30.58	69.42	100
NW	Number	2,734,816	6,107,100	8,841,916
	Percent	30.93	69.07	100
SE	Number	460,430	1,520,831	1,981,261
	Percent	23.16	76.84	100
SS	Number	643,295	1,727,458	2,370,753
	Percent	27.13	72.87	100
SW	Number	1,840,623	1,532,986	3,373,609
	Percent	55.46	45.44	100
National	Number	7,311,313	15,073,442	22,384,755
	Percent	32.66	67.34	100

4.5 Zonal Enrolment in Private Schools

4.5.1 Enrolment by Age

Table 4.8 reveals that the South-East had the lowest proportion of under-aged children (6.32 percent) in private schools, while the North-East had the highest (8.84 percent). The proportion of official primary age (6-11 years) varied between 83.64 percent for North-West and 89.63 percent for South-East. The North-East with 8.77 percent had the highest proportion of over-aged children in private schools. Table 4.8 presents the details.

Table 4.8: Zonal Distribution of Learners in Private Primary Schools by Age

AGE		NC	NE	NW	SE	SS	SW	National
Below 6 years	Number	85,390	38,483	87,651	41,786	86,385	97,690	437,385
	Percent	8.84	7.30	7.76	6.32	8.70	7.95	7.95
6 - 11 years	Number	818,313	442,265	944,378	592,572	879,848	1,092,603	4,769,979
	Percent	84.71	83.93	83.64	89.63	88.62	88.93	86.65
Above 11 years	Number	62,263	46,188	97,083	26,820	26,569	38,345	297,268
	Percent	6.44	8.77	8.59	4.06	2.68	3.12	5.40
National		965,966	526,936	1,129,112	661,178	992,802	1,228,638	5,504,632

4.5.2 Enrolment by Gender

Table 4.9 shows that the largest number of female and male learners in private schools was found in the South-West. In the Northern zones, there was disparity in enrolment in favour of males, while in the Southern zones the disparity was in favour of females.

Table 4.9 Enrolment in Zones by Gender

Gender		NC	NE	NW	SE	SS	SW	TOTAL
Male	Number	490,401	267,276	589,423	328,780	490,468	609,091	2,775,439
	Percent	50.77	50.78	52.20	49.73	49.40	49.57	50.42
Female	Number	475,565	259,660	539,689	332,398	502,334	619,547	2,729,193
	Percent	49.23	49.22	47.80	50.27	50.60	50.43	49.58
National	Number	965,966	526,936	1,129,112	661,178	992,802	1,228,638	5,504,632
	Percent	100	100	100	100	100	100	100

4.6.3 Enrolment in Zones by School Location

Table 4.10 indicates that in private schools, more learners were found in urban schools in the North-East, North-West and South-West than in rural schools, while the other zones had more learners in rural schools. The largest disparity in enrolment in favour of urban schools was in the South-West (69.88 percent for urban as against 30.12 percent for rural), while the largest disparity in enrolment in favour of rural schools was in the South-East (61.56 percent for urban as against 38.44 percent for rural).

Table 4.10: Zonal Distribution of Learners in Private Primary Schools by Location

	Urban		Rural		Total
Zone	Number	Percent	Number	Percent	
NC	469,152	48.57	496,814	51.43	965,966
NE	339,921	64.51	187,015	35.49	526,936
NW	736,922	65.27	392,190	34.73	1,129,112
SE	254,152	38.44	407,026	61.56	661,178
SS	457,228	46.05	535,574	53.95	992,802
SW	858,625	69.88	370,013	30.12	1,228,638
National	3,116,000	56.61	2,388,632	43.39	5,504,632

4.7 Zonal Enrolment in Public and Private Primary Schools

4.7.1 Enrolment by Age

Information on distribution of learners in combined public and private primary schools is displayed in Table 4.11. It shows that the North-Central with 8.14 percent had the highest proportion of under-aged children, while the South-East with 3.63 percent had the lowest. Within each zone, the proportion of 6-11 years old varied from 91.08 percent for the South-East to 84.66 percent for the North-Central. With respect to over-aged children, the proportion varied between 7.39 percent for the North-East and 4.56 percent for the South-South.

Table 4.11: Zonal Distribution of Learners in Public and Private Primary Schools by Age

Age		NC	NE	NW	SE	SS	SW	National
Below 6 years	Number	274,989	267,385	656,618	96,042	243,031	236,906	1,774,971
	Percent	8.14	6.80	6.59	3.63	7.23	5.15	6.36
6 - 11 years	Number	2,859,337	3,374,455	8,618,476	2,406,680	2,966,985	4,085,955	24,311,888
	Percent	84.66	85.81	86.44	91.08	88.21	88.78	87.17
Above 11 years	Number	243,302	290,650	695,934	139,717	153,539	279,386	1,802,528
	Percent	7.20	7.39	6.98	5.29	4.56	6.07	6.46
National		3,377,628	3,932,490	9,971,028	2,642,439	3,363,555	4,602,247	27,889,387

4.7.2 Enrolment by Gender

As can be seen in Table 4.12, there were more male learners than female learners in the North-Central, North-East, North-West and South-East with GPI of 0.91, 0.88, 0.89 and 0.98 respectively. However, in the South-South and South-West with GPI of 1.01 and 1.02 respectively, there were slightly more female learners than male learners.

Table 4.12 Zonal Enrolment by Gender

Gender		NC	NE	NW	SE	SS	SW	TOTAL
Male	Number	1,767,000	2,090,598	5,255,046	1,331,865	1,673,802	2,275,341	14,393,652
	Percent	52.31	53.16	52.70	50.40	49.76	49.44	51.61
Female	Number	1,610,628	1,841,892	4,715,982	1,310,574	1,689,753	2,326,906	13,495,735
	Percent	47.69	46.84	47.30	49.60	50.24	50.56	48.39
Gender Parity Index		0.91	0.88	0.89	0.98	1.01	1.02	0.94
National	Number	3,377,628	3,932,490	9,971,028	2,642,439	3,363,555	4,602,247	27,889,387

4.7.3 Enrolment by Location

Table 4.13 shows that there were more learners in rural schools than in urban schools in five zones—North-Central, North-East, North-West, South-South and South-East. The reverse was, however, the case in the South-West zone where the percentage of learners in urban schools was 58.65. The percentage of learners in rural schools was more than twice that of urban schools in the North-Central, South-East and South-South Zones.

Table 4.13: Zonal Distribution of Learners in Public and Private Primary Schools by Location

Zone	Urban		Rural		Total
	Number	Percent	Number	Number	
NC	1,059,822	31.34	2,317,806	68.66	3,377,628
NE	1,381,400	35.13	2,551,090	64.87	3,932,490
NW	3,471,738	34.82	6,499,290	65.18	9,971,028
SE	714,582	27.04	1,927,857	72.96	2,642,439
SS	1,100,523	32.72	2,263,032	67.28	3,363,555
SW	2,699,248	58.65	1,902,999	41.35	4,602,247
National	10,427,313	37.39	17,462,074	62.61	27,889,387

4.8 Enrolment in Public Schools by State

Figure 4.11 displays the distribution of learners in public schools by state. The figure indicates that Kano State with over 3 million learners had the largest number of children in public schools. States that had above 1 million children in public schools are Akwa Ibom, Kaduna, Katsina and Oyo. Bayelsa State had the lowest number of children in public schools. One of the factors that influenced the size of enrolment was the population of each state. Other things being equal, the larger the population of a state, the larger the children it should have in schools.

Figure 4.11 State Distribution of Learners in Public Schools by Gender

4.8.1 Enrolment by Age in Public Schools

The proportion of under-aged children (children below 6 years) in public schools varied between 1.18 percent in Lagos and 9.81 percent in Benue state. With respect to the official primary school age children (6-11 years), Osun State with 96.04 percent had the highest proportion, while Benue State with 82.43 percent had the lowest. For over-aged children (above 11 years), Lagos State with 13.06 percent had the highest proportion, while Imo State with 2.53 percent had the lowest. Table 4.14 presents the details.

Table 4.14: State Distribution of Learners in Public Primary Schools by Age

State	Below 6 years.		6 - 11 years		Above 11 years		T o t a l
	Number	Percent	Number	Percent	Number	Percent	
Abia	5,511	4.00	122,654	89.11	9,472	6.88	137,637
Adamawa	41,708	7.45	470,467	83.99	47,992	8.57	560,167
Akwa-Ibom	107,601	7.83	1,214,550	88.37	52,283	3.80	1,374,434
Anambra	14,762	4.18	303,012	85.80	35,381	10.02	353,155
Bauchi	58,387	7.02	716,423	86.17	56,576	6.81	831,386
Bayelsa	6,876	8.46	67,999	83.71	6,360	7.83	81,235
Benue	32,864	9.18	295,139	82.43	30,066	8.40	358,069
Borno	26,153	5.01	447,968	85.78	48,117	9.21	522,238
Cross-River	10,272	6.47	135,143	85.17	13,268	8.36	158,683
Delta	12,205	3.86	282,657	89.36	21,434	6.78	316,296
Ebonyi	9,718	3.00	289,581	89.39	24,661	7.61	323,960
Edo	10,535	3.87	244,236	89.71	17,483	6.42	272,254
Ekiti	9,875	5.81	148,536	87.38	11,581	6.81	169,992
Enugu	6,465	3.68	151,059	85.91	18,311	10.41	175,835
FCT-Abuja	6,922	3.15	188,059	85.45	25,092	11.40	220,073
Gombe	29,435	6.57	385,670	86.04	33,116	7.39	448,221
Imo	17,800	1.80	947,802	95.67	25,072	2.53	990,674
Jigawa	60,351	7.59	691,944	86.98	43,218	5.43	795,513
Kaduna	106,607	6.90	1,322,748	85.65	114,928	7.44	1,544,283
Kano	215,188	7.03	2,608,047	85.20	237,798	7.77	3,061,033
Katsina	61,198	3.43	1,618,080	90.73	104,161	5.84	1,783,439
Kebbi	29,050	6.09	410,934	86.11	37,214	7.80	477,198
Kogi	16,969	6.88	213,105	86.35	16,723	6.78	246,797
Kwara	9,185	5.16	154,856	87.00	13,955	7.84	177,996
Lagos	4,844	1.18	352,780	85.77	53,707	13.06	411,331
Nasarawa	24,405	9.23	218,927	82.80	21,062	7.97	264,394
Niger	64,563	9.81	555,615	84.38	38,275	5.81	658,453
Ogun	6,933	1.87	332,575	89.61	31,635	8.52	371,143
Ondo	55,719	6.10	803,024	87.97	54,106	5.93	912,849
Osun	3,810	1.40	261,826	96.04	6,982	2.56	272,618
Oyo	58,035	4.70	1,094,611	88.58	83,030	6.72	1,235,676
Plateau	34,691	7.14	415,323	85.48	35,866	7.38	485,880
Rivers	9,157	5.46	142,552	84.93	16,142	9.62	167,851
Sokoto	56,927	8.63	570,843	86.50	32,197	4.88	659,967
Taraba	44,694	8.37	460,777	86.33	28,288	5.30	533,759
Yobe	28,525	5.60	450,885	88.45	30,373	5.96	509,783
Zamfara	39,646	7.62	451,502	86.75	29,335	5.64	520,483
National	1,337,586	5.98	19,541,909	87.30	1,505,260	6.72	22,384,755

4.8.2 Enrolment by Gender

The proportion of male learners enrolled in public primary schools varied from 62.80 percent in Zamfara to 47.85 percent in Oyo. Similarly, the proportion of female learners varied from 52.15 percent in Oyo to 37.20 percent in Zamfara State. Accordingly, Oyo State had the highest gender parity index (1.09), while Zamfara State had the lowest (.59). Table 4.15 presents the details.

Table 4.15: State Distribution of Learners in Public Primary Schools by Gender

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Abia	69,563	50.54	68,074	49.46	.98	137,637
Adamawa	291,811	52.27	267,356	47.73	.91	560,167
Akwa-Ibom	679,634	49.45	694,800	50.55	1.02	1,374,434
Anambra	177,522	50.27	175,633	49.73	.99	353,155
Bauchi	445,481	53.58	385,905	46.42	.87	831,386
Bayelsa	40,964	50.43	40,271	49.57	.98	81,235
Benue	188,412	52.62	169,657	47.38	.90	358,069
Borno	271,110	51.91	251,128	48.09	.93	522,238
Cross-River	81,151	51.14	77,532	48.86	.96	158,683
Delta	159,700	50.49	156,596	49.51	.98	316,296
Ebonyi	160,813	49.64	163,147	50.36	1.01	323,960
Edo	138,709	50.95	133,545	49.05	.96	272,254
Ekiti	83,912	49.36	86,080	50.64	1.03	169,992
Enugu	89,833	51.09	86,002	48.91	.96	175,835
FCT-Abuja	109,792	49.89	110,281	50.11	1.00	220,073
Gombe	243,367	54.30	204,854	45.70	.84	448,221
Imo	505,354	51.01	485,320	48.99	.96	990,674
Jigawa	412,291	51.83	383,222	48.17	.93	795,513
Kaduna	797,296	51.63	746,987	48.37	.94	1,544,283
Kano	1,501,409	49.05	1,559,624	50.95	1.04	3,061,033
Katsina	939,890	52.70	843,549	47.30	.89	1,783,439

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Kebbi	296,914	62.22	180,284	37.78	.61	477,198
Kogi	124,771	50.56	122,026	49.44	.98	246,797
Kwara	93,651	52.61	84,345	47.39	.90	177,996
Lagos	203,277	49.42	208,054	50.58	1.02	411,331
Nasarawa	141,124	53.38	123,270	46.62	.87	264,394
Niger	373,364	56.70	285,089	43.30	.76	658,453
Ogun	189,803	51.14	181,340	48.86	.96	371,143
Ondo	461,537	50.56	451,312	49.44	.98	912,849
Osun	136,506	50.07	136,112	49.93	.99	272,618
Oyo	591,215	47.85	644,461	52.15	1.09	1,235,676
Plateau	245,485	50.52	240,395	49.48	.98	485,880
Rivers	83,176	49.55	84,675	50.45	1.02	167,851
Sokoto	390,935	59.24	269,032	40.76	.69	659,967
Taraba	292,236	54.75	241,523	45.25	.83	533,759
Yobe	278,317	54.60	231,466	45.40	.83	509,783
Zamfara	326,888	62.80	193,595	37.20	.59	520,483
National	11,618,213	51.90	10,766,542	48.10	.93	22,384,755

4.8.3 Enrolment in States by Location of Public Schools

Table 4.16 reveals that more learners were found in rural public primary schools than in urban public schools in all the states, except Borno, Ekiti, Lagos, Ogun, Oyo and Osun. Lagos State with 80.32 percent had the highest percentage of learners in urban public schools, while Bayelsa with 83.13 percent had the highest percentage of learners in rural schools. In Borno State, as a result of the Boko Haram insurgency, many families from rural areas had moved to the state capital, thereby swelling the population of learners in the state capital.

Table 4.16: State Distribution of Learners in Public Primary Schools by Location

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Abia	31,273	22.72	106,364	77.28	137,637
Adamawa	147,604	26.35	412,563	73.65	560,167
Akwa-Ibom	322,553	23.47	1,051,881	76.53	1,374,434
Anambra	140,706	39.84	212,449	60.16	353,155
Bauchi	164,030	19.73	667,356	80.27	831,386
Bayelsa	13,704	16.87	67,531	83.13	81,235
Benue	61,161	17.08	296,908	82.92	358,069
Borno	288,172	55.18	234,066	44.82	522,238
Cross-River	36,387	22.93	122,296	77.07	158,683
Delta	125,036	39.53	191,260	60.47	316,296
Ebonyi	38,069	11.75	285,891	88.25	323,960
Edo	90,887	33.38	181,367	66.62	272,254
Ekiti	116,363	68.45	53,629	31.55	169,992
Enugu	48,357	27.50	127,478	72.50	175,835
FCT-Abuja	73,798	33.53	146,275	66.47	220,073
Gombe	129,796	28.96	318,425	71.04	448,221
Imo	202,025	20.39	788,649	79.61	990,674
Jigawa	234,951	29.53	560,562	70.47	795,513
Kaduna	457,500	29.63	1,086,783	70.37	1,544,283
Kano	1,124,685	36.74	1,936,348	63.26	3,061,033
Katsina	437,349	24.52	1,346,090	75.48	1,783,439
Kebbi	159,962	33.52	317,236	66.48	477,198
Kogi	50,751	20.56	196,046	79.44	246,797
Kwara	73,276	41.17	104,720	58.83	177,996
Lagos	330,389	80.32	80,942	19.68	411,331
Nasarawa	81,997	31.01	182,397	68.99	264,394
Niger	165,577	25.15	492,876	74.85	658,453
Ogun	235,894	63.56	135,249	36.44	371,143
Ondo	312,244	34.21	600,605	65.79	912,849
Osun	169,133	62.04	103,485	37.96	272,618
Oyo	676,600	54.76	559,076	45.24	1,235,676
Plateau	84,110	17.31	401,770	82.69	485,880
Rivers	54,728	32.61	113,123	67.39	167,851
Sokoto	171,254	25.95	488,713	74.05	659,967
Taraba	93,229	17.47	440,530	82.53	533,759
Yobe	218,648	42.89	291,135	57.11	509,783
Zamfara	149,115	28.65	371,368	71.35	520,483
National	7,311,313	32.66	15,073,442	67.34	22,384,755

4.9 Enrolment in Private Schools by State

Figure 4.12 indicates that Lagos State with 479,729 learners in its private schools had the highest private primary schools enrolment, while Yobe State with 29,575 learners had the lowest enrolment. The enrolment figures for all the states and FCT can be seen in Figure 4.12.

STATE DISTRIBUTION OF LEARNERS IN PRIMARY SCHOOLS BY GENDER

Figure 4.12 Enrolment of Learners in Private Schools in the States

4.9.1 Enrolment by Age

The proportion of under-aged children in private schools varied from 11.16 percent in Nasarawa State to 4.89 percent in Katsina State. For official primary school age children, the proportion varied from 91.33 percent in Imo State to 81.88 percent in Borno State. The proportion of over-aged children in private schools varied from 12.09 percent in Borno to 1.51 percent in FCT. Borno State with 12.09 percent has the highest

percentage of over-aged children in private schools. Table 4.17 presents the enrolment in each state by age.

Table 4.17: State Distribution of Learners in Private Primary Schools by Age

State	Below 6 Years		6 - 11 Years		Above 11 Years		Total
	Number	Percent	Number	Percent	Number	Percent	
Abia	8,152	7.49	97,487	89.59	3,173	2.92	108,812
Adamawa	7,059	7.06	85,569	85.53	7,414	7.41	100,042
Akwa-Ibom	37,197	8.74	377,847	88.76	10,634	2.50	425,678
Anambra	10,983	5.89	166,993	89.56	8,485	4.55	186,461
Bauchi	9,042	8.74	86,241	83.39	8,142	7.87	103,425
Bayelsa	4,400	7.97	47,920	86.78	2,899	5.25	55,219
Benue	17,608	7.92	184,392	82.97	20,229	9.10	222,229
Borno	5,615	6.03	76,208	81.88	11,248	12.09	93,071
Cross-River	9,156	9.78	82,078	87.67	2,390	2.55	93,624
Delta	13,131	7.86	149,694	89.62	4,205	2.52	167,030
Ebonyi	6,860	7.19	82,081	85.97	6,531	6.84	95,472
Edo	8,142	7.07	103,936	90.30	3,021	2.62	115,099
Ekiti	4,725	9.49	43,089	86.57	1,960	3.94	49,774
Enugu	5,208	5.62	83,677	90.27	3,812	4.11	92,697
FCT-Abuja	7,186	10.60	59,592	87.89	1,026	1.51	67,804
Gombe	3,589	5.53	55,616	85.64	5,736	8.83	64,941
Imo	10,583	5.95	162,334	91.33	4,819	2.71	177,736
Jigawa	4,886	6.52	62,609	83.54	7,453	9.94	74,948
Kaduna	20,504	8.08	205,378	80.98	27,729	10.93	253,611
Kano	14,341	6.15	202,189	86.66	16,779	7.19	233,309
Katsina	7,067	4.89	127,885	88.42	9,685	6.70	144,637
Kebbi	32,472	10.00	261,881	80.66	30,311	9.34	324,664
Kogi	11,573	9.62	101,394	84.28	7,335	6.10	120,302
Kwara	7,546	7.04	94,294	87.98	5,336	4.98	107,176
Lagos	44,099	9.19	426,604	88.93	9,026	1.88	479,729
Nasarawa	16,705	11.16	126,191	84.28	6,828	4.56	149,724
Niger	16,444	9.12	149,695	83.04	14,120	7.83	180,259
Ogun	14,128	6.31	202,705	90.54	7,047	3.15	223,880
Ondo	11,532	8.89	112,625	86.86	5,503	4.24	129,660
Osun	9,309	6.97	117,297	87.87	6,888	5.16	133,494
Oyo	13,897	6.55	190,283	89.71	7,921	3.73	212,101
Plateau	8,328	7.03	102,755	86.73	7,389	6.24	118,472
Rivers	14,359	10.55	118,373	86.94	3,420	2.51	136,152
Sokoto	2,414	5.96	36,019	88.93	2,070	5.11	40,503
Taraba	11,681	8.60	112,357	82.69	11,844	8.72	135,882
Yobe	1,497	5.06	26,274	88.84	1,804	6.10	29,575
Zamfara	5,967	10.39	48,417	84.29	3,056	5.32	57,440
National	437,385	7.95	4,769,979	86.65	297,268	5.40	5,504,632

4.9.2 Enrolment by Gender

The proportion of males in private schools varied between 55.09 percent in Kebbi State and 47.62 percent in Borno State. With respect to females, the proportion varied between 52.38 percent in Borno State and 44.91 percent in Kebbi. Borno led the states with gender disparity in favour of girls with a GPI of 1.09, while Kebbi led the states with GPI in favour of boys with a GPI of 0.82. Details can be seen in Table 4.18.

Table 4.18: State Distribution of Learners in Private Primary Schools by Gender

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Abia	53,449	49.12	55,363	50.88	1.04	108,812
Adamawa	51,085	51.06	48,957	48.94	.96	100,042
Akwa-Ibom	209,344	49.18	216,334	50.82	1.03	425,678
Anambra	93,275	50.02	93,186	49.98	.99	186,461
Bauchi	51,993	50.27	51,432	49.73	.99	103,425
Bayelsa	27,091	49.06	28,128	50.94	1.04	55,219
Benue	112,002	50.40	110,227	49.60	.98	222,229
Borno	44,325	47.62	48,746	52.38	1.09	93,071
Cross-River	46,508	49.68	47,116	50.32	1.01	93,624
Delta	82,754	49.54	84,276	50.46	1.01	167,030
Ebonyi	47,327	49.57	48,145	50.43	1.02	95,472
Edo	57,365	49.84	57,734	50.16	1.01	115,099
Ekiti	24,849	49.92	24,925	50.08	1.00	49,774
Enugu	46,314	49.96	46,383	50.04	1.00	92,697
FCT-Abuja	33,773	49.81	34,031	50.19	1.01	67,804
Gombe	34,275	52.78	30,666	47.22	.89	64,941
Imo	88,415	49.75	89,321	50.25	1.01	177,736
Jigawa	39,331	52.48	35,617	47.52	.91	74,948
Kaduna	128,860	50.81	124,751	49.19	.97	253,611
Kano	113,692	48.73	119,617	51.27	1.05	233,309
Katsina	77,609	53.66	67,028	46.34	.86	144,637
Kebbi	178,859	55.09	145,805	44.91	.82	324,664
Kogi	59,981	49.86	60,321	50.14	1.01	120,302
Kwara	53,572	49.99	53,604	50.01	1.00	107,176
Lagos	238,934	49.81	240,795	50.19	1.01	479,729
Nasarawa	76,080	50.81	73,644	49.19	.97	149,724
Niger	94,672	52.52	85,587	47.48	.90	180,259
Ogun	111,148	49.65	112,732	50.35	1.01	223,880
Ondo	64,078	49.42	65,582	50.58	1.02	129,660

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Osun	65,504	49.07	67,990	50.93	1.04	133,494
Oyo	104,578	49.31	107,523	50.69	1.03	212,101
Plateau	60,321	50.92	58,151	49.08	.96	118,472
Rivers	67,406	49.51	68,746	50.49	1.02	136,152
Sokoto	21,164	52.25	19,339	47.75	.91	40,503
Taraba	70,745	52.06	65,137	47.94	.92	135,882
Yobe	14,853	50.22	14,722	49.78	.99	29,575
Zamfara	29,908	52.07	27,532	47.93	.92	57,440
National	2,775,439	50.42	2,729,193	49.58	.98	5,504,632

4.9.3 Enrolment by Location

Akwa Ibom State had the largest number of learners in rural private schools, while Yobe State had the lowest. Lagos State had the highest number of learners in private urban schools. Borno State with 90.65 percent had the highest proportion of learners in private urban schools; it also had the lowest proportion in rural private schools. Abia, Akwa Ibom, Benue, Cross River, Ebonyi, Edo, Enugu, Imo, Kogi, Niger, Ondo and Plateau states had disparity in enrolment in favour of rural schools. Bauchi State had almost equal percentage of learners in rural and urban schools. In the other states and the FCT, there was disparity in enrolment in favour of urban schools. Details are presented in Table 4.19.

Table 4.19: State Distribution of Learners in Private Primary Schools by Location

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Abia	46,725	42.94	62,087	57.06	108,812
Adamawa	67,104	67.08	32,938	32.92	100,042
Akwa-Ibom	129,968	30.53	295,710	69.47	425,678
Anambra	105,462	56.56	80,999	43.44	186,461
Bauchi	52,000	50.28	51,425	49.72	103,425
Bayelsa	37,266	67.49	17,953	32.51	55,219
Benue	86,723	39.02	135,506	60.98	222,229
Borno	84,370	90.65	8,701	9.35	93,071
Cross-River	41,723	44.56	51,901	55.44	93,624
Delta	112,727	67.49	54,303	32.51	167,030
Ebonyi	27,550	28.86	67,922	71.14	95,472

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Edo	56,825	49.37	58,274	50.63	115,099
Ekiti	31,264	62.81	18,510	37.19	49,774
Enugu	32,594	35.16	60,103	64.84	92,697
FCT-Abuja	37,253	54.94	30,551	45.06	67,804
Gombe	38,973	60.01	25,968	39.99	64,941
Imo	41,821	23.53	135,915	76.47	177,736
Jigawa	39,396	52.56	35,552	47.44	74,948
Kaduna	170,971	67.41	82,640	32.59	253,611
Kano	178,201	76.38	55,108	23.62	233,309
Katsina	74,027	51.18	70,610	48.82	144,637
Kebbi	198,384	61.10	126,280	38.90	324,664
Kogi	48,371	40.21	71,931	59.79	120,302
Kwara	69,852	65.18	37,324	34.82	107,176
Lagos	364,458	75.97	115,271	24.03	479,729
Nasarawa	86,397	57.70	63,327	42.30	149,724
Niger	86,700	48.10	93,559	51.90	180,259
Ogun	149,648	66.84	74,232	33.16	223,880
Ondo	60,369	46.56	69,291	53.44	129,660
Osun	92,692	69.44	40,802	30.56	133,494
Oyo	160,194	75.53	51,907	24.47	212,101
Plateau	53,856	45.46	64,616	54.54	118,472
Rivers	78,719	57.82	57,433	42.18	136,152
Sokoto	34,655	85.56	5,848	14.44	40,503
Taraba	71,687	52.76	64,195	47.24	135,882
Yobe	25,787	87.19	3,788	12.81	29,575
Zamfara	41,288	71.88	16,152	28.12	57,440
Total	**3,116,000**	**56.61**	**2,388,632**	**43.39**	**5,504,632**

4.10. Combined Enrolment in Public and Private Schools by States

Table 4.20 shows that Kano State with 3,294,342 learners had the highest number of children on roll in primary schools. Bayelsa State had the smallest enrolment with 136,454 learners. Akwa Ibom, Imo, Kaduna, Kano, Katsina, Ondo and Oyo states had more than one million children each.

4.10.1 Enrolment by Age

Table 4.20 shows that the proportion of under-aged children (below 6 years) in schools in the states varied between 9.93 percent in Nasarawa State and 2.43 percent Imo State. For official school age children (6-11 years), the proportion of learners varied

between 95.01 percent in Imo and 82.64 percent in Benue. With respect to over-aged children (above 11 years) the proportion varied between 9.65 percent in Borno State and 2.56 percent in Imo State.

Table 4.20: State Distribution of Learners in Public and Private Primary Schools by Age

State	Below 6 years.		6 - 11 years		Above 11 Years		Total Number
	Number	Percent	Number	Percent	Number	Percent	
Abia	13,663	5.54	220,141	89.33	12,645	5.13	246,449
Adamawa	48,767	7.39	556,036	84.22	55,406	8.39	660,209
Akwa-Ibom	144,798	8.04	1,592,397	88.46	62,917	3.50	1,800,112
Anambra	25,745	4.77	470,005	87.10	43,866	8.13	539,616
Bauchi	67,429	7.21	802,664	85.86	64,718	6.92	934,811
Bayelsa	11,276	8.26	115,919	84.95	9,259	6.79	136,454
Benue	50,472	8.70	479,531	82.64	50,295	8.67	580,298
Borno	31,768	5.16	524,176	85.19	59,365	9.65	615,309
Cross-River	19,428	7.70	217,221	86.09	15,658	6.21	252,307
Delta	25,336	5.24	432,351	89.45	25,639	5.30	483,326
Ebonyi	16,578	3.95	371,662	88.61	31,192	7.44	419,432
Edo	18,677	4.82	348,172	89.88	20,504	5.29	387,353
Ekiti	14,600	6.64	191,625	87.20	13,541	6.16	219,766
Enugu	11,673	4.35	234,736	87.41	22,123	8.24	268,532
FCT-Abuja	14,108	4.90	247,651	86.03	26,118	9.07	287,877
Gombe	33,024	6.44	441,286	85.99	38,852	7.57	513,162
Imo	28,383	2.43	1,110,136	95.01	29,891	2.56	1,168,410
Jigawa	65,237	7.49	754,553	86.68	50,671	5.82	870,461
Kaduna	127,111	7.07	1,528,126	85.00	142,657	7.93	1,797,894
Kano	229,529	6.97	2,810,236	85.30	254,577	7.73	3,294,342
Katsina	68,265	3.54	1,745,965	90.55	113,846	5.90	1,928,076
Kebbi	61,522	7.67	672,815	83.91	67,525	8.42	801,862
Kogi	28,542	7.78	314,499	85.67	24,058	6.55	367,099
Kwara	16,731	5.87	249,150	87.37	19,291	6.76	285,172
Lagos	48,943	5.49	779,384	87.47	62,733	7.04	891,060
Nasarawa	41,110	9.93	345,118	83.34	27,890	6.73	414,118
Niger	81,007	9.66	705,310	84.09	52,395	6.25	838,712
Ogun	21,061	3.54	535,280	89.96	38,682	6.50	595,023
Ondo	67,251	6.45	915,649	87.83	59,609	5.72	1,042,509
Osun	13,119	3.23	379,123	93.35	13,870	3.42	406,112
Oyo	71,932	4.97	1,284,894	88.75	90,951	6.28	1,447,777
Plateau	43,019	7.12	518,078	85.72	43,255	7.16	604,352
Rivers	23,516	7.74	260,925	85.83	19,562	6.43	304,003
Sokoto	59,341	8.47	606,862	86.64	34,267	4.89	700,470
Taraba	56,375	8.42	573,134	85.59	40,132	5.99	669,641
Yobe	30,022	5.57	477,159	88.47	32,177	5.97	539,358
Zamfara	45,613	7.89	499,919	86.50	32,391	5.60	577,923
National	1,774,971	6.36	24,311,888	87.17	1,802,528	6.46	27,889,387

4.10.2 Enrolment by Gender

Kano State had the highest number of males and females in primary schools in the country, while Bayelsa had the lowest. The proportion of male learners varied between 61.74 percent in Zamfara and 48.06 percent in Oyo State. For females, the proportion of learners varied between 51.94 percent in Oyo State and 38.26 percent in Zamfara State. Oyo State with a GPI of 1.08 led the pack of states with gender disparity in favour of girls, while Zamfara State with GPI of 0.62 led the states with gender disparity in favour of boys. Table 4.21 presents the details.

Table 4.21: State Distribution of Learners in Public and Private Primary Schools by Gender

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Abia	123,012	49.91	123,437	50.09	1	246,449
Adamawa	343,896	52.09	316,313	47.91	0.92	660,209
Akwa-Ibom	888,978	49.38	911,134	50.62	1.03	1,800,112
Anambra	270,797	50.18	268,819	49.82	0.99	539,616
Bauchi	497,474	53.22	437,337	46.78	0.88	934,811
Bayelsa	68,055	49.87	68,399	50.13	1.01	136,454
Benue	300,414	51.77	279,884	48.23	0.93	580,298
Borno	315,435	51.26	299,874	49.74	0.97	615,309
Cross-River	127,659	50.59	124,648	49.41	0.98	252,307
Delta	242,454	50.16	240,872	49.84	0.99	483,326
Ebonyi	208,140	49.62	211,292	50.38	1.02	419,432
Edo	196,074	50.62	191,279	49.38	0.98	387,353
Ekiti	108,761	49.49	111,005	50.51	1.02	219,766
Enugu	136,147	50.73	132,385	49.27	0.97	268,532
FCT-Abuja	143,565	49.7	144,312	50.3	1.01	287,877
Gombe	277,642	54.1	235,520	45.9	0.85	513,162
Imo	593,769	50.82	574,641	49.18	0.97	1,168,410
Jigawa	451,622	51.82	418,839	48.18	0.93	870,461
Kaduna	926,156	51.51	871,738	48.49	0.94	1,797,894
Kano	1,615,101	49.03	1,679,241	50.97	1.04	3,294,342
Katsina	1,017,499	52.77	910,577	47.23	0.89	1,928,076
Kebbi	475,773	59.33	326,089	40.67	0.69	801,862
Kogi	184,752	50.33	182,347	49.67	0.99	367,099
Kwara	147,223	51.63	137,949	48.37	0.94	285,172
Lagos	442,211	49.63	448,849	50.37	1.01	891,060

State	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Nasarawa	217,204	52.45	196,914	47.55	0.91	414,118
Niger	468,036	55.8	370,676	44.2	0.79	838,712
Ogun	300,951	50.58	294,072	49.42	0.98	595,023
Ondo	525,615	50.42	516,894	49.58	0.98	1,042,509
Osun	202,010	49.74	204,102	50.26	1.01	406,112
Oyo	695,793	48.06	751,984	51.94	1.08	1,447,777
Plateau	305,806	50.6	298,546	49.4	0.98	604,352
Rivers	150,582	49.53	153,421	50.47	1.02	304,003
Sokoto	412,099	58.83	288,371	41.17	0.69	700,470
Taraba	362,981	54.21	306,660	45.79	0.84	669,641
Yobe	293,170	54.36	246,188	45.64	0.84	539,358
Zamfara	356,796	61.74	221,127	38.26	0.62	577,923
National	14,393,652	51.61	13,495,735	48.39	0.94	27,889,387

4.10.3 Enrolment by Location

Kano State with 1,302,886 learners had the largest number of enrolees in urban schools, and the highest number of learners in rural schools. Bayelsa State with 50,970 learners in urban schools had the lowest. Lagos, Borno, Ekiti, Ogun and Osun States had over 60 percent of learners in urban schools. The proportion of learners in rural schools varied between 84.36 percent in Ebonyi and 22.02 percent in Lagos. Akwa Ibom, Bauchi, Benue, Imo, Katsina, Kogi, Plateau and Sokoto were the other states with over 70 percent of learners in rural schools. Details are presented in Table 4.22.

Table 4.22: State Distribution of Learners in Public and Private Primary Schools by Location

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Abia	77,998	31.65	168,451	68.35	246,449
Adamawa	214,708	32.52	445,501	67.48	660,209
Akwa-Ibom	452,521	25.14	1,347,591	74.86	1,800,112
Anambra	246,168	45.62	293,448	54.38	539,616
Bauchi	216,030	23.11	718,781	76.89	934,811
Bayelsa	50,970	37.35	85,484	62.65	136,454
Benue	147,884	25.48	432,414	74.52	580,298
Borno	372,542	60.55	242,767	39.45	615,309

State	Urban		Rural		Total
	Number	Percent	Number	Percent	
Cross-River	78,110	30.96	174,197	69.04	252,307
Delta	237,763	49.19	245,563	50.81	483,326
Ebonyi	65,619	15.64	353,813	84.36	419,432
Edo	147,712	38.13	239,641	61.87	387,353
Ekiti	147,627	67.17	72,139	32.83	219,766
Enugu	80,951	30.15	187,581	69.85	268,532
FCT-Abuja	111,051	38.58	176,826	61.42	287,877
Gombe	168,769	32.89	344,393	67.11	513,162
Imo	243,846	20.87	924,564	79.13	1,168,410
Jigawa	274,347	31.52	596,114	68.48	870,461
Kaduna	628,471	34.96	1,169,423	65.04	1,797,894
Kano	1,302,886	39.55	1,991,456	60.45	3,294,342
Katsina	511,376	26.52	1,416,700	73.48	1,928,076
Kebbi	358,346	44.69	443,516	55.31	801,862
Kogi	99,122	27.00	267,977	73.00	367,099
Kwara	143,128	50.19	142,044	49.81	285,172
Lagos	694,847	77.98	196,213	22.02	891,060
Nasarawa	168,394	40.66	245,724	59.34	414,118
Niger	252,277	30.08	586,435	69.92	838,712
Ogun	385,542	64.79	209,481	35.21	595,023
Ondo	372,613	35.74	669,896	64.26	1,042,509
Osun	261,825	64.47	144,287	35.53	406,112
Oyo	836,794	57.80	610,983	42.20	1,447,777
Plateau	137,966	22.83	466,386	77.17	604,352
Rivers	133,447	43.90	170,556	56.10	304,003
Sokoto	205,909	29.40	494,561	70.60	700,470
Taraba	164,916	24.63	504,725	75.37	669,641
Yobe	244,435	45.32	294,923	54.68	539,358
Zamfara	190,403	32.95	387,520	67.05	577,923
National	10,427,313	37.39	17,462,074	62.61	27,889,387

4.10.4 Combined Public and Private Schools Enrolment by Class and Gender

Table 4.23 and Figure 4.13 provide data on enrolment by class and GPI for combined public and private primary schools. The total enrolment for public and private schools varied from 5,749,893 in primary 1 to 3,505,665 in primary 6. From primary 1, there was a steady decline in enrolment across the classes. However, bearing in mind that the

present primary 6 learners were enrolled in 2013, the present primary 5 learners enrolled in 2014 and so on, it can be seen that there had been a steady increase in enrolment from 2013 for both boys and girls as the increase cannot be explained by only transfers and drop-out. Gender disparity was in favour of boys in all of the classes. In none of them was gender parity attained as information in Table 4.23 reveals.

Table 4.23 Total Enrolment in Public and Private Schools by Class

Class	Male		Female		Gender Parity Index	Total
	Number	Percent	Number	Percent		
Primary One	2,937,111	51.08	2,812,782	48.92	.96	5,749,893
Primary Two	2,686,903	51.61	2,519,678	48.39	.94	5,206,581
Primary Three	2,527,217	51.71	2,359,705	48.29	.93	4,886,922
Primary Four	2,330,289	51.98	2,152,635	48.02	.92	4,482,924
Primary Five	2,096,506	51.67	1,960,896	48.33	.94	4,057,402
Primary Six	1,815,626	51.79	1,690,039	48.21	.93	3,505,665

Figure 4.14 Total Enrolment in Combined Public and Private Primary Schools by Class

4.11 Drop-out, Transfer and Transition

Dropout is the inability to complete a class or school cycle. Transfer refers to the movement of children from one school to another. It comes about for various reasons including parents preferring one school to another or movement of parents or guardians from one location to another. This results in children being formally moved from one school to another. Transfer-in means movement of learners into a school from another,

while transfer-out means movement of learners from one school to another. The two are collectively known as mobility.[2] Transition in the context of this report, refers to movement of learners from primary schools to junior secondary school 1, traditionally as a result of successful completion of primary education. However, in some cases children move to junior secondary schools from primary 5 if they pass a school's entrance examination. Leaners also come to a junior secondary school from other primary schools. All these make the computation of transition based on the same pupils difficult. The transition rate, as computed in the present report, was based on the number of learners in the junior secondary school Form One (JS1) in 2018 and the number of learners in primary 6 in the preceding year, 2017. That is, number of learners in JS 1 in 2018 divided by number of learners in primary 6 in 2017 multiplied by 100. (Taniguchi, 2017)

4.11.1 National Dropout Rate

Table 4.24 provides data on dropout rates at the national level. It indicates that the national dropout rate in public schools was 1.53 percent. The dropout rate of females, 1.54 percent, was slightly higher than that of males, 1.52 percent. In private schools, the national dropout rate was 1.38 percent. The dropout rate for males at 1.39 percent was slightly higher than that of females, 1.38 percent. More female learners dropped-out of school than male learners in public schools, whereas more male learners dropped-out in private schools.

[2] Taniguchi, K. (2017). Determinants of Student Mobility in Rural Malawi: An Event History Analysis. *World Journal of Education,* 7, 2, 19-30. Retrieved from www.wje.sciedupress.com on 18th April 2018

Table 4.24 National Drop-out Rate

		Male	Female	Total
Public Schools	Number enrolled	11,618,213	10,766,542	22,384,755
	Number dropped-out	176,472	165,273	341,745
	Rate (percent)	1.52	1.54	1.53
Private Schools	Number enrolled	2,775,439	2,729,193	5,504,632
	Number dropped-out	38,558	37,606	76,164
	Rate (percent)	1.39	1.38	1.38
Public and Private	Number enrolled	14,393,652	13,495,735	27,889,387
	Number dropped-out	215,030	202,879	417,909
	Rate (percent)	1.50	1.50	1.50

4.10.2 Drop-out Rate by Zones

The drop-out rate in public schools in the geo-political zones varied between 2.7 percent in the South-West and 1.9 in the North-West. The male dropout rate varied between 2.8 percent in the South-West and 1.1 percent in the North-West and South-South, while the female drop-out rate varied from 2.7 percent in the South-West to 1.0 in percent in the North-West and South-South. The South-West had the largest number of dropouts while the South-South had the smallest. Table 4.25 presents the details.

Table 4.25: Public Primary Schools Dropout Rate in Zones

Zone	Drop Out			Enrolment			Dropout Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	23,398	22,392	45,790	1,276,599	1,135,063	2,411,662	1.8	2	1.9
NE	29,633	26,733	56,366	1,823,322	1,582,232	3,405,554	1.6	1.7	1.7
NW	49,573	41,499	91,072	4,665,623	4,176,293	8,841,916	1.1	1	1
SE	15,372	15,379	30,751	1,003,085	978,176	1,981,261	1.5	1.6	1.6
SS	12,573	12,461	25,034	1,183,334	1,187,419	2,370,753	1.1	1	1.1
SW	45,923	46,809	92,732	1,666,250	1,707,359	3,373,609	2.8	2.7	2.7
National	176,472	165,273	341,745	11,618,213	10,766,542	22,384,755	1.5	1.5	1.5

The dropout rate in private primary schools varied from 2.0 percent in the North-Central to 0.9 percent in the North-West. The male drop-out rate in the zones varied between 1.9 percent in the North-Central and 0.9 percent in the North-West, while the female drop-

out rate varied between 2.0 percent in the North-Central and 1.0 percent in the North-West. The North-Central had the largest number of drop-outs, while the North-East had the smallest.

Table 4.26: Private Primary Schools Drop-out in Zones

Zone	Drop-Out			Enrolment			Drop-out Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	9,454	9,410	18,864	490,401	475,565	965,966	1.9	2	2
NE	4,103	4,061	8,164	267,276	259,660	526,936	1.5	1.6	1.5
NW	5,507	5,209	10,716	589,423	539,689	1,129,112	0.9	1	0.9
SE	4,891	4,698	9,589	328,780	332,398	661,178	1.5	1.4	1.5
SS	7,391	7,282	14,673	490,468	502,334	992,802	1.5	1.4	1.5
SW	7,212	6,946	14,158	609,091	619,547	1,228,638	1.2	1.1	1.2
National	38,558	37,606	76,164	2,775,439	2,729,193	5,504,632	1.4	1.4	1.4

The drop-out rate in combined public and private schools varied between 2.3 percent in the South-West and 1.0 percent in the North-West. The female dropout rate varied between 2.3 percent in the South-West and 1.0 percent in the North-West. The South-West had the highest number of dropouts while the North-West had the lowest. Table 4.27 presents the details.

Table 4.27: Combined Public and Private Primary Schools Dropout in Zones

Zone	Drop-Out			Enrolment			Drop-out Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	32,852	31,802	64,654	1,767,000	1,610,628	3,377,628	1.9	2	1.9
NE	33,736	30,794	64,530	2,090,598	1,841,892	3,932,490	1.6	1.7	1.6
NW	55,080	46,708	101,788	5,255,046	4,715,982	9,971,028	1	1	1
SE	20,263	20,077	40,340	1,331,865	1,310,574	2,642,439	1.5	1.5	1.5
SS	19,964	19,743	39,707	1,673,802	1,689,753	3,363,555	1.2	1.2	1.2
SW	53,135	53,755	106,890	2,275,341	2,326,906	4,602,247	2.3	2.3	2.3
National	215,030	202,879	417,909	14,393,652	13,495,735	27,889,387	1.5	1.5	1.5

4.11.3 Drop-out Rates by States

Table 4.28 provides data on drop-out rates by state. Oyo had the highest drop-out rate of 5.7 percent for public primary schools, followed by Benue 3.8 percent and Cross River

3.5 percent while Osun State with 0.4 percent had the lowest. Oyo State also had the highest drop-out rates for males and females.

Table 4.28: Public Primary School Drop-out Rates in States

State	Drop-out			Enrolment			Drop-out Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	1,786	1,823	3,609	69,563	68,074	137,637	2.6	2.7	2.6
Adamawa	5,998	5,412	11,410	292,811	267,356	560,167	2.0	2.0	2.0
Akwa-Ibom	3,846	3,881	7,727	679,634	694,800	1,374,434	0.6	0.6	0.6
Anambra	3,495	3,311	6,806	177,522	175,633	353,155	2.0	1.9	1.9
Bauchi	8,978	8,100	17,078	445,481	385,905	831,386	2.0	2.1	2.1
Bayelsa	760	717	1,477	40,964	40,271	81,235	1.9	1.8	1.8
Benue	6,740	7,015	13,755	188,412	169,657	358,069	3.6	4.1	3.8
Borno	3,002	2,764	5,766	271,110	251,128	522,238	1.1	1.1	1.1
Cross-River	2,897	2,704	5,601	81,151	77,532	158,683	3.6	3.5	3.5
Delta	1,766	1,760	3,526	159,700	156,596	316,296	1.1	1.1	1.1
Ebonyi	4,175	4,109	8,284	160,813	163,147	323,960	2.6	2.5	2.6
Edo	1,277	1,241	2,518	138,709	133,545	272,254	0.9	0.9	0.9
Ekiti	561	501	1,062	83,912	86,080	169,992	0.7	0.6	0.6
Enugu	1,807	2,001	3,808	89,833	86,002	175,835	2.0	2.3	2.2
FCT-Abuja	2,147	2,420	4,567	109,792	110,281	220,073	2.0	2.2	2.1
Gombe	3,283	3,006	6,289	243,367	204,854	448,221	1.3	1.5	1.4
Imo	4,109	4,135	8,244	505,354	485,320	990,674	0.8	0.9	0.8
Jigawa	3,069	2,776	5,845	412,291	383,222	795,513	0.7	0.7	0.7
Kaduna	7,233	7,164	14,397	797,296	746,987	1,544,283	0.9	1.0	0.9
Kano	10,688	9,394	20,082	1,501,409	1,559,624	3,061,033	0.7	0.6	0.7
Katsina	12,226	10,626	22,852	939,890	843,549	1,783,439	1.3	1.3	1.3
Kebbi	3,749	2,505	6,254	296,914	180,284	477,198	1.3	1.4	1.3
Kogi	2,328	2,271	4,599	124,771	122,026	246,797	1.9	1.9	1.9
Kwara	800	715	1,515	93,651	84,345	177,996	0.9	0.8	0.9
Lagos	5,165	5,624	10,789	203,277	208,054	411,331	2.5	2.7	2.6
Nasarawa	2,317	2,103	4,420	141,124	123,270	264,394	1.6	1.7	1.7
Niger	4,980	3,921	8,901	373,364	285,089	658,453	1.3	1.4	1.4
Ogun	1,702	1,603	3,305	189,803	181,340	371,143	0.9	0.9	0.9
Ondo	3,217	3,239	6,456	461,537	451,312	912,849	0.7	0.7	0.7
Osun	568	611	1,179	136,506	136,112	272,618	0.4	0.4	0.4
Oyo	34,710	35,231	69,941	591,215	644,461	1,235,676	5.9	5.5	5.7

State	Drop-out			Enrolment			Drop-out Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Plateau	4,086	3,947	8,033	245,485	240,395	485,880	1.7	1.6	1.7
Rivers	2,027	2,158	4,185	83,176	84,675	167,851	2.4	2.5	2.5
Sokoto	4,528	3,526	8,054	390,935	269,032	659,967	1.2	1.3	1.2
Taraba	5,806	5,233	11,039	292,236	241,523	533,759	2.0	2.2	2.1
Yobe	2,566	2,218	4,784	278,317	231,466	509,783	0.9	1.0	0.9
Zamfara	8,080	5,508	13,588	326,888	193,595	520,483	2.5	2.8	2.6
National	176,472	165,273	341,745	11,618,213	10,766542	22,384,755	1.5	1.5	1.5

Table 4.29 below shows that for private schools, Benue State with 3.6 percent had the highest drop-out rate for male and female. Table 4.29 also shows that the drop-out rate in the states varied between 3.6 percent in Benue and 0.6 percent in Katsina and Kebbi States respectively.

Table 4.29: Private Primary School Drop-out Rate in States

State	Drop-out			Enrolment			Drop-out rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	907	802	1,709	53,449	55,363	108,812	1.7	1.4	1.6
Adamawa	698	631	1,329	51,085	48,957	100,042	1.4	1.3	1.3
Akwa-Ibom	1,638	1,604	3,242	209,344	216,334	425,678	0.8	0.7	0.8
Anambra	1,604	1,536	3,140	93,275	93,186	186,461	1.7	1.6	1.7
Bauchi	909	1,090	1,999	51,993	51,432	103,425	1.7	2.1	1.9
Bayelsa	809	882	1,691	27,091	28,128	55,219	3.0	3.1	3.1
Benue	4,012	3,934	7,946	112,002	110,227	222,229	3.6	3.6	3.6
Borno	458	445	903	44,325	48,746	93,071	1.0	0.9	1.0
Cross-River	1,265	1,304	2,569	46,508	47,116	93,624	2.7	2.8	2.7
Delta	1,219	1,181	2,400	82,754	84,276	167,030	1.5	1.4	1.4
Ebonyi	771	780	1,551	47,327	48,145	95,472	1.6	1.6	1.6
Edo	663	598	1,261	57,365	57,734	115,099	1.2	1.0	1.1
Ekiti	203	207	410	24,849	24,925	49,774	0.8	0.8	0.8
Enugu	751	719	1,470	46,314	46,383	92,697	1.6	1.6	1.6
FCT-Abuja	572	614	1,186	33,773	34,031	67,804	1.7	1.8	1.7

State	Drop-out			Enrolment			Drop-out rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gombe	393	380	773	34,275	30,666	64,941	1.1	1.2	1.2
Imo	858	861	1,719	88,415	89,321	177,736	1.0	1.0	1.0
Jigawa	314	398	712	39,331	35,617	74,948	0.8	1.1	0.9
Kaduna	1,978	1,921	3,899	128,860	124,751	253,611	1.5	1.5	1.5
Kano	1,014	997	2,011	113,692	119,617	233,309	0.9	0.8	0.9
Katsina	493	405	898	77,609	67,028	144,637	0.6	0.6	0.6
Kebbi	1,035	987	2,022	178,859	145,805	324,664	0.6	0.7	0.6
Kogi	751	844	1,595	59,981	60,321	120,302	1.3	1.4	1.3
Kwara	455	437	892	53,572	53,604	107,176	0.8	0.8	0.8
Lagos	3,434	3,407	6,841	238,934	240,795	479,729	1.4	1.4	1.4
Nasarawa	1,170	1,191	2,361	76,080	73,644	149,724	1.5	1.6	1.6
Niger	1,265	1,195	2,460	94,672	85,587	180,259	1.3	1.4	1.4
Ogun	1,333	1,138	2,471	111,148	112,732	223,880	1.2	1.0	1.1
Ondo	537	527	1,064	64,078	65,582	129,660	0.8	0.8	0.8
Osun	518	491	1,009	65,504	67,990	133,494	0.8	0.7	0.8
Oyo	1,187	1,176	2,363	104,578	107,523	212,101	1.1	1.1	1.1
Plateau	1,229	1,195	2,424	60,321	58,151	118,472	2.0	2.1	2.0
Rivers	1,797	1,713	3,510	67,406	68,746	136,152	2.7	2.5	2.6
Sokoto	320	237	557	21,164	19,339	40,503	1.5	1.2	1.4
Taraba	1,441	1,331	2,772	70,745	65,137	135,882	2.0	2.0	2.0
Yobe	204	184	388	14,853	14,722	29,575	1.4	1.2	1.3
Zamfara	353	264	617	29,908	27,532	57,440	1.2	1.0	1.1
National	38,558	37,606	76,164	2,775,439	2,729193	5,504,632	1.39	1.38	1.38

Table 4.30 indicates that the total drop-out rate of learners in both categories of primary schools in the states varied from 5.0 percent in Oyo to 0.5 percent in Osun. The male drop-out rate varied from 5.2 percent in Oyo to 0.5 percent in Osun, while the female drop-out rate varied between 4.8 percent in Oyo and 0.5 percent in Osun. Oyo State had the highest drop-out rates, while Osun State had the lowest.

Table 4.30: Public and Private Primary Schools Total Drop-out in the States

State	Drop-out			Enrolment			Drop-out Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	2,693	2,625	5,318	123,012	123,437	246,449	2.2	2.1	2.2
Adamawa	6,696	6,043	12,739	343,896	316,313	660,209	1.9	1.9	1.9
Akwa-Ibom	5,484	5,485	10,969	888,978	911,134	1,800,112	0.6	0.6	0.6
Anambra	5,099	4,847	9,946	270,797	268,819	539,616	1.9	1.8	1.8
Bauchi	9,887	9,190	19,077	497,474	437,337	934,811	2.0	2.1	2.0
Bayelsa	1,569	1,599	3,168	68,055	68,399	136,454	2.3	2.3	2.3
Benue	10,752	10,949	21,701	300,414	279,884	580,298	3.6	3.9	3.7
Borno	3,460	3,209	6,669	315,435	299,874	615,309	1.1	1.1	1.1
Cross-River	4,162	4,008	8,170	127,659	124,648	252,307	3.3	3.2	3.2
Delta	2,985	2,941	5,926	242,454	240,872	483,326	1.2	1.2	1.2
Ebonyi	4,946	4,889	9,835	208,140	211,292	419,432	2.4	2.3	2.3
Edo	1,940	1,839	3,779	196,074	191,279	387,353	1.0	1.0	1.0
Ekiti	764	708	1,472	108,761	111,005	219,766	0.7	0.6	0.7
Enugu	2,558	2,720	5,278	136,147	132,385	268,532	1.9	2.1	2.0
FCT-Abuja	2,719	3,034	5,753	143,565	144,312	287,877	1.9	2.1	2.0
Gombe	3,676	3,386	7,062	277,642	235,520	513,162	1.3	1.4	1.4
Imo	4,967	4,996	9,963	593,769	574,641	1,168,410	0.8	0.9	0.9
Jigawa	3,383	3,174	6,557	451,622	418,839	870,461	0.7	0.8	0.8
Kaduna	9,211	9,085	18,296	926,156	871,738	1,797,894	1.0	1.0	1.0
Kano	11,702	10,391	22,093	1,615,101	1,679,241	3,294,342	0.7	0.6	0.7
Katsina	12,719	11,031	23,750	1,017,499	910,577	1,928,076	1.3	1.2	1.2
Kebbi	4,784	3,492	8,276	475,773	326,089	801,862	1.0	1.1	1.0
Kogi	3,079	3,115	6,194	184,752	182,347	367,099	1.7	1.7	1.7
Kwara	1,255	1,152	2,407	147,223	137,949	285,172	0.9	0.8	0.8
Lagos	8,599	9,031	17,630	442,211	448,849	891,060	1.9	2.0	2.0
Nasarawa	3,487	3,294	6,781	217,204	196,914	414,118	1.6	1.7	1.6
Niger	6,245	5,116	11,361	468,036	370,676	838,712	1.3	1.4	1.4
Ogun	3,035	2,741	5,776	300,951	294,072	595,023	1.0	0.9	1.0
Ondo	3,754	3,766	7,520	525,615	516,894	1,042,509	0.7	0.7	0.7
Osun	1,086	1,102	2,188	202,010	204,102	406,112	0.5	0.5	0.5
Oyo	35,897	36,407	72,304	695,793	751,984	1,447,777	5.2	4.8	5.0
Plateau	5,315	5,142	10,457	305,806	298,546	604,352	1.7	1.7	1.7
Rivers	3,824	3,871	7,695	150,582	153,421	304,003	2.5	2.5	2.5
Sokoto	4,848	3,763	8,611	412,099	288,371	700,470	1.2	1.3	1.2

State	Drop-out			Enrolment			Drop-out Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Taraba	7,247	6,564	13,811	362,981	306,660	669,641	2.0	2.1	2.1
Yobe	2,770	2,402	5,172	293,170	246,188	539,358	0.9	1.0	1.0
Zamfara	8,433	5,772	14,205	356,796	221,127	577,923	2.4	2.6	2.5
National	215,030	202,879	417,909	14,393,652	13,495,735	27,889,387	1.4	1.4	1.4

4.12. Transfers and Transition

In the context of this report, transfer-in refers to the movement of learners from one primary school into another, while transfer-out means movement of learners out of one primary school to another. Transition is defined as the percentage of learners in JSS 1 in 2018 excluding repeaters in relation to learners in Primary 6 in the preceding year 2017. It was determined for public schools, private schools, and both combined.

4.12.1 National Transfers and Transition

Table 4.31 shows that the transition rate for public schools was 83.8 percent for males and 82.8 percent for females. The transition rate for private schools was above 100 percent, which suggests more learners in JS 1 than in Primary 6. This can be explained by schools admitting learners into JS 1 from Primaries 4 and 5 in addition to Primary 6. It could also mean that many parents whose children completed Primary 6 in private schools might send them to public schools for secondary education. The high transition rate in private schools distorts the national picture whose transition rate was 93.7 percent as Table 4.31 indicates.

Table 4.31: National Transition Rate

School type	Transition Rate (percent)		
	Male	Female	Total
Public	83.8	82.8	83.3
Private	154.1	144.6	149.2
National	94.3	93.0	93.7

More learners transferred into public schools than out. For each of public and private schools, more learners transferred in than out. It is possible that some of the private school learners transferred into public schools. Transfer-in and transfer-out which are

collectively referred to as learner mobility is not a well-researched area in Sub-Saharan Africa, but researches in some countries so far have shown that it has negative effects on learners.[3]

Table 4.32 National Transfer-in and Transfer-out

School Type	Transfer-in			Transfer- out %		
	Male	Female	Total	Male	Female	Total
Public	319,122	316,642	635,764	74,753	74,400	149,153
Private	138,367	138,831	277,198	38,752	38,799	77,551
National	457,489	455,473	912,962	113,505	113,199	226,704

4.12.2 Transfers and Transition in Geo-political Zones

The South-West had the largest number of male and female transfers-in in public primary schools, and the North-East and South-South the smallest. The same magnitude was reflected in male and female learners that transferred-out. It is important to note that transfer-in and transfer-out were not associated with enrolment size in the zones as a whole. Transition rates for both male and female learners varied from 96.4 percent in the South-South to 76.1 percent in the North-East. For example, it varied for males from 94.0 percent in the South-South to 77.8 percent in the North-West and for females from 98.8 percent in the South-South to 73.5 percent in the North-East. Table 4.33 presents the details.

Table 4.33: Transfer-in Transfer-out and Transition Rate in Public Primary Schools by Zone

Zone	Transfer- In			Transfer- Out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	52,615	50,579	103,194	9,880	9,898	19,778	87.2	84.9	86.1
NE	27,678	25,928	53,606	10,631	9,991	20,622	78.3	73.5	76.1
NW	55,232	53,320	108,552	16,082	15,687	31,769	77.8	74.4	76.2
SE	43,976	44,725	88,701	9,358	9,753	19,111	82.1	85.7	83.9
SS	54,613	55,101	109,714	8,883	9,303	18,186	94	98.8	96.4
SW	85,008	86,989	171,997	19,919	19,768	39,687	91.9	88.8	90.3
National	319,122	316,642	635,764	74,753	74,400	149,153	83.8	82.8	83.3

[3] Taniguchi, K. (2017). Determinants of Student Mobility in Rural Malawi: An Event History Analysis. *World Journal of Education,* 7, 2, 19-30. Retrieved from www.wje.sciedupress.com on 18th April 2018

In private schools too, the South-West had the largest number of both male and female learners transfer-in, while the North-East had the smallest. The North-Central had the largest number of transfer-out, and the North-East the smallest. Transition rates varied from 175.5 percent in the North-Central to 128.5 percent in the South-West. More specifically, they varied for male learners from 133.2 percent in the South-West to 178.2 percent in the North-Central and for female learners, they varied from 172.8 percent in the North-Central to 124.2 percent in the South-West.

Table 4.34: Transfer-in, Transfer-out and Transition Rate in Private Schools by Zone

Zone	Transfer- In			Transfer- Out			Transition Rate%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	26,905	26,900	53,805	9,084	9,208	18,292	178.2	172.8	175.5
NE	12,567	12,208	24,775	4,299	4,153	8,452	137.4	135.5	136.5
NW	18,539	18,052	36,591	5,365	5,223	10,588	145	127.7	136.5
SE	24,319	25,330	49,649	4,775	4,868	9,643	160.9	149.1	154.7
SS	26,408	26,102	52,510	6,933	6,849	13,782	173.1	163.3	168
SW	29,629	30,239	59,868	8,296	8,498	16,794	133.2	124.2	128.5
National	138,367	138,831	277,198	38,752	38,799	77,551	154.1	144.6	149.2

A combination of statistics from public and private schools shows that the South-West maintained its standard as having the largest number of transfer-in and out for both gender. The North-East had the smallest number of transfer-in, while the South-East had the smallest number of transfer-out. (See Table 5.35 below)

Table 4.35 Transfer-In, Transfer-Out and Transition Rate in Public and Private Primary School by Zone

Zone	Transfer- In			Transfer- Out			Transition Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NC	79,520	77,479	156,999	18,964	19,106	38,070	89.6	92.8	91.2
NE	40,245	38,136	78,381	14,930	14,144	29,074	80.1	78.7	79.4
NW	73,771	71,372	145,143	21,447	20,910	42,357	88.9	81.8	85.5
SE	68,295	70,055	138,350	14,133	14,621	28,754	96.2	94.1	95.2
SS	81,021	81,203	162,224	15,816	16,152	31,968	114.4	112.4	113.4
SW	114,637	117,228	231,865	28,215	28,266	56,481	101.2	103	102.1
National	457,489	455,473	912,962	113,505	113,199	226,704	94.3	93	93.7

4.12.3 Transfer-in, Transfer-out and Transition Rate in Public Schools by State

As Table 4.36 reveals, Oyo State had the largest number of learners who transferred into public schools, while Yobe State had the smallest. With respect to gender, Oyo State also had the largest number of male and female learners who transferred into public schools, while Yobe State had the smallest. With respect to transfer-out, Oyo State also had the largest number, and Osun (567) the smallest. With respect to gender, Oyo State also had the largest number of males and females that transferred out of public schools and, therefore, had the highest learner mobility. Osun State had the smallest number of male and female learners that transferred out.

In table 4.36, Rivers State had the highest transition rate nation-wide with 201.2 percent which had twice many learners in public JS1 as in Primary 6, and the highest transition rate with respect to both male and female learners. The transition rate of female learners was higher than that of male. Taraba State with 36.8 percent had the lowest transition rate nation-wide for both male and female.

Table 4.36: Transfer-in, Transfer-out and Transition Rate in Public Schools by State

State	Transfer-in			Transfer-out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	4,785	4,771	9,556	1,081	1,165	2,246	55.7	68.6	62.2
Adamawa	6,462	6,091	12,553	2,413	2,404	4,817	89.9	87	88.6
Akwa-Ibom	25,711	26,773	52,484	3,226	3,411	6,637	71	77.7	74.4
Anambra	13,057	13,150	26,207	2,893	2,728	5,621	72.3	71.2	71.7
Bauchi	5,286	4,995	10,281	1,893	1,793	3,686	84.7	74.9	80.2
Bayelsa	3,136	3,152	6,288	370	377	747	161.6	159.5	160.6
Benue	17,586	16,261	33,847	3,229	3,153	6,382	71.4	74.5	72.8
Borno	5,255	5,016	10,271	1,186	1,252	2,438	87.4	87.4	87.4
Cross-River	4,697	4,622	9,319	1,204	1,274	2,478	112.3	116.5	114.4
Delta	8,643	8,274	16,917	1,802	1,849	3,651	105.8	105.7	105.8
Ebonyi	6,924	7,456	14,380	1,770	1,843	3,613	62.6	70	66.3
Edo	6,540	6,331	12,871	1,119	1,131	2,250	78.7	82.7	80.7
Ekiti	3,932	3,972	7,904	1,324	1,321	2,645	74.8	71.6	73.2
Enugu	6,098	6,256	12,354	1,614	1,790	3,404	93.3	106.3	99.8
FCT-Abuja	6,542	7,305	13,847	793	822	1,615	140	145.3	142.6
Gombe	3,056	2,959	6,015	1,868	1,535	3,403	86.9	77.5	82.5
Imo	13,112	13,092	26,204	2,000	2,227	4,227	93.1	94.5	93.8

State	Transfer-in			Transfer-out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Jigawa	3,751	4,562	8,313	1,060	1,098	2,158	83.4	73.8	78.9
Kaduna	12,178	11,957	24,135	4,176	4,450	8,626	80.5	82.2	81.3
Kano	19,920	20,397	40,317	5,377	5,650	11,027	64.8	64.6	64.7
Katsina	8,094	7,713	15,807	2,454	2,380	4,834	75.7	74.6	75.2
Kebbi	2,782	2,170	4,952	997	700	1,697	106.6	99.6	104
Kogi	4,128	4,158	8,286	1,197	1,304	2,501	65.7	53.2	59.2
Kwara	5,420	4,917	10,337	685	683	1,368	160.6	165.7	163.1
Lagos	16,627	16,867	33,494	1,089	1,372	2,461	182.4	187.2	184.8
Nasarawa	4,197	3,890	8,087	967	1,004	1,971	70.7	63.9	67.6
Niger	7,380	6,304	13,684	1,543	1,366	2,909	94.5	84.3	90
Ogun	3,731	3,418	7,149	471	534	1,005	152	148	150
Ondo	11,980	12,016	23,996	6,297	4,539	10,836	51	48.8	49.9
Osun	6,807	6,673	13,480	315	252	567	122.6	117.7	120.1
Oyo	41,931	44,043	85,974	10,423	11,750	22,173	45	41.9	43.4
Plateau	7,362	7,744	15,106	1,466	1,566	3,032	39.4	43.1	41.2
Rivers	5,886	5,949	11,835	1,162	1,261	2,423	192.8	209.5	201.2
Sokoto	5,970	4,905	10,875	1,272	866	2,138	84.3	92	87.2
Taraba	5,740	4,941	10,681	2,680	2,348	5,028	38.8	34.3	36.8
Yobe	1,879	1,926	3,805	591	659	1,250	82.5	81.7	82.1
Zamfara	2,537	1,616	4,153	746	543	1,289	96.4	77.8	89.2
National	319,122	316,642	635,764	74,753	74,400	149,153	83.8	82.8	83.3

In private schools, Lagos State had the largest number of transfer-in and out and Sokoto the lowest. Lagos also had the highest transfer-out by gender, while Sokoto had the lowest. Expectedly, it also had the largest number of male and female learners that transferred-in. On the other hand, Yobe State had the smallest total of female learners transfer-in as well as male learners transfer-in. Jigawa State had the smallest rate of female learners transfer-in.

Transition rate varied from 426.3 percent in Katsina to 51.3 percent in Kebbi. The number of learners in private JS1 in 2018 in Katsina quadrupled their number in private primary 6 in 2017 as a result of private JS schools in Katsina attracting learners from primary schools. In Kebbi State, private JS schools could only attract 51.3 percent of learners from the public school system. The remaining 48.7 percent were either admitted into public JSS schools or could not proceed to JSS at all. Transfer-in, transfer-out and transition rates in private schools by state are presented in Table 4.37 below

Table 4.37: Transfer-in, Transfer-out and Transition Rate in Private Schools by State

State	Transfer- in			Transfer- out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	5,452	5,747	11,199	842	860	1,702	188.3	187.2	187.7
Adamawa	2,375	2,328	4,703	890	884	1,774	119.1	121.3	120.2
Akwa-Ibom	4,794	4,955	9,749	1,287	1,299	2,586	111.7	107.1	109.3
Anambra	8,569	9,000	17,569	1,695	1,818	3,513	138.3	126.6	132.3
Bauchi	1,745	1,873	3,618	547	534	1,081	130.5	114.2	121.8
Bayelsa	2,708	2,563	5,271	546	534	1,080	364.5	350.3	356.9
Benue	8,192	8,363	16,555	2,346	2,394	4,740	177.1	177.8	177.4
Borno	2,733	2,877	5,610	734	733	1,467	108.9	99.4	103.8
Cross-River	3,261	3,376	6,637	1,241	1,212	2,453	340.7	320.6	330.2
Delta	4,855	4,898	9,753	1,430	1,473	2,903	135.3	122.8	128.6
Ebonyi	2,582	2,736	5,318	466	405	871	215.9	208	211.8
Edo	4,158	4,089	8,247	830	819	1,649	220.1	212.9	216.4
Ekiti	1,345	1,354	2,699	481	508	989	136.8	115.3	125.2
Enugu	3,211	3,144	6,355	786	830	1,616	150.1	133.1	141.5
FCT-Abuja	2,331	2,405	4,736	976	961	1,937	244.7	238.6	241.5
Gombe	1,786	1,479	3,265	738	656	1,394	130.2	129.3	129.8
Imo	4,505	4,703	9,208	986	955	1,941	146.7	131	138.2
Jigawa	678	669	1,347	289	284	573	45.2	71.1	57.5
Kaduna	7,272	7,113	14,385	2,163	2,076	4,239	99.2	92.1	95.6
Kano	4,407	4,459	8,866	1,022	1,068	2,090	174.8	108.4	140.4
Katsina	2,238	1,995	4,233	579	627	1,206	421.8	431.4	426.3
Kebbi	1,791	1,779	3,570	722	648	1,370	48.5	54.5	51.3
Kogi	2,542	2,622	5,164	827	897	1,724	144.4	131.8	137.9
Kwara	2,359	2,223	4,582	602	663	1,265	117.2	107	111.9
Lagos	12,300	12,387	24,687	3,695	3,827	7,522	123.1	118.6	120.7
Nasarawa	4,336	4,312	8,648	1,534	1,536	3,070	209.9	219.2	214.5
Niger	4,344	4,077	8,421	1,273	1,225	2,498	97.6	99.4	98.5
Ogun	5,131	5,284	10,415	1,164	1,170	2,334	124	114.3	118.9
Ondo	2,094	2,069	4,163	880	901	1,781	125	124.1	124.6
Osun	3,402	3,474	6,876	726	732	1,458	165.1	143.2	153.3
Oyo	5,357	5,671	11,028	1,350	1,360	2,710	156.2	141	148.1

State	Transfer- in			Transfer- out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Plateau	2,801	2,898	5,699	1,526	1,532	3,058	335.2	289.8	311.1
Rivers	6,632	6,221	12,853	1,599	1,512	3,111	241	222	230.9
Sokoto	1,168	1,175	2,343	257	248	505	87.7	91.3	89.4
Taraba	3,289	2,962	6,251	1,133	1,093	2,226	166.4	175.7	170.7
Yobe	639	689	1,328	257	253	510	177.4	227.7	202.1
Zamfara	985	862	1,847	333	272	605	189.1	205.1	196.1
National	138,367	138,831	277,198	38,752	38,799	77,551	154.1	144.6	149.2

Table 4.38 below shows that Oyo State had the largest number of learners that transferred into its combined public and private primary schools as well as those of male and female learners, while Yobe State had the smallest of these as well as the smallest number of transfer- out.

Table 4.38: Transfer-in, Transfer-out and Transition Rate in Combined Public and Private Schools by State

State	Transfer- in			Transfer- out			Transition rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	10,237	10,518	20,755	1,923	2,025	3,948	102.6	111.5	107.1
Adamawa	8,837	8,419	17,256	3,303	3,288	6,591	93.6	91.5	92.6
Akwa-Ibom	30,505	31,728	62,233	4,513	4,710	9,223	78.7	83.4	81.1
Anambra	21,626	22,150	43,776	4,588	4,546	9,134	91	87.6	89.3
Bauchi	7,031	6,868	13,899	2,440	2,327	4,767	88.1	78.7	83.7
Bayelsa	5,844	5,715	11,559	916	911	1,827	198.9	200.5	199.7
Benue	25,778	24,624	50,402	5,575	5,547	11,122	107.8	112.7	110.1
Borno	7,988	7,893	15,881	1,920	1,985	3,905	90.3	89.4	89.8
Cross-River	7,958	7,998	15,956	2,445	2,486	4,931	154.3	157.7	156
Delta	13,498	13,172	26,670	3,232	3,322	6,554	113.1	110.2	111.6
Ebonyi	9,506	10,192	19,698	2,236	2,248	4,484	86.4	91.7	89.1
Edo	10,698	10,420	21,118	1,949	1,950	3,899	106.6	108.7	107.6
Ekiti	5,277	5,326	10,603	1,805	1,829	3,634	83	78.1	80.5
Enugu	9,309	9,400	18,709	2,400	2,620	5,020	106	112.5	109.3
FCT-Abuja	8,873	9,710	18,583	1,769	1,783	3,552	147.2	152.3	149.8
Gombe	4,842	4,438	9,280	2,606	2,191	4,797	91.4	83	87.5
Imo	17,617	17,795	35,412	2,986	3,182	6,168	98.6	98.9	98.7
Jigawa	4,429	5,231	9,660	1,349	1,382	2,731	82	73.7	78.1
Kaduna	19,450	19,070	38,520	6,339	6,526	12,865	83.1	83.7	83.4

Kano	24,327	24,856	49,183	6,399	6,718	13,117	71	67.3	69.2
Katsina	10,332	9,708	20,040	3,033	3,007	6,040	89	89.2	89.1
Kebbi	4,573	3,949	8,522	1,719	1,348	3,067	98.1	90.6	95.3
Kogi	6,670	6,780	13,450	2,024	2,201	4,225	88.5	76	82
Kwara	7,779	7,140	14,919	1,287	1,346	2,633	149.1	148.6	148.8
Lagos	28,927	29,254	58,181	4,784	5,199	9,983	160.5	161.2	160.9
Nasarawa	8,533	8,202	16,735	2,501	2,540	5,041	99.6	99.2	99.4
Niger	11,724	10,381	22,105	2,816	2,591	5,407	94.9	87	91.4
Ogun	8,862	8,702	17,564	1,635	1,704	3,339	143.5	136.9	140.1
Ondo	14,074	14,085	28,159	7,177	5,440	12,617	59	56.9	57.9
Osun	10,209	10,147	20,356	1,041	984	2,025	132.3	124	128
Oyo	47,288	49,714	97,002	11,773	13,110	24,883	56.8	52.7	54.6
Plateau	10,163	10,642	20,805	2,992	3,098	6,090	88.3	89.8	89.1
Rivers	12,518	12,170	24,688	2,761	2,773	5,534	207.1	213.5	210.4
Sokoto	7,138	6,080	13,218	1,529	1,114	2,643	84.6	91.9	87.4
Taraba	9,029	7,903	16,932	3,813	3,441	7,254	61	59.2	60.2
Yobe	2,518	2,615	5,133	848	912	1,760	86.4	88.9	87.5
Zamfara	3,522	2,478	6,000	1,079	815	1,894	103.5	89.3	97.9
National	457,489	455,473	912,962	113,505	113,199	226,704	94.3	93	93.7

4.13 Repetition of Classes

At the end of each primary school session, learners are expected to move to the next class through promotion. However, due to poor performance, poor attendance or sickness, some learners remain in the same class while their peers are promoted. This was referred to as repetition. The fact that all states had data on children repeating classes indicates that the practice of automatic promotion was not widespread in schools and states. Moreover, there was evidence[4] that UBEC had and still have policies that do not sanction mass or automatic promotion, in line with the global best practice that children only move when there is satisfactory evidence that they have mastered the curriculum of their current classes.

4.13.1 National Distribution of Repeaters

Table 4.39 reveals that the largest number of repeaters in public schools is found in primary 6 followed by primary 3. The smallest number of repeaters was found in primary 6. A similar trend was seen in private schools where primary 2 also had the largest

[4] Question 26, 40 Frequently Asked Questions (FAQS) on the Universal Basic Education (UBE) Programme, 2006; and Item 27, Key Features of the Universal Basic Education (UBE) Programme, 2014.

number of repeaters followed by primary 1. The smallest number was in primary 6. (See probable explanation on this in section 4.12.1)

Table 4.39 National Distribution of Learners Repeating Classes

School type	Number Repeating Class						
	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
Public	57,315	69,686	64,314	58,067	52,734	40,792	342,908
Private	13,217	14,169	12,952	11,487	9,399	6,295	67,519
National	70,532	83,855	77,266	69,554	62,133	47,087	410,427

4.13.2 Zonal Distribution of Repeaters

In public schools, the North-West had the largest number of repeaters in all classes. In particular, Primary 2 had the largest number of repeaters in both the North-West and the North-East, while Primary 1 had the largest in the North-Central. The smallest number of repeaters among all zones for Primary 6 was in the South-East. Based on the pattern of number of repeaters that emerged, there is a higher probability of learners repeating Primary 6 than Primary 2 in public primary schools. The details are shown in Table 4.40.

Table 4.40 Zonal Distribution of Repeaters in Public Schools

Zone	PRY. ONE		PRY. TWO		PRY. THREE		PRY. FOUR		PRY. FIVE		PRY. SIX		TOTAL	
	f	percent	f	percent	f	percent	f	percent	f	percent	f	percent	f	percent
NC	14,766	24.61	12,968	21.61	11,171	18.62	9,512	15.85	7,423	12.37	4,170	6.95	60,010	100
NE	7,875	15.29	10,823	21.02	9,409	18.27	8,809	17.11	7,913	15.37	6,663	12.94	51,492	100
NW	18,407	17.36	21,777	20.54	19,880	18.75	16,696	15.75	15,362	14.49	13,891	13.10	106,013	100
SE	3,284	12.68	4,620	17.83	5,554	21.44	4,456	17.20	4,582	17.68	3,413	13.17	25,909	100
SS	7,780	14.38	10,251	18.95	10,334	19.10	9,903	18.31	9,124	16.87	6,701	12.39	54,093	100
SW	5,203	11.46	9,247	20.37	7,966	17.55	8,691	19.15	8,330	18.35	5,954	13.12	45,391	100
National	57,315	16.71	69,686	20.32	64,314	18.76	58,067	16.93	52,734	15.38	40,792	11.90	342,908	100

For private schools, Table 4.41 indicates that North-West has the largest number of repeaters. The number of repeaters in primary 2 and primary 3 was largest in the North-West. The smallest number of repeaters was found in primary 6 in all the zones; therefore, in private schools, learners are less likely to repeat primary 6 than any other class.

Table 4.41 Zonal Distribution of Repeaters in Private Primary School by Class

Zone	Primary One		Primary Two		Primary Three		Primary Four		Primary Five		Primary Six		Total	
	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
NC	2,590	17.68	3,279	22.38	2,891	19.735	2,689	18.36	2,067	14.11	1,133	7.73	14,649	100
NE	2,429	19.24	2,942	23.30	2,405	19.046	2,406	19.05	1,547	12.25	898	7.11	12,627	100
NW	4,254	23.23	3,641	19.88	3,395	18.538	2,772	15.14	2,190	11.96	2,062	11.26	18,314	100
SE	1,081	18.15	1,163	19.53	1,053	17.680	1,052	17.66	997	16.74	610	10.24	5,956	100
SS	1,860	17.86	2,006	19.27	2,008	19.285	1,715	16.47	1,877	18.03	946	9.09	10,412	100
SW	1,003	18.04	1,138	20.46	1,200	21.579	853	15.34	721	12.97	646	11.62	5,561	100
National	13,217	19.58	14,169	20.99	12,952	19.183	11,487	17.01	9,399	13.92	6,295	9.32	67,519	100

Nationally, for combined public and private primary schools, the smallest number of repeaters in all the zones was found in primary 6 and the largest number in primary 2. Across classes in the zones, the largest numbers of repeaters were in the North-West, South-South, South-West and North-East. Thus, the national picture is that a learner is less likely to repeat Primary 6 than any other class. The possible explanations could be that by the time he/she reaches primary 6, full adjustment to schooling has taken place and the learner is committed and looks forward to entering the JSS with peer group. Table 4.42 presents the zonal distribution of repeaters in public and private primary schools by class.

Table 4.42: Zonal Distribution of Repeaters in Public and Private Primary School by Class

Zone	Primary One		Primary Two		Primary Three		Primary Four		Primary Five		Primary Six		Total	
	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
NC	17,356	23.25	16,247	21.76	14,062	18.83	12,201	16.34	9,490	12.71	5,303	7.10	74,659	100
NE	10,304	16.07	13,765	21.47	11,814	18.43	11,215	17.49	9,460	14.75	7,561	11.79	64,119	100
NW	22,661	18.23	25,418	20.44	23,275	18.72	19,468	15.66	17,552	14.12	15,953	12.83	124,327	100
SE	4,365	13.70	5,783	18.15	6,607	20.73	5,508	17.29	5,579	17.51	4,023	12.63	31,865	100
SS	9,640	14.94	12,257	19.00	12,342	19.13	11,618	18.01	11,001	17.05	7,647	11.85	64,505	100
SW	6,206	12.18	10,385	20.38	9,166	17.99	9,544	18.73	9,051	17.76	6,600	12.95	50,952	100
National	70,532	17.19	83,855	20.43	77,266	18.83	69,554	16.95	62,133	15.14	47,087	11.47	410,427	100

4.13.3 Distribution of Repeaters by State

Tables 4.43 and 4.44 present the data on class repetition by state in public schools. The number of male learners repeating Primary 1 varied between 91 in Imo State and 4,666 in Kaduna State. In Primary 2, the number of male learners varied between 141 in Abia State and 3,745 in Kaduna State. In Primary 3, the number of male learners repeating varied between 143 in Abia State and 3,421 in Kaduna State respectively. In Primary 4, the number of learners repeating varied between 145 in Abia and 2,819 in Kaduna. The number of male learners repeating Primary 5 varied between 151 in Abia and 2,235 in Kaduna; and in Primary 6, the number varied between 128 in Abia and 1,436 in Kaduna. In Primary 1, Imo had the smallest number of repeaters, while Abia had the smallest number of male repeaters from Primary 2 to Primary 5. Kaduna had the largest number of male learners repeating in all classes.

With respect to the number of female learners repeating classes, in Primary 1, the number varied between 78 in Abia and 4,082 in Kaduna respectively. In Primary 2, it varied between 112 in Osun and 3,636 in Kaduna. For Primary 3, it varied between 118 in Abia and 3,396 in Kaduna and between 151 in Abia and 2,403 in Kaduna respectively for Primary 5. For Primary 6, the number varied between 129 in Abia and 1413 in Kaduna. Overall, more male learners were repeating classes than female learners.

Table 4.43: Number of Repeaters in Primaries One to Four in Public Schools by State

State	Primary one			Primary two			Primary three			Primary four		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	94	78	172	141	120	261	143	118	261	145	129	274
Adamawa	824	820	1,644	1,086	1,033	2,119	1,006	945	1,951	976	976	1,952
Akwa-Ibom	998	1,061	2,059	2,111	2,138	4,249	2,130	2,253	4,383	2,045	2,016	4,061
Anambra	421	329	750	400	316	716	400	318	718	458	312	770
Bauchi	1,166	1,198	2,364	1,852	1,463	3,315	1,337	1,386	2,723	1,192	1,037	2,229
Bayelsa	367	480	847	452	360	812	332	357	689	349	340	689
Benue	3,461	3,265	6,726	2,091	2,035	4,126	1,583	1,537	3,120	1,222	1,147	2,369
Borno	330	342	672	526	479	1,005	520	532	1,052	431	456	887
Cross-River	478	480	958	514	476	990	433	373	806	412	395	807
Delta	952	853	1,805	1,123	1,011	2,134	1,148	1,124	2,272	1,119	1,056	2,175
Ebonyi	846	833	1,679	890	817	1,707	669	773	1,442	653	631	1,284
Edo	666	625	1,291	700	689	1,389	819	692	1,511	843	661	1,504
Ekiti	232	191	423	247	280	527	270	196	466	208	166	374

Enugu	264	236	500	244	176	420	248	238	486	312	247	559
FCT-Abuja	428	422	850	474	442	916	464	425	889	468	420	888
Gombe	549	530	1,079	722	628	1,350	571	460	1,031	544	383	927
Imo	91	92	183	753	763	1,516	772	1,875	2,647	780	789	1,569
Jigawa	285	318	603	463	497	960	526	519	1,045	422	424	846
Kaduna	4,666	4,082	8,748	3,745	3,636	7,381	3,421	3,396	6,817	2,819	2,574	5,393
Kano	1,753	2,097	3,850	2,081	2,069	4,150	1,955	1,793	3,748	1,612	1,551	3,163
Katsina	630	547	1,177	1,371	1,345	2,716	1,283	1,141	2,424	1,176	1,042	2,218
Kebbi	844	630	1,474	820	621	1,441	669	563	1,232	586	437	1,023
Kogi	534	509	1,043	492	494	986	446	492	938	391	381	772
Kwara	270	141	411	201	191	392	151	140	291	181	164	345
Lagos	804	810	1,614	1,098	1,036	2,134	1,259	1,057	2,316	1,485	1,380	2,865
Nasarawa	448	417	865	540	572	1,112	529	510	1,039	449	474	923
Niger	1,470	1,152	2,622	1,691	1,290	2,981	1,486	1,206	2,692	1,342	1,063	2,405
Ogun	311	151	462	182	160	342	276	214	490	263	236	499
Ondo	717	705	1,422	2,031	1,306	3,337	1,165	1,052	2,217	1,435	1,055	2,490
Osun	136	161	297	146	112	258	149	130	279	116	130	246
Oyo	500	485	985	1,284	1,365	2,649	1,055	1,143	2,198	1,108	1,109	2,217
Plateau	1,112	1,137	2,249	1,254	1,201	2,455	1,088	1,114	2,202	879	931	1,810
Rivers	383	437	820	343	334	677	316	357	673	339	328	667
Sokoto	773	648	1,421	1,763	1,346	3,109	1,659	1,194	2,853	1,569	1,088	2,657
Taraba	935	812	1,747	1,368	1,336	2,704	1,170	1,144	2,314	1,531	1,001	2,532
Yobe	161	208	369	154	176	330	156	182	338	150	132	282
Zamfara	645	489	1,134	1,188	832	2,020	1,019	742	1,761	772	624	1,396
National	29,544	27,771	57,315	36,541	33,145	69,686	32,623	31,691	64,314	30,782	27,285	58,067

Table 4.44 Number of Repeaters in Public Schools Primaries Five and Six

State	Primary five			Primary six			Total		Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Abia	151	151	302	128	129	257	802	725	1,527
Adamawa	888	877	1,765	911	708	1,619	5,691	5,359	11,050
Akwa-Ibom	1,914	1,928	3,842	1,529	1,499	3,028	10,727	10,895	21,622
Anambra	378	357	735	282	300	582	2,339	1,932	4,271
Bauchi	1,210	1,200	2,410	1,146	1,077	2,223	7,903	7,361	15,264
Bayelsa	341	333	674	144	150	294	1,985	2,020	4,005
Benue	837	785	1,622	462	359	821	9,656	9,128	18,784
Borno	477	420	897	487	475	962	2,771	2,704	5,475
Cross-river	297	281	578	168	151	319	2,302	2,156	4,458
Delta	1,144	1,047	2,191	868	880	1,748	6,354	5,971	12,325
Ebonyi	638	684	1,322	393	418	811	4,089	4,156	8,245
Edo	656	617	1,273	488	448	936	4,172	3,732	7,904
Ekiti	171	147	318	120	108	228	1,248	1,088	2,336
Enugu	280	214	494	171	163	334	1,519	1,274	2,793
FCT-Abuja	373	342	715	131	122	253	2,338	2,173	4,511
Gombe	417	383	800	324	308	632	3,127	2,692	5,819
Imo	850	879	1,729	742	687	1,429	3,988	5,085	9,073

State	Primary five			Primary six			Total		Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Jigawa	560	437	997	559	470	1,029	2,815	2,665	5,480
Kaduna	2,235	2,403	4,638	1,436	1,413	2,849	18,322	17,504	35,826
Kano	1,411	1,375	2,786	1,942	2,256	4,198	10,754	11,141	21,895
Katsina	1,277	1,102	2,379	938	871	1,809	6,675	6,048	12,723
Kebbi	552	394	946	629	450	1,079	4,100	3,095	7,195
Kogi	344	337	681	196	219	415	2,403	2,432	4,835
Kwara	170	148	318	171	167	338	1,144	951	2,095
Lagos	1,322	1,245	2,567	708	657	1,365	6,676	6,185	12,861
Nasarawa	436	402	838	204	212	416	2,606	2,587	5,193
Niger	1,034	787	1,821	574	504	1,078	7,597	6,002	13,599
Ogun	241	198	439	85	75	160	1,358	1,034	2,392
Ondo	1,505	1,100	2,605	946	1,052	1,998	7,799	6,270	14,069
Osun	108	101	209	155	183	338	810	817	1,627
Oyo	1,074	1,118	2,192	917	948	1,865	5,938	6,168	12,106
Plateau	697	731	1,428	421	428	849	5,451	5,542	10,993
Rivers	270	296	566	139	237	376	1,790	1,989	3,779
Sokoto	1,177	795	1,972	917	658	1,575	7,858	5,729	13,587
Taraba	885	867	1,752	492	415	907	6,381	5,575	11,956
Yobe	141	148	289	130	190	320	892	1,036	1,928
Zamfara	912	732	1,644	769	583	1,352	5,305	4,002	9,307
National	27,373	25,361	52,734	20,822	19,970	40,792	177,685	165,223	342,908

In private schools, Ekiti State had the smallest number of male repeaters in all classes, except Primary 2 and of females in all classes. Kwara had the smallest number of repeaters in Primary 2. Kaduna State had the largest number of repeaters in all classes, irrespective of gender. Overall, more male learners were repeating classes than female learners in private schools. Tables 5.45 and 5.46 present the details.

Table 4.44: Number of Repeaters in Private Primary Schools Primaries One to Four

State	Primary One			Primary Two			Primary Three			Primary Four		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	89	75	164	109	99	208	97	86	183	106	96	202
Adamawa	233	194	427	304	219	523	202	180	382	176	156	332
Akwa-Ibom	313	291	604	404	367	771	355	353	708	354	309	663
Anambra	198	179	377	185	194	379	182	145	327	169	153	322
Bauchi	381	444	825	344	412	756	389	419	808	470	406	876
Bayelsa	67	97	164	75	96	171	64	58	122	53	56	109
Benue	548	552	1,100	612	630	1,242	547	579	1,126	471	477	948
Borno	185	222	407	194	240	434	158	158	316	106	168	274
Cross-River	195	207	402	158	163	321	165	216	381	115	101	216
Delta	141	121	262	158	124	282	164	135	299	138	124	262
Ebonyi	112	135	247	125	106	231	106	108	214	88	104	192
Edo	102	119	221	94	64	158	96	92	188	85	100	185
Ekiti	20	15	35	118	18	136	15	12	27	45	23	68
Enugu	70	48	118	63	43	106	55	38	93	56	40	96

State	Primary One			Primary Two			Primary Three			Primary Four		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
FCT-Abuja	32	33	65	45	46	91	54	54	108	48	30	78
Gombe	125	107	232	228	151	379	136	113	249	150	129	279
Imo	109	66	175	129	110	239	150	86	236	123	117	240
Jigawa	55	65	120	62	68	130	89	59	148	33	43	76
Kaduna	1,405	1,548	2,953	916	1,018	1,934	992	989	1,981	823	843	1,666
Kano	201	185	386	336	356	692	329	275	604	215	167	382
Katsina	105	98	203	85	91	176	68	83	151	96	91	187
Kebbi	147	146	293	241	247	488	144	139	283	117	142	259
Kogi	130	153	283	174	165	339	163	167	330	148	145	293
Kwara	35	62	97	47	32	79	38	42	80	44	74	118
Lagos	254	154	408	165	152	317	459	131	590	114	107	221
Nasarawa	178	172	350	232	225	457	184	185	369	196	200	396
Niger	211	170	381	305	291	596	226	212	438	215	220	435
Ogun	56	45	101	88	61	149	72	58	130	48	49	97
Ondo	106	79	185	99	81	180	91	88	179	96	83	179
Osun	58	49	107	60	54	114	46	39	85	51	42	93
Oyo	80	87	167	133	109	242	106	83	189	91	104	195
Plateau	163	151	314	227	248	475	229	211	440	216	205	421
Rivers	102	105	207	168	135	303	162	148	310	146	134	280
Sokoto	40	47	87	50	39	89	47	42	89	35	33	68
Taraba	225	195	420	337	387	724	278	289	567	280	293	573
Yobe	57	61	118	66	60	126	35	48	83	35	37	72
Zamfara	114	98	212	69	63	132	73	66	139	62	72	134
National	6,642	6,575	13,217	7,205	6,964	14,169	6,766	6,186	12,952	5,814	5,673	11,487

Table 4.45 Number of Repeaters in Private Schools in Primaries Five and Six

State	Primary Five			Primary Six			Total		Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Abia	96	89	185	55	46	101	552	491	1,043
Adamawa	148	137	285	66	69	135	1,129	955	2,084
Akwa-Ibom	509	562	1,071	225	216	441	2,160	2,098	4,258
Anambra	179	185	364	98	108	206	1,011	964	1,975
Bauchi	242	121	363	97	93	190	1,923	1,895	3,818
Bayelsa	39	39	78	18	17	35	316	363	679
Benue	447	297	744	200	171	371	2,825	2,706	5,531
Borno	101	95	196	90	119	209	834	1,002	1,836
Cross-river	62	46	108	41	40	81	736	773	1,509
Delta	122	151	273	63	75	138	786	730	1,516
Ebonyi	68	51	119	35	30	65	534	534	1,068
Edo	67	57	124	65	67	132	509	499	1,008
Ekiti	7	5	12	5	14	19	210	87	297
Enugu	73	54	127	34	37	71	351	260	611
FCT-Abuja	27	27	54	15	15	30	221	205	426
Gombe	105	89	194	60	41	101	804	630	1,434
Imo	89	113	202	97	70	167	697	562	1,259
Jigawa	39	51	90	24	25	49	302	311	613
Kaduna	524	672	1,196	806	514	1,320	5,466	5,584	11,050

State	Primary Five			Primary Six			Total		Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Kano	240	205	445	146	134	280	1,467	1,322	2,789
Katsina	54	56	110	18	22	40	426	441	867
Kebbi	71	107	178	177	64	241	897	845	1,742
Kogi	135	139	274	84	65	149	834	834	1,668
Kwara	19	16	35	16	22	38	199	248	447
Lagos	124	89	213	156	169	325	1,272	802	2,074
Nasarawa	153	179	332	111	94	205	1,054	1,055	2,109
Niger	138	136	274	159	142	301	1,254	1,171	2,425
Ogun	55	43	98	51	57	108	370	313	683
Ondo	74	90	164	62	50	112	528	471	999
Osun	31	21	52	6	7	13	252	212	464
Oyo	91	91	182	40	29	69	541	503	1,044
Plateau	176	178	354	20	19	39	1,031	1,012	2,043
Rivers	97	126	223	63	56	119	738	704	1,442
Sokoto	22	27	49	55	30	85	249	218	467
Taraba	233	223	456	108	111	219	1,461	1,498	2,959
Yobe	23	30	53	22	22	44	238	258	496
Zamfara	66	56	122	19	28	47	403	383	786
National	4,746	4,653	9,399	3,407	2,888	6,295	34,580	32,939	67,519

For combined public and private primary schools, Abia State had the smallest number of repeaters in Primary 1. Osun State had the smallest number of repeaters in Primary 2, Primary 4 and Primary 5, while FCT had the smallest number of repeaters in Primary 6. In all classes, Kaduna had the largest number of repeaters. Overall, more male learners were repeating classes than female learners. Tables 5.47 and 5.48 present the number of repeaters in each state by class.

Table 4.47: Number of Repeaters in Primaries One to Four in Public and Private Schools in States

	Primary One			Primary Two			Primary Three			Primary Four		
State	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia	183	153	336	250	219	469	240	204	444	251	225	476
Adamawa	1,057	1,014	2,071	1,390	1,252	2,642	1,208	1,125	2,333	1,152	1,132	2,284
Akwa-Ibom	1,311	1,352	2,663	2,515	2,505	5,020	2,485	2,606	5,091	2,399	2,325	4,724
Anambra	619	508	1,127	585	510	1,095	582	463	1,045	627	465	1,092
Bauchi	1,547	1,642	3,189	2,196	1,875	4,071	1,726	1,805	3,531	1,662	1,443	3,105
Bayelsa	434	577	1,011	527	456	983	396	415	811	402	396	798
Benue	4,009	3,817	7,826	2,703	2,665	5,368	2,130	2,116	4,246	1,693	1,624	3,317
Borno	515	564	1,079	720	719	1,439	678	690	1,368	537	624	1,161
Cross-River	673	687	1,360	672	639	1,311	598	589	1,187	527	496	1,023
Delta	1,093	974	2,067	1,281	1,135	2,416	1,312	1,259	2,571	1,257	1,180	2,437
Ebonyi	958	968	1,926	1,015	923	1,938	775	881	1,656	741	735	1,476
Edo	768	744	1,512	794	753	1,547	915	784	1,699	928	761	1,689

Ekiti	252	206	458	365	298	663	285	208	493	253	189	442
Enugu	334	284	618	307	219	526	303	276	579	368	287	655
FCT-Abuja	460	455	915	519	488	1,007	518	479	997	516	450	966
Gombe	674	637	1,311	950	779	1,729	707	573	1,280	694	512	1,206
Imo	200	158	358	882	873	1,755	922	1,961	2,883	903	906	1,809
Jigawa	340	383	723	525	565	1,090	615	578	1,193	455	467	922
Kaduna	6,071	5,630	11,701	4,661	4,654	9,315	4,413	4,385	8,798	3,642	3,417	7,059
Kano	1,954	2,282	4,236	2,417	2,425	4,842	2,284	2,068	4,352	1,827	1,718	3,545
Katsina	735	645	1,380	1,456	1,436	2,892	1,351	1,224	2,575	1,272	1,133	2,405
Kebbi	991	776	1,767	1,061	868	1,929	813	702	1,515	703	579	1,282
Kogi	664	662	1,326	666	659	1,325	609	659	1,268	539	526	1,065
Kwara	305	203	508	248	223	471	189	182	371	225	238	463
Lagos	1,058	964	2,022	1,263	1,188	2,451	1,718	1,188	2,906	1,599	1,487	3,086
Nasarawa	626	589	1,215	772	797	1,569	713	695	1,408	645	674	1,319
Niger	1,681	1,322	3,003	1,996	1,581	3,577	1,712	1,418	3,130	1,557	1,283	2,840
Ogun	367	196	563	270	221	491	348	272	620	311	285	596
Ondo	823	784	1,607	2,130	1,387	3,517	1,256	1,140	2,396	1,531	1,138	2,669
Osun	194	210	404	206	166	372	195	169	364	167	172	339
Oyo	580	572	1,152	1,417	1,474	2,891	1,161	1,226	2,387	1,199	1,213	2,412
Plateau	1,275	1,288	2,563	1,481	1,449	2,930	1,317	1,325	2,642	1,095	1,136	2,231
Rivers	485	542	1,027	511	469	980	478	505	983	485	462	947
Sokoto	813	695	1,508	1,813	1,385	3,198	1,706	1,236	2,942	1,604	1,121	2,725
Taraba	1,160	1,007	2,167	1,705	1,723	3,428	1,448	1,433	2,881	1,811	1,294	3,105
Yobe	218	269	487	220	236	456	191	230	421	185	169	354
Zamfara	759	587	1,346	1,257	895	2,152	1,092	808	1,900	834	696	1,530
National	36,186	34,346	70,532	43,746	40,109	83,855	39,389	37,877	77,266	36,596	32,958	69,554

Table 4.48- Number of Repeaters of Primaries Five and Six in Public and Private schools in States

State	Primary Five			Primary Six			Total		Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Abia	247	240	487	183	175	358	1,354	1,216	2,570
Adamawa	1,036	1,014	2,050	977	777	1,754	6,820	6,314	13,134
Akwa-Ibom	2,423	2,490	4,913	1,754	1,715	3,469	12,887	12,993	25,880
Anambra	557	542	1,099	380	408	788	3,350	2,896	6,246
Bauchi	1,452	1,321	2,773	1,243	1,170	2,413	9,826	9,256	19,082
Bayelsa	380	372	752	162	167	329	2,301	2,383	4,684
Benue	1,284	1,082	2,366	662	530	1,192	12,481	11,834	24,315
Borno	578	515	1,093	577	594	1,171	3,605	3,706	7,311
Cross-River	359	327	686	209	191	400	3,038	2,929	5,967
Delta	1,266	1,198	2,464	931	955	1,886	7,140	6,701	13,841
Ebonyi	706	735	1,441	428	448	876	4,623	4,690	9,313
Edo	723	674	1,397	553	515	1,068	4,681	4,231	8,912
Ekiti	178	152	330	125	122	247	1,458	1,175	2,633
Enugu	353	268	621	205	200	405	1,870	1,534	3,404
Fct-Abuja	400	369	769	146	137	283	2,559	2,378	4,937
Gombe	522	472	994	384	349	733	3,931	3,322	7,253
Imo	939	992	1,931	839	757	1,596	4,685	5,647	10,332
Jigawa	599	488	1,087	583	495	1,078	3,117	2,976	6,093

State	Primary Five			Primary Six			Total		Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Kaduna	2,759	3,075	5,834	2,242	1,927	4,169	23,788	23,088	46,876
Kano	1,651	1,580	3,231	2,088	2,390	4,478	12,221	12,463	24,684
Katsina	1,331	1,158	2,489	956	893	1,849	7,101	6,489	13,590
Kebbi	623	501	1,124	806	514	1,320	4,997	3,940	8,937
Kogi	479	476	955	280	284	564	3,237	3,266	6,503
Kwara	189	164	353	187	189	376	1,343	1,199	2,542
Lagos	1,446	1,334	2,780	864	826	1,690	7,948	6,987	14,935
Nasarawa	589	581	1,170	315	306	621	3,660	3,642	7,302
Niger	1,172	923	2,095	733	646	1,379	8,851	7,173	16,024
Ogun	296	241	537	136	132	268	1,728	1,347	3,075
Ondo	1,579	1,190	2,769	1,008	1,102	2,110	8,327	6,741	15,068
Osun	139	122	261	161	190	351	1,062	1,029	2,091
Oyo	1,165	1,209	2,374	957	977	1,934	6,479	6,671	13,150
Plateau	873	909	1,782	441	447	888	6,482	6,554	13,036
Rivers	367	422	789	202	293	495	2,528	2,693	5,221
Sokoto	1,199	822	2,021	972	688	1,660	8,107	5,947	14,054
Taraba	1,118	1,090	2,208	600	526	1,126	7,842	7,073	14,915
Yobe	164	178	342	152	212	364	1,130	1,294	2,424
Zamfara	978	788	1,766	788	611	1,399	5,708	4,385	10,093
National	32,119	30,014	62,133	24,229	22,858	47,087	212,265	198,162	410,427

4.14 Conclusion

This chapter presented an analysis of data collected from the NPA on enrolment, drop-out, transition and transfer in public and private primary schools in Nigeria. The analysis was done under the broad headings of national, zonal and state as units of analysis as well as school type, gender, age and school location. The analysis revealed a total enrolment of over 27.9 million learners with males constituting 52 percent and females 48 percent giving a GPI of .95. Despite the seeming high enrolment, evidence from Chapter Six (Access to Basic Education) indicates that primary school enrolment is not optimal yet as only 27.9 million children were on roll out of a projected population of 40.8 million 6-11 year old children. The implication is that close to 13 million children of primary school age are not yet enrolled. Hence, efforts need to be made through the establishment of more primary schools, expansion of infrastructure in already existing schools, recruitment and deployment of more teachers and public enlightenment of parents and other stakeholders.

CHAPTER FIVE: ENROLMENT IN JUNIOR SECONDARY SCHOOLS

5.1 Introduction

This chapter presents findings on enrolment, dropout, and transfer in and out of public and private junior secondary schools (JSS) in Nigeria. The analyses and discussions are done based on national, zonal and states by school type (public or private), gender, age and school location (urban or rural).

5.2 National Enrolment in Public Junior Secondary Schools

Information from Table 5.1 indicates that the NPA captured 5,189,093 learners on roll in public junior secondary schools across Nigeria.

5.2.1 Enrolment by Age

The statutory age for admission of learners in JS 1 is 12 years.[5] However, for various reasons schools enrol children who have not attained the age of twelve in JS 1. Such children are referred to as under-aged. Over-aged children, that is, children aged 15 years and beyond, are found in the junior secondary school system sometimes due to failure to enrol when they attained the age of twelve, sickness, movement of parents, dropping out of school and returning to school later. Data from Table 5.1 reveals that 72.1 percent of the 5.2 million learners on roll fell within the official JS school age (12-14), while 11.3 percent and 16.6 percent were under-aged and over-aged respectively.

Table 5.1 Enrolment by Age in Public JS Schools

	Below 12 Years	Percent	12-14 Years	Percent	Above 14 Years	Percent	Total	Percent
Male	289,618	10.7	1,962,326	72.3	461,719	17.0	2,713,663	100.0
Female	299,151	12.1	1,778,507	71.8	397,772	16.1	2,475,430	100.0
Total	588,769	11.3	3,740,833	72.1	859,491	16.6	5,189,093	100.0

5.2.2 Enrolment by Gender

Figure 5.1 and Table 5.2 reveal the gender configuration of the enrolment in public JS schools. Figure 5.1 indicates that while boys had higher enrolment for the official age children and over-aged learners, girls had an edge over under-aged learners. Table 5.2 indicates that males constituted 52.3 percent of learners on roll, while females made up 47.7 percent.

[5] Federal Republic of Nigeria (2014). National Policy on Education. Lagos: NERDC Press.

Figure 5.1 Enrolment by Age and Gender in Public JS Schools

Table 5.2 Enrolment by Gender in Public JS Schools

	Male	Percent	Female	Percent	Total	Percent
ENROLMENT	2,713,663	52.3	2,475,430	47.7	5,189,093	100.0

5.3.3 Enrolment by Location

The distribution of pupils by location in Figure 5.2 shows that urban schools accounted for 52.3 percent of the overall public JSS enrolment of 5.2 million learners, while rural schools accounted for the balance of 47.7 percent.

Figure 5.2 Percentage Enrolment by Location in Public JS Schools

5.3 Enrolment in Private Junior Secondary Schools

Table 5.3 indicates that there were 1,652,860 learners in private junior secondary schools in Nigeria. The private secondary schools complement the public schools in terms of education provision.

5.3.1 Enrolment by Age

Table 5.3 shows that about 70 percent of the learners were within the official JSS age, while the remaining 30 percent were either under-aged or over-aged. The desire of many parents to have their children finish secondary school as early as possible might be the driver for the high under-aged share of enrolment (19.5 percent).

Table 5.3 Enrolment by Age in Private Junior Secondary Schools

	Below 12 Years	Percent	12-14 Years	Percent	Above 14 Years	Percent	Total
MALE	155,879	18.9	576,268	70.0	90,825	11.0	822,972
FEMALE	166,754	20.1	577,078	69.5	86,056	10.4	829,888
TOTAL	322,633	19.5	1,153,346	69.8	176,881	10.7	1,652,860

5.3.2 Enrolment by Gender

Figure 5.3 shows that enrolment in private junior secondary schools was slightly in favour of girls at 50.2 percent compared to 49.8 percent for boys. This was the reverse of the situation for public junior secondary schools, where boys had a slight edge over girls in enrolment. The higher enrolment for girls in private junior secondary schools could be because a majority of learners are likely from more educated and affluent homes who already appreciate the value of girls' education.

Figure 5.3 Enrolment by Gender in Private JS Schools

5.3.3 Enrolment by Location

Figure 5.4 displays the urban-rural dichotomy in enrolment. It shows that urban private JS schools had a larger share of enrolment at 56.4 percent compared to the rural schools' share of 43.6 percent, even though overall, research showed that there were more schools in rural areas. (See Table 4.2)

Figure 5.4 Enrolment by Location in Private Junior Secondary Schools

5.4 Combined Public and Private Schools Enrolment

Table 5.4 reveals a total enrolment of 6,841,953 learners in both public and private junior secondary schools in Nigeria.

5.4.1 Enrolment by Age

Data from Table 5.4 reveal that learners within the official JS age bracket constituted 71.6 percent of learners on roll translating into 4,894,179 of the 6,841,953 learners enrolled in both types of junior secondary schools. The overall under-aged enrolment was 911,402 out of which 445,497 were males, while 465,905 were females. The over-aged enrolment was 1,036,372. The male over-aged enrolment was 552,544, while the female over-aged enrolment was 483,828.

Table 5.4 Enrolment by Age in both Public and Private JS Schools

Indicator	PUBLIC AND PRIVATE							
	<12 Yrs	Percent	12-14 Yrs	Percent	>14 Yrs	Percent	Total	Percent
Male	445,497	12.4	2,538,594	72.0	552,544	15.6	3,536,635	100.0
Female	465,905	14.1	2,355,585	71.3	483,828	14.6	3,305,318	100.0
Total Learners	911,402	13.3	4,894,179	71.6	1,036,372	15.1	6,841,953	100.0

5.4.2 Enrolment by Gender

As can be seen in Table 5.4, there were 3,536,635 males and 3,305,318 females in the combined public and private junior secondary schools. The male enrolment exceeded that of the female by 231,317 learners.

Figure 5.5: Combined Public and Private JS Schools Enrolment by Gender

5.4.3 Enrolment by Location

Table 5.5 shows that urban enrolment was 3,647,166, while rural enrolment was 3,194,787. In terms of proportion, rural schools made up 46.7 percent of learners, leaving urban schools a larger share of 53.3 percent.

Table 5.5 Enrolment by location in Public and Private JSS

Indicator	Enrolment	Percentage
Urban	3,647,166	53.3
Rural	3,194,787	46.7
National	6,841,953	100

5.5 Zonal Enrolment in Public JS Schools

Table 5.6 shows the zonal profile of enrolment in public junior secondary schools by age.

5.5.1 Enrolment in Zones by Age

Data from Table 5.7 indicate that the North-West zone had the highest figure of 1,062,574 for official age enrolment. For under-aged enrolment, the South-West zone had the highest enrolment of 165,149. The North-West also had the highest over-aged enrolment of 268,674. The North-East zone had the lowest under age and official age enrolments of 50,888 and 459,312 respectively. The South-South zone had the lowest over-aged enrolment of 93,869.

Table 5.6 Enrolment in Zones by Age in Public JS Schools

Zone	Below 12 Years	12-14 Years	Above 14 Years	Total
North-Central	76,536	461,034	108,333	645,903
North-East	50,888	459,312	124,089	634,289
North-West	112,956	1,062,574	268,674	1,444,204
South-East	67,136	498,003	96,183	661,322
South-South	116,104	512,099	93,869	722,072
South-West	165,149	747,811	168,343	1,081,303
National	588,769	3,740,833	859,491	5,189,093

5.5.2 Enrolment in Zones by Gender

Table 5.7 provides information on zonal enrolment by gender. The table reveals that the northern zones (North-Central, North-East and North-West) had more males on roll than

females. The southern zones (South-East, South-South and South-West) revealed the exact opposite— junior secondary schools had more girls than boys.

Table 5.7 Enrolment in Zones by Gender in Public junior secondary schools

Zone	Public					
	Male	Percent	Female	Percent	Total	Percent
North-Central	343,948	53.3	301,891	46.7	645,839	65.8
North-East	352,496	55.6	281,787	44.4	634,283	81.9
North-West	809,705	56.1	634,499	43.9	1,444,204	88.3
South-East	323,204	48.9	338,118	51.1	661,322	71.5
South-South	347,071	48.1	375,001	51.9	722,072	68.7
South-West	536,772	49.7	544,109	50.3	1,080,881	73.4
National	2,713,196	52.3	2,475,405	47.7	5,188,601	100.0

5.5.3 Enrolment in Public JS in Zones by Location

As Table 5.8 shows, in three zones (North-East, North-West and South-West), enrolment was tilted in favour of urban schools with South-West leading the pack at 73.5 percent. In the other three zones (North-Central, South-East and South-South), rural schools had higher enrolment with South-East leading at 66.5 percent.

Table 5.8 Enrolment in Zones by Location in Public JS Schools

Zone	Location				
	Urban	Percent Urban	Rural	Percent Rural	Total
North-Central	311,540	48.2	334,363	51.8	645,903
North-East	320,259	50.4	314,030	49.6	634,289
North-West	724,820	50.1	719,384	49.9	1,444,204
South-East	221,289	33.5	440,033	66.5	661,322
South-South	342,238	47.4	379,834	52.6	722,072
South-West	795,325	73.5	285,978	26.5	1,081,303
National	2,715,471	52.4	2,473,622	47.6	5,189,093

5.6 Zonal Enrolment in Private junior secondary schools

5.6.1 Enrolment by Age

The zonal profile for enrolment in private junior secondary schools by age as shown in Table 6.9 below indicates that the South-West zone had both the highest enrolment for official age at 257,763 learners and for under-aged learners at 109,137. The North-Central had the highest over-aged enrolment of 46,005. The North-East zone had the lowest enrolments for both under-aged, official, and over-aged learners at 15,435, 100,645 and 23,960 respectively.

Table 5.9 Enrolment by Age and Zones in Private JS Schools

Zone	Below 12 Years	12-14 Years	Above 14 Years	Total
North-Central	59,573	230,029	46,005	335,607
North-East	15,435	100,645	23,960	140,040
North-West	22,668	142,218	27,020	191,906
South-East	37,409	196,104	30,500	264,013
South-South	78,411	226,587	24,623	329,621
South-West	109,137	257,763	24,773	391,673
National	322,633	1,153,346	176,881	1,652,860

5.6.2 Enrolment by Gender

Information in Table 5.10 shows that the three northern zones had larger male enrolment. The reverse was, however, the case in the three southern zones where enrolment was slightly in favour of females.

Table 5.10 Enrolment in Zones by Gender in Private junior secondary schools

Zone	Private					
	Male	Percent	Female	Percent	Total	Percent
North-Central	170,460	50.8	165,147	49.2	335,607	100.0
North-East	70,226	50.1	69,814	49.9	140,040	100.0
North-West	100,002	52.1	91,904	47.9	191,906	100.0
South-East	129,576	49.1	134,437	50.9	264,013	100.0
South-South	161,342	48.9	168,279	51.1	329,621	100.0
South-West	191,366	48.9	200,307	51.1	391,673	100.0
National	822,972	100.0	829,888	100.0	1,652,860	100.0

5.6.3 Enrolment in Zones by Location in Private JS Schools

Data from Table 5.11 below reveals that private schooling at the JS level was largely an urban phenomenon in the North-East, North-West and South-West zones, each with a very high enrolment. However, in the rural areas of the South-East and South-South zones there was higher enrolment than in urban schools.

Table 5.11 Enrolment in Zones by Location in Private JS Schools

Zone	Location				
	Urban	Percent Urban	Rural	Percent Rural	Total
North-Central	169,906	50.6	165,701	49.4	335,607
North-East	96,970	69.2	43070	31.8	140,040
North-West	145,931	76.0	45975	24.0	191,906
South-East	85,480	32.4	178,533	67.6	264,013
South-South	160,592	48.7	169,029	51.3	329,621
South-West	272,816	69.7	118,857	30.3	391,673
National	931,695	56.4	721,165	44.6	1,652,860

5.7 Enrolment in Public JS Schools by State

Public JS schools' enrolment for public primary schools in states was analysed by age, gender and location.

5.7.1 Enrolment in States by Age in Public JS Schools

Table 5.12 below indicates that Kano State had the highest enrolment of 402,941, and Bayelsa State the lowest (32,790 learners).

Table 5.12 Enrolment by Age and States in Public JS Schools

STATE	BELOW 12 YEARS	12-14 YEARS	ABOVE 14 YEARS	TOTAL
ABIA	4,136	24,965	4,558	33,659
ADAMAWA	13,392	88,069	29,557	131,018
AKWA-IBOM	52,626	163,335	22,984	238,945
ANAMBRA	10,372	66,675	16,408	93,455
BAUCHI	13,269	131,489	27,480	172,238
BAYELSA	4,844	23,579	4,367	32,790
BENUE	5,982	51,663	15,421	73,066
BORNO	5,989	70,597	17,281	93,867

STATE	BELOW 12 YEARS	12-14 YEARS	ABOVE 14 YEARS	TOTAL
CROSS-RIVER	13,245	50,406	8,682	72,333
DELTA	20,220	113,855	23,492	157,567
EBONYI	5,899	63,954	18,242	88,095
EDO	11,322	81,297	15,899	108,518
EKITI	9,254	37,770	5,519	52,543
ENUGU	8,167	54,375	8,456	70,998
FCT-ABUJA	19,016	89,399	24,838	133,253
GOMBE	5,969	68,105	20,871	94,945
IMO	38,562	288,034	48,519	375,115
JIGAWA	9,908	120,600	26,915	157,423
KADUNA	20,380	187,576	62,627	270,583
KANO	34,049	294,096	74,796	402,941
KATSINA	19,454	223,596	47,746	290,796
KEBBI	8,320	101,272	22,845	132,437
KOGI	5,483	27,910	6,516	39,909
KWARA	12,595	80,460	15,065	108,120
LAGOS	63,213	236,438	63,980	363,631
NASARAWA	7,668	49,076	10,343	67,087
NIGER	20,091	124,196	26,044	170,331
OGUN	29,610	154,079	38,465	222,154
ONDO	25,369	86,019	13,555	124,943
OSUN	11,783	84,509	14,510	110,802
OYO	25,920	148,996	32,314	207,230
PLATEAU	5,701	38,330	10,106	54,137
RIVERS	13,847	79,627	18,445	111,919
SOKOTO	11,753	71,001	17,320	100,074
TARABA	6,596	35,400	9,621	51,617
YOBE	5,673	65,652	19,279	90,604
ZAMFARA	9,092	64,433	16,425	89,950
TOTAL	588,769	3,740,833	859,491	5,189,093

5.7.2 Enrolment in States by Gender in Public JS Schools

Table 5.13 shows that as many as 25 states had more female than male enrolments. The remaining 11 states and the FCT varied one way or another in their gender composition.

Table 5.13 Public JS Schools Enrolment in States by Gender

State	Male	Percent	Female	Percent	Total
ABIA	14,386	42.7	19,273	57.3	33,659
ADAMAWA	69,964	53.4	61,054	46.6	131,018
AKWA-IBOM	110,815	46.4	128,130	53.6	238,945
ANAMBRA	45,880	49.1	47,575	50.9	93,455
BAUCHI	99,175	57.6	73,063	42.4	172,238
BAYELSA	16,930	51.6	15,860	48.4	32,790
BENUE	38,802	53.1	34,264	46.9	73,066
BORNO	49,620	52.9	44,247	47.1	93,867
CROSS-RIVER	35,902	49.6	36,431	50.4	72,333
DELTA	78,184	49.6	79,383	50.4	157,567
EBONYI	41,715	47.4	46,380	52.6	88,095
EDO	52,493	48.4	56,025	51.6	108,518
EKITI	26,742	50.9	25,801	49.1	52,543
ENUGU	32,924	46.4	38,074	53.6	70,998
FCT-ABUJA	64,379	48.3	68,874	51.7	133,253
GOMBE	53,309	56.1	41,636	43.9	94,945
IMO	188,299	50.2	186,816	49.8	375,115
JIGAWA	89,314	56.7	68,109	43.3	157,423
KADUNA	140,742	52.0	129,841	48.0	270,583
KANO	211,338	52.4	191,603	47.6	402,941
KATSINA	163,053	56.1	127,743	43.9	290,796
KEBBI	85,900	64.9	46,537	35.1	132,437
KOGI	20,970	52.5	18,939	47.5	39,909
KWARA	55,863	51.7	52,257	48.3	108,120
LAGOS	178,316	49.0	185,315	51.0	363,631
NASARAWA	36,584	54.5	30,503	45.5	67,087
NIGER	99,630	58.5	70,701	41.5	170,331
OGUN	112,157	50.5	109,997	49.5	222,154
ONDO	63,703	51.0	61,240	49.0	124,943
OSUN	55,450	50.0	55,352	50.0	110,802
OYO	100,826	48.7	106,404	51.3	207,230
PLATEAU	27,765	51.3	26,372	48.7	54,137
RIVERS	52,747	47.1	59,172	52.9	111,919
SOKOTO	60,496	60.5	39,578	39.5	100,074
TARABA	29,673	57.5	21,944	42.5	51,617
YOBE	50,755	56.0	39,849	44.0	90,604
ZAMFARA	58,862	65.4	31,088	34.6	89,950
TOTAL	2,713,663	52.3	2,475,430	47.7	5,189,093

5.7.3 Public JS Schools Enrolment in States by Location

Table 5.14 shows that across the nation, there was limited discrepancy between urban (52.3%) and rural areas (47.7%) in JSS enrolment, though states such as Borno, Ebonyi and Ekiti showed conspicuous difference between urban and rural enrolment. Education above the primary is generally an urban phenomenon in Nigeria.

Table 5.14 Public JS Schools Enrolment in States by Location

State	Urban	Percent	Rural	Percent	Total
ABIA	13,564	40.3	20,095	59.7	33,659
ADAMAWA	56,096	42.8	74,922	57.2	131,018
AKWA-IBOM	108,402	45.4	130,543	54.6	238,945
ANAMBRA	48,971	52.4	44,484	47.6	93,455
BAUCHI	64,133	37.2	108,105	62.8	172,238
BAYELSA	10,539	32.1	22,251	67.9	32,790
BENUE	25,565	35.0	47,501	65.0	73,066
BORNO	66,543	70.9	27,324	29.1	93,867
CROSS-RIVER	31,146	43.1	41,187	56.9	72,333
DELTA	76,126	48.3	81,441	51.7	157,567
EBONYI	14,699	16.7	73,396	83.3	88,095
EDO	57,940	53.4	50,578	46.6	108,518
EKITI	38,140	72.6	14,403	27.4	52,543
ENUGU	27,315	38.5	43,683	61.5	70,998
FCT-ABUJA	82,192	61.7	51,061	38.3	133,253
GOMBE	48,237	50.8	46,708	49.2	94,945
IMO	116,740	31.1	258,375	68.9	375,115
JIGAWA	85,092	54.1	72,331	45.9	157,423
KADUNA	138,625	51.2	131,958	48.8	270,583
KANO	194,727	48.3	208,214	51.7	402,941
KATSINA	140,907	48.5	149,889	51.5	290,796
KEBBI	67,257	50.8	65,180	49.2	132,437
KOGI	10,277	25.8	29,632	74.2	39,909
KWARA	69,680	64.4	38,440	35.6	108,120
LAGOS	288,707	79.4	74,924	20.6	363,631
NASARAWA	28,366	42.3	38,721	57.7	67,087
NIGER	79,614	46.7	90,717	53.3	170,331
OGUN	154,528	69.6	67,626	30.4	222,154
ONDO	82,103	65.7	42,840	34.3	124,943
OSUN	82,394	74.4	28,408	25.6	110,802
OYO	149,453	72.1	57,777	27.9	207,230
PLATEAU	15,846	29.3	38,291	70.7	54,137

State	Urban	Percent	Rural	Percent	Total
RIVERS	58,085	51.9	53,834	48.1	111,919
SOKOTO	46,359	46.3	53,715	53.7	100,074
TARABA	23,495	45.5	28,122	54.5	51,617
YOBE	61,755	68.2	28,849	31.8	90,604
ZAMFARA	51,853	57.6	38,097	42.4	89,950
National	2,715,471	52.3	2,473,622	47.7	5,189,093

5.8 Enrolment in Private JS Schools by State

This section presents private junior secondary schools' enrolments in states under three broad headings-- age, gender and location.

5.8.1 Enrolment in States by Age in Private JS Schools

Table 5.15 reveals that Imo State had the highest enrolment of 78.4 percent of its total enrolment within the official JSS age range, while FCT had the lowest in this category at 59.1 percent. The FCT also had the highest under-age enrolment with 36.8 percent, while Borno, Katsina and Yobe states had the lowest under age enrolment at 8.1 percent each. For the over age category, Jigawa State had the highest at 25.5 percent of its enrolment, while the FCT recorded the lowest for that category at 4.1 percent.

Table 5.15 Private JS Schools Enrolment in States by Age

State	Below 12 Years	Percent	12 - 14 Years	Percent	Above 14 Years	Percent	Total
Abia	9,931	19.2	36,904	71.2	4,998	9.6	51,833
Adamawa	2,632	12.3	15,303	71.3	3,529	16.4	21,464
Akwa-Ibom	19,259	21.8	61,652	69.7	7,550	8.5	88,461
Anambra	9,945	14.2	50,330	71.8	9,774	14.0	70,049
Bauchi	2,956	12.0	16,479	66.8	5,233	21.2	24,668
Bayelsa	4,057	23.8	11,722	68.7	1,278	7.5	17,057
Benue	12,484	13.7	62,003	67.8	16,932	18.5	91,419
Borno	1,575	8.1	14,808	76.6	2,961	15.3	19,344
Cross-River	13,073	28.5	28,599	62.4	4,136	9.0	45,808
Delta	13,217	22.6	41,293	70.5	4,072	7.0	58,582
Ebonyi	5,276	11.2	35,117	74.7	6,635	14.1	47,028
Edo	13,682	20.0	49,870	73.0	4,722	6.9	68,274
Ekiti	4,261	32.8	8,095	62.3	647	5.0	13,003
Enugu	3,779	13.6	21,034	75.5	3,053	11.0	27,866

State	Below 12 Years	Percent	12 - 14 Years	Percent	Above 14 Years	Percent	Total
FCT-Abuja	5,666	36.8	9,099	59.1	637	4.1	15,402
Gombe	1,975	11.2	13,046	74.0	2,609	14.8	17,630
Imo	8,478	12.6	52,719	78.4	6,040	9.0	67,237
Jigawa	344	8.9	2,551	65.7	990	25.5	3,885
Kaduna	7,957	15.8	35,738	70.9	6,691	13.3	50,386
Kano	5,926	11.8	38,074	76.1	6,020	12.0	50,020
Katsina	4,303	8.1	40,651	76.3	8,299	15.6	53,253
Kebbi	938	8.5	8,669	78.3	1,463	13.2	11,070
Kogi	6,847	18.2	27,166	72.4	3,528	9.4	37,541
Kwara	6,923	27.2	16,712	65.7	1,814	7.1	25,449
Lagos	44,879	30.5	94,627	64.4	7,505	5.1	147,011
Nasarawa	10,702	21.9	33,404	68.3	4,806	9.8	48,912
Niger	5,719	17.9	22,689	71.2	3,467	10.9	31,875
Ogun	23,900	28.9	54,789	66.2	4,046	4.9	82,735
Ondo	7,495	22.5	22,352	67.1	3,483	10.5	33,330
Osun	9,446	22.1	28,919	67.8	4,315	10.1	42,680
Oyo	19,156	26.3	48,981	67.2	4,777	6.6	72,914
Plateau	11,232	13.2	58,956	69.4	14,821	17.4	85,009
Rivers	15,123	29.4	33,451	65.0	2,865	5.6	51,439
Sokoto	1,261	14.6	6,526	75.5	860	9.9	8,647
Taraba	5,416	11.7	32,786	71.1	7,922	17.2	46,124
Yobe	881	8.1	8,223	76.1	1,706	15.8	10,810
Zamfara	1,939	13.2	10,009	68.3	2,697	18.4	14,645
National	322,633	19.5	1,153,346	69.8	176,881	10.7	1,652,860

5.8.2 Enrolment in States by Gender in Private JS Schools

Table 5.16 shows that 19 states had more female than male enrolments; two states, Edo and Ekiti, had equal gender representation while the remaining states had more male enrolments than female.

Table 5.16 Private JS Schools Enrolment in States by Gender

State	Male	Percent	Female	Percent	Total
Abia	24,873	48.0	26,960	52.0	51,833
Adamawa	10,776	50.2	10,688	49.8	21,464
Akwa-Ibom	43,168	48.8	45,293	51.2	88,461
Anambra	34,617	49.4	35,432	50.6	70,049
Bauchi	11,984	48.6	12,684	51.4	24,668
Bayelsa	8,076	47.3	8,981	52.7	17,057
Benue	46,870	51.3	44,549	48.7	91,419
Borno	9,351	48.3	9,993	51.7	19,344
Cross-River	22,586	49.3	23,222	50.7	45,808
Delta	28,411	48.5	30,171	51.5	58,582
Ebonyi	23,216	49.4	23,812	50.6	47,028
Edo	34,137	50.0	34,137	50.0	68,274
Ekiti	6,501	50.0	6,502	50.0	13,003
Enugu	14,109	50.6	13,757	49.4	27,866
Fct-Abuja	7,445	48.3	7,957	51.7	15,402
Gombe	9,193	52.1	8,437	47.9	17,630
Imo	32,761	48.7	34,476	51.3	67,237
Jigawa	1,849	47.6	2,036	52.4	3,885
Kaduna	25,485	50.6	24,901	49.4	50,386
Kano	26,863	53.7	23,157	46.3	50,020
Katsina	27,862	52.3	25,391	47.7	53,253
Kebbi	5,775	52.2	5,295	47.8	11,070
Kogi	18,911	50.4	18,630	49.6	37,541
Kwara	13,309	52.3	12,140	47.7	25,449
Lagos	71,582	48.7	75,429	51.3	147,011
Nasarawa	24,650	50.4	24,262	49.6	48,912
Niger	16,251	51.0	15,624	49.0	31,875
Ogun	40,486	48.9	42,249	51.1	82,735
Ondo	16,333	49.0	16,997	51.0	33,330
Osun	20,981	49.2	21,699	50.8	42,680
Oyo	35,483	48.7	37,431	51.3	72,914
Plateau	43,024	50.6	41,985	49.4	85,009
Rivers	24,964	48.5	26,475	51.5	51,439
Sokoto	4,422	51.1	4,225	48.9	8,647
Taraba	23,978	52.0	22,146	48.0	46,124
Yobe	4,944	45.7	5,866	54.3	10,810
Zamfara	7,746	52.9	6,899	47.1	14,645
National	822,972	49.8	829,888	50.2	1,652,860

5.8.3 Enrolment in States by Location in Private JS Schools

Table 5.17 indicates that Sokoto State had the highest enrolment in urban private JS schools (97.2 percent), while Imo State had the highest rural enrolment (80.4 percent.)

Table 5.17 Enrolment in States by Location in Private JS Schools

State	Urban	Percent	Rural	Percent	Total
Abia	19,539	37.7	32,294	62.3	51,833
Adamawa	17,267	80.4	4,197	19.6	21,464
Akwa-Ibom	24,362	27.5	64,099	72.5	88,461
Anambra	33,212	47.4	36,837	52.6	70,049
Bauchi	16,841	68.3	7,827	31.7	24,668
Bayelsa	13,277	77.8	3,780	22.2	17,057
Benue	37,179	40.7	54,240	59.3	91,419
Borno	17,999	93.0	1,345	7.0	19,344
Cross-River	17,279	37.7	28,529	62.3	45,808
Delta	38,927	66.4	19,655	33.6	58,582
Ebonyi	9,874	21.0	37,154	79.0	47,028
Edo	34,384	50.4	33,890	49.6	68,274
Ekiti	8,368	64.4	4,635	35.6	13,003
Enugu	9,703	34.8	18,163	65.2	27,866
Fct-Abuja	11,290	73.3	4,112	26.7	15,402
Gombe	11,325	64.2	6,305	35.8	17,630
Imo	13,152	19.6	54,085	80.4	67,237
Jigawa	3,710	95.5	175	4.5	3,885
Kaduna	37,809	75.0	12,577	25.0	50,386
Kano	42,241	84.4	7,779	15.6	50,020
Katsina	30,317	56.9	22,936	43.1	53,253
Kebbi	9,700	87.6	1,370	12.4	11,070
Kogi	14,170	37.7	23,371	62.3	37,541
Kwara	19,453	76.4	5,996	23.6	25,449
Lagos	114,168	77.7	32,843	22.3	147,011

State	Urban	Percent	Rural	Percent	Total
Nasarawa	32,309	66.1	16,603	33.9	48,912
Niger	22,212	69.7	9,663	30.3	31,875
Ogun	53,650	64.8	29,085	35.2	82,735
Ondo	13,522	40.6	19,808	59.4	33,330
Osun	29,413	68.9	13,267	31.1	42,680
Oyo	53,695	73.6	19,219	26.4	72,914
Plateau	33,293	39.2	51,716	60.8	85,009
Rivers	32,363	62.9	19,076	37.1	51,439
Sokoto	8,402	97.2	245	2.8	8,647
Taraba	23,323	50.6	22,801	49.4	46,124
Yobe	10,215	94.5	595	5.5	10,810
Zamfara	13,752	93.9	893	6.1	14,645
Total	931,695	56.4	721,165	43.6	1,652,860

5.9 Transfer-in

5.9.1 Public and Private JS Schools Transfer-in by Class and Gender

The total number of transfer-in for both public and private JSS nation-wide was 497,805 as seen in Table 6.18 below.

5.9.2 Transfer-in in Public and Private JS Schools in Zone by Class and Gender

Table 5.18 shows that the North-Central zone had 77,675 transfers-in for both public and private JS schools. The North-East had 26,660 transfers-in, while North-West zone had 51,181 transfers-in. The number of transfers-in in the South-East zone was 94,521. The South-South had 102,265 transfers-in, while the South-West recorded 145,503 transfers-in.

Table 5.18 Transfer-in in Public and Private Junior Secondary Schools in Zones by Class and Gender

Zone	JS I						JS 2						JS 3						Total Public And Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	percent		
North-Central	21,070	50.42	20,723	49.58	41,793	53.8	10,621	50.5	10,420	49.5	21,041	27.1	7,670	51.7	7,171	48.3	14,841	19.1	77,675	100.0
North-East	5,069	70.78	2,093	29.22	7,162	35.9	4,854	51.0	4,658	49.0	9,512	35.7	4,036	53.2	3,553	46.8	7,589	28.5	26,660	100.0
North-West	12,899	77.86	3,667	22.14	16,566	46.6	8,191	52.7	7,360	47.3	15,551	30.4	5,915	50.1	5,888	49.9	11,803	23.1	51,181	100.0
South-East	27,181	71.96	10,590	28.04	37,771	57.4	12,694	54.2	10,746	45.8	23,440	24.8	8,608	51.0	8,264	49.0	16,872	17.9	94,521	100.0
South-South	27,761	72.27	10,652	27.73	38,413	54.2	12,049	48.8	12,640	51.2	24,689	24.1	11,338	51.1	10,839	48.9	22,177	21.7	102,265	100.0
South-West	49,842	79.68	12,707	20.32	62,549	68.8	14,366	50.7	13,985	49.3	28,351	19.5	8,539	50.0	8,525	50.0	17,064	11.7	145,503	100.0
National	143,822	70.41	60,432	29.59	204,254	57.2	62,775	51.2	59,809	48.8	122,584	24.6	46,106	51.0	44,240	49.0	90,346	18.1	497,805	100.0

5.9.3 Transfer-in in Public and Private JS Schools in States by Class and Gender

Table 5.19 shows that in JS 1, Zamfara State had the highest percentage transfer-in of 70 percent for male, and Enugu State the highest female transfers –in in JS 1 of 57.1 percent. For JS2, Zamfara State had 69.8 percent JS2 male transfer-in, while Rivers State had 53.5 percent of its JS2 transfer-in as females. In JS3, Zamfara State had 67.7 percent of its JS3 transfer-in as males, while Abia State had 56.6 percent of its JS3 transfer-in as females.

Table 5.19 Transfer-in in Public and Private Junior Secondary by State, Class and Gender

STATE	JS I						JS 2						JS 3						Total Public And Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
ABIA	3,085	47.3	3,435	52.7	6,520	58.8	1,156	47.1	1,299	52.9	2,455	22.2	914	43.4	1,193	56.6	2,107	19.0	11,082	100.0
ADAMAWA	1,014	56.1	792	43.9	1,806	31.2	1,161	50.8	1,126	49.2	2,287	39.5	888	52.1	815	47.9	1,703	29.4	5,796	100.0
AKWA-IBOM	6,375	48.0	6,914	52.0	13,289	48.9	3,409	48.3	3,645	51.7	7,054	26.0	3,361	49.3	3,451	50.7	6,812	25.1	27,155	100.0
ANAMBRA	6,255	46.3	7,241	53.7	13,496	65.4	2,076	47.6	2,282	52.4	4,358	21.1	1,293	46.2	1,504	53.8	2,797	13.5	20,651	100.0
BAUCHI	757	52.4	689	47.6	1,446	33.5	872	56.9	660	43.1	1,532	35.5	750	56.1	586	43.9	1,336	31.0	4,314	100.0
BAYELSA	1,954	54.1	1,659	45.9	3,613	56.8	749	50.7	727	49.3	1,476	23.2	659	51.8	614	48.2	1,273	20.0	6,362	100.0
BENUE	5,457	54.0	4,640	46.0	10,097	56.5	2,534	52.7	2,270	47.3	4,804	26.9	1,587	53.2	1,398	46.8	2,985	16.7	17,886	100.0
BORNO	1,072	48.7	1,128	51.3	2,200	37.3	1,001	48.5	1,061	51.5	2,062	34.9	835	50.9	805	49.1	1,640	27.8	5,902	100.0
CROSS-RIVER	4,476	52.4	4,061	47.6	8,537	54.8	1,857	49.5	1,891	50.5	3,748	24.1	1,558	47.2	1,741	52.8	3,299	21.2	15,584	100.0
DELTA	6,203	51.3	5,885	48.7	12,088	63.4	2,134	49.9	2,142	50.1	4,276	22.4	1,346	49.8	1,358	50.2	2,704	14.2	19,068	100.0
EBONYI	2,756	48.3	2,952	51.7	5,708	52.7	1,419	47.6	1,560	52.4	2,979	27.5	1,011	47.0	1,141	53.0	2,152	19.9	10,839	100.0
EDO	4,537	52.4	4,124	47.6	8,661	55.9	1,755	49.8	1,772	50.2	3,527	22.8	1,705	51.5	1,603	48.5	3,308	21.3	15,496	100.0
EKITI	2,385	54.5	1,991	45.5	4,376	64.8	733	48.6	775	51.4	1,508	22.3	423	49.0	441	51.0	864	12.8	6,748	100.0
ENUGU	1,754	42.9	2,336	57.1	4,090	47.9	1,230	49.3	1,266	50.7	2,496	29.2	902	46.3	1,047	53.7	1,949	22.8	8,535	100.0
FCT-ABUJA	2,928	45.8	3,460	54.2	6,388	50.0	2,010	46.9	2,278	53.1	4,288	33.6	1,015	48.4	1,082	51.6	2,097	16.4	12,773	100.0
GOMBE	742	52.4	675	47.6	1,417	42.5	566	48.2	609	51.8	1,175	35.2	373	50.3	369	49.7	742	22.3	3,334	100.0
IMO	13,331	54.6	11,064	45.4	24,395	56.2	6,813	61.1	4,339	38.9	11,152	25.7	4,488	57.0	3,379	43.0	7,867	18.1	43,414	100.0
JIGAWA	470	53.3	412	46.7	882	39.9	458	52.7	411	47.3	869	39.3	248	54.0	211	46.0	459	20.8	2,210	100.0
KADUNA	2,773	50.1	2,767	49.9	5,540	44.3	1,962	51.1	1,879	48.9	3,841	30.7	1,452	46.5	1,668	53.5	3,120	25.0	12,501	100.0
KANO	3,068	52.6	2,769	47.4	5,837	43.3	2,003	48.1	2,163	51.9	4,166	30.9	1,550	44.4	1,941	55.6	3,491	25.9	13,494	100.0
KATSINA	1,672	53.8	1,434	46.2	3,106	41.4	1,346	51.5	1,269	48.5	2,615	34.8	978	54.7	810	45.3	1,788	23.8	7,509	100.0

STATE	JS I						JS 2						JS 3						Total Public And Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
KEBBI	1,603	51.9	1,484	48.1	3,087	45.8	1,193	57.2	892	42.8	2,085	30.9	943	60.0	629	40.0	1,572	23.3	6,744	100.0
KOGI	1,547	49.6	1,569	50.4	3,116	58.0	634	51.5	597	48.5	1,231	22.9	511	49.7	518	50.3	1,029	19.1	5,376	100.0
KWARA	2,640	51.5	2,482	48.5	5,122	68.9	635	50.2	630	49.8	1,265	17.0	586	56.2	456	43.8	1,042	14.0	7,429	100.0
LAGOS	25,544	48.8	26,747	51.2	52,291	77.0	4,239	47.7	4,648	52.3	8,887	13.1	3,139	46.6	3,593	53.4	6,732	9.9	67,910	100.0
NASARAWA	2,661	54.8	2,199	45.2	4,860	53.0	1,135	50.4	1,117	49.6	2,252	24.5	1,083	52.5	981	47.5	2,064	22.5	9,176	100.0
NIGER	3,840	46.9	4,351	53.1	8,191	53.9	1,929	53.6	1,670	46.4	3,599	23.7	1,755	51.7	1,639	48.3	3,394	22.4	15,184	100.0
OGUN	9,373	50.9	9,049	49.1	18,422	70.4	2,676	50.3	2,643	49.7	5,319	20.3	1,217	50.1	1,210	49.9	2,427	9.3	26,168	100.0
ONDO	3,883	53.9	3,325	46.1	7,208	59.3	1,846	57.1	1,387	42.9	3,233	26.6	1,079	63.2	629	36.8	1,708	14.1	12,149	100.0
OSUN	3,866	49.3	3,970	50.7	7,836	53.3	2,045	50.6	1,999	49.4	4,044	27.5	1,389	49.2	1,433	50.8	2,822	19.2	14,702	100.0
OYO	4,791	48.1	5,164	51.9	9,955	55.8	2,827	52.7	2,533	47.3	5,360	30.1	1,292	51.5	1,219	48.5	2,511	14.1	17,826	100.0
PLATEAU	1,997	49.7	2,022	50.3	4,019	40.8	1,744	48.4	1,858	51.6	3,602	36.6	1,133	50.8	1,097	49.2	2,230	22.6	9,851	100.0
RIVERS	4,216	45.8	4,995	54.2	9,211	49.5	2,145	46.5	2,463	53.5	4,608	24.8	2,709	56.7	2,072	43.3	4,781	25.7	18,600	100.0
SOKOTO	2,039	57.4	1,516	42.6	3,555	67.8	548	54.9	451	45.1	999	19.0	282	40.8	409	59.2	691	13.2	5,245	100.0
TARABA	1,136	55.4	916	44.6	2,052	38.3	888	50.9	858	49.1	1,746	32.6	851	54.6	707	45.4	1,558	29.1	5,356	100.0
YOBE	348	54.5	290	45.5	638	32.6	366	51.5	344	48.5	710	36.3	339	55.6	271	44.4	610	31.2	1,958	100.0
ZAMFARA	1,274	70.0	546	30.0	1,820	52.3	681	69.8	295	30.2	976	28.1	462	67.7	220	32.3	682	19.6	3,478	100.0
National	143,822	50.5	141,053	49.5	284,875	57.2	62,775	51.2	59,809	48.8	122,584	24.6	46,106	51.0	44,240	49.0	90,346	18.1	497,805	3,700.0

5.9.4 Transfer-in in Zones for Public JS Schools by Class and Gender

Table 5.20 shows that in JS 1, the North-East zone had the highest proportion of transfers-in of 53 percent for male, while the South-East had the highest female transfers -in JS 1 of 50.1 percent. In JS 2, the South-East had 56.8 percent of its JS2 transfer-in as males, while the South-South zone had 51.7percent of its JS 2 transfers-in as females. In JS3, the North-East zone had 55.1 percent of its JS3 transfer-in as males, while South-South and South-West zones each had 50.2 percent of their JS3 transfer-in as females.

Table 5.20 Transfer-In for Public Junior Secondary School in Zones By Class and Gender

ZONE	JS I						JS 2						JS 3						Total Public	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	12,082	50.4	11,903	49.6	23,985	52.9	6,203	50.6	6,068	49.4	12,271	27.1	4,727	52.1	4,339	47.9	9,066	20.0	45,322	100.0
NORTH-EAST	2,707	53.0	2,397	47.0	5,104	30.8	3,262	51.9	3,029	48.1	6,291	38.0	2,846	55.1	2,316	44.9	5,162	31.2	16,557	100.0
NORTH-WEST	8,904	55.1	7,261	44.9	16,165	45.3	5,867	52.8	5,242	47.2	11,109	31.1	4,259	50.7	4,146	49.3	8,405	23.6	35,679	100.0
SOUTH-EAST	16,357	49.9	16,438	50.1	32,795	55.0	8,791	56.8	6,677	43.2	15,468	25.9	6,065	53.4	5,300	46.6	11,365	19.1	59,628	100.0
SOUTH-SOUTH	17,139	50.2	16,986	49.8	34,125	55.9	7,080	48.3	7,573	51.7	14,653	24.0	6,097	49.8	6,138	50.2	12,235	20.1	61,013	100.0
SOUTH-WEST	37,570	50.0	37,539	50.0	75,109	72.9	9,435	51.4	8,911	48.6	18,346	17.8	4,769	49.8	4,803	50.2	9,572	9.3	103,027	100.0
National	94,759	50.6	92,524	49.4	187,283	58.3	40,638	52.0	37,500	48.0	78,138	24.3	28,763	51.5	27,042	48.5	55,805	17.4	321,226	100.0

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5.9.5 Transfer-in for Public JS Schools in Zones by Class and Gender

Table 5.21 shows that in JS 1, the North-East zone had the highest transfer-in of 53.0 percent for male, while the South-West had the highest female transfers-in of 50.9 percent. In JS 2, the North-West had 52.3 percent of its JS 2 transfer-in as males, while the South-West zone had 50.7 percent of its JS 2 transfer-in as females. In JS 3, the South-South zone had 52.7 percent of its JS 3 transfer-in as males, while the South-East zone had 53.8 percent of its JS 3 transfer-in as females.

Table 5.21 Transfer-In For Private Junior Secondary Schools in Zones By Class and Gender

Zone	JS I						JS 2						JS 3						Total Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	8,988	50.5	8,820	49.5	17,808	55.0	4,418	50.4	4,352	49.6	8,770	27.1	2,943	51.0	2,832	49.0	5,775	17.8	32,353	100.0
NORTH-EAST	2,362	53.0	2,093	47.0	4,455	44.1	1,592	49.4	1,629	50.6	3,221	31.9	1,190	49.0	1,237	51.0	2,427	24.0	10,103	100.0
NORTH-WEST	3,995	52.1	3,667	47.9	7,662	49.4	2,324	52.3	2,118	47.7	4,442	28.7	1,656	48.7	1,742	51.3	3,398	21.9	15,502	100.0
SOUTH-EAST	10,824	50.5	10,590	49.5	21,414	61.4	3,903	49.0	4,069	51.0	7,972	22.8	2,543	46.2	2,964	53.8	5,507	15.8	34,893	100.0
SOUTH -SOUTH	10,622	49.9	10,652	50.1	21,274	51.6	4,969	49.5	5,067	50.5	10,036	24.3	5,241	52.7	4,701	47.3	9,942	24.1	41,252	100.0
SOUTH-WEST	12,272	49.1	12,707	50.9	24,979	58.8	4,931	49.3	5,074	50.7	10,005	23.6	3,770	50.3	3,722	49.7	7,492	17.6	42,476	100.0
National	49,063	50.3	48,529	49.7	97,592	55.3	22,137	49.8	22,309	50.2	44,446	25.2	17,343	50.2	17,198	49.8	34,541	19.6	176,579	100.0

5.9.6 Transfer-in for Private JS Schools in States by Class and Gender

Table 5.22 shows the states' transfer-in profile for private JS schools. It indicates that in JS 1, Zamfara State had the highest male transfers-in of 75.9 percent, while Enugu State had the highest of 60.3 percent for females. For JS 2, Zamfara State also had the highest male transfers-in of 73.9 percent, while Abia State had the highest female transfers-in of 60.3 percent. For JS 3, Zamfara State recorded the highest male transfers-in of 75.5 percent, while Sokoto State had the highest females transfer-in of 61.1 percent.

Table 5.22 Transfers-In For Public Junior Secondary Schools in States by Class and Gender

STATE	JS I						JS 2						JS 3						Total Public	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
Abia	988	48.0	1,072	52.0	2,060	58.9	312	39.8	472	60.2	784	22.4	267	41.0	385	59.0	652	18.6	3,496	100.0
Adamawa	632	58.7	445	41.3	1,077	24.7	934	50.6	911	49.4	1,845	42.2	766	53.0	680	47.0	1,446	33.1	4,368	100.0
Akwa-Ibom	5,028	48.6	5,326	51.4	10,354	53.0	2,328	47.2	2,599	52.8	4,927	25.2	2,149	50.7	2,093	49.3	4,242	21.7	19,523	100.0
Anambra	3,328	44.6	4,141	55.4	7,469	67.4	1,093	48.5	1,161	51.5	2,254	20.3	617	45.2	748	54.8	1,365	12.3	11,088	100.0
Bauchi	458	50.6	448	49.4	906	30.3	640	58.3	457	41.7	1,097	36.7	589	59.6	400	40.4	989	33.1	2,992	100.0
Bayelsa	1,470	56.6	1,129	43.4	2,599	62.5	409	52.5	370	47.5	779	18.7	416	53.3	365	46.7	781	18.8	4,159	100.0
Benue	2,729	56.0	2,141	44.0	4,870	59.7	1,042	54.2	881	45.8	1,923	23.6	731	53.6	634	46.4	1,365	16.7	8,158	100.0
Borno	642	48.0	696	52.0	1,338	34.2	692	49.6	702	50.4	1,394	35.7	631	53.7	544	46.3	1,175	30.1	3,907	100.0
Cross-River	1,977	46.8	2,246	53.2	4,223	50.3	1,081	49.6	1,097	50.4	2,178	25.9	945	47.3	1,054	52.7	1,999	23.8	8,400	100.0
Delta	4,397	54.0	3,749	46.0	8,146	63.2	1,470	50.7	1,428	49.3	2,898	22.5	936	50.6	912	49.4	1,848	14.3	12,892	100.0
Ebonyi	1,226	45.2	1,487	54.8	2,713	48.7	796	47.9	865	52.1	1,661	29.8	560	46.6	641	53.4	1,201	21.5	5,575	100.0
Edo	2,144	54.3	1,807	45.7	3,951	61.9	617	50.0	618	50.0	1,235	19.3	653	54.4	547	45.6	1,200	18.8	6,386	100.0
Ekiti	1,882	55.4	1,517	44.6	3,399	66.4	559	49.2	578	50.8	1,137	22.2	289	49.6	294	50.4	583	11.4	5,119	100.0
Enugu	1,097	39.7	1,667	60.3	2,764	49.1	790	48.1	852	51.9	1,642	29.1	574	46.7	655	53.3	1,229	21.8	5,635	100.0
Fct-Abuja	2,257	44.9	2,774	55.1	5,031	49.1	1,686	46.8	1,917	53.2	3,603	35.1	761	47.1	856	52.9	1,617	15.8	10,251	100.0
Gombe	436	51.8	405	48.2	841	41.2	353	45.9	416	54.1	769	37.7	218	50.5	214	49.5	432	21.2	2,042	100.0

STATE	JS I						JS 2						JS 3						Total Public	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
Imo	9,718	54.6	8,071	45.4	17,789	52.6	5,800	63.5	3,327	36.5	9,127	27.0	4,047	58.5	2,871	41.5	6,918	20.4	33,834	100.0
Jigawa	419	52.6	377	47.4	796	39.7	429	53.2	377	46.8	806	40.2	210	52.1	193	47.9	403	20.1	2,005	100.0
Kaduna	1,467	49.1	1,521	50.9	2,988	42.4	1,159	50.4	1,139	49.6	2,298	32.6	840	47.9	915	52.1	1,755	24.9	7,041	100.0
Kano	2,069	54.0	1,764	46.0	3,833	39.5	1,509	47.8	1,649	52.2	3,158	32.5	1,170	43.0	1,554	57.0	2,724	28.0	9,715	100.0
Katsina	926	53.7	800	46.3	1,726	38.3	784	48.7	826	51.3	1,610	35.7	623	53.2	548	46.8	1,171	26.0	4,507	100.0
Kebbi	1,345	51.5	1,268	48.5	2,613	46.6	986	58.2	708	41.8	1,694	30.2	814	62.5	489	37.5	1,303	23.2	5,610	100.0
Kogi	781	52.3	711	47.7	1,492	58.1	283	53.4	247	46.6	530	20.7	282	51.8	262	48.2	544	21.2	2,566	100.0
Kwara	1,922	52.4	1,748	47.6	3,670	68.7	439	50.2	435	49.8	874	16.4	459	57.3	342	42.7	801	15.0	5,345	100.0
Lagos	20,798	48.8	21,842	51.2	42,640	83.7	2,195	46.6	2,516	53.4	4,711	9.2	1,525	42.5	2,066	57.5	3,591	7.0	50,942	100.0
Nasarawa	1,150	61.5	719	38.5	1,869	45.4	617	53.9	527	46.1	1,144	27.8	600	54.5	501	45.5	1,101	26.8	4,114	100.0
Niger	2,707	46.1	3,160	53.9	5,867	50.4	1,554	54.5	1,296	45.5	2,850	24.5	1,536	52.5	1,389	47.5	2,925	25.1	11,642	100.0
Ogun	5,839	51.9	5,420	48.1	11,259	73.8	1,615	50.0	1,612	50.0	3,227	21.2	401	52.1	369	47.9	770	5.0	15,256	100.0
Ondo	3,440	54.9	2,821	45.1	6,261	62.8	1,491	59.0	1,034	41.0	2,525	25.3	826	69.7	359	30.3	1,185	11.9	9,971	100.0
Osun	2,830	49.6	2,870	50.4	5,700	51.7	1,579	50.9	1,525	49.1	3,104	28.1	1,096	49.2	1,133	50.8	2,229	20.2	11,033	100.0
Oyo	2,781	47.5	3,069	52.5	5,850	54.6	1,996	54.8	1,646	45.2	3,642	34.0	632	52.1	582	47.9	1,214	11.3	10,706	100.0
Plateau	536	45.2	650	54.8	1,186	36.5	582	43.2	765	56.8	1,347	41.5	358	50.2	355	49.8	713	22.0	3,246	100.0
Rivers	2,123	43.8	2,729	56.2	4,852	50.3	1,175	44.6	1,461	55.4	2,636	27.3	998	46.1	1,167	53.9	2,165	22.4	9,653	100.0
Sokoto	1,706	58.2	1,223	41.8	2,929	69.2	439	56.0	345	44.0	784	18.5	202	38.9	317	61.1	519	12.3	4,232	100.0
Taraba	366	57.6	269	42.4	635	29.3	392	52.5	355	47.5	747	34.5	429	54.8	354	45.2	783	36.2	2,165	100.0
Yobe	173	56.4	134	43.6	307	28.3	251	57.2	188	42.8	439	40.5	213	63.2	124	36.8	337	31.1	1,083	100.0
Zamfara	972	75.9	308	24.1	1,280	49.8	561	73.9	198	26.1	759	29.5	400	75.5	130	24.5	530	20.6	2,569	100.0
TOTAL	94,759	50.6	92,524	49.4	187,283	58.3	40,638	52.0	37,500	48.0	78,138	24.3	28,763	51.5	27,042	48.5	55,805	17.4	321,226	100.0

5.9.7 Transfer-in for Private JS Schools in States by Class and Gender

Table 5.23 shows that in JS 1, Jigawa State had the highest proportion of transfers-in of 59.3 percent for male, while Delta State had the highest female transfers-in of 54.2 percent. For JS2, Katsina State had the highest male transfers- in of 55.9 percent, while Yobe State had the highest female transfers-in of 57.6 percent. In JS3, Jigawa State had the highest transfers-in for males at 67.9 percent, while Zamfara State had the highest proportion of transfer-in for females at 59.2 percent.

Table 5.23 Transfer-In In States for Private Junior Secondary Schools by Class and Gender

STATE	JS I						JS 2						JS 3						Total Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
ABIA	2,097	47.0	2,363	53.0	4,460	58.8	844	50.5	827	49.5	1,671	22.0	647	44.5	808	55.5	1,455	19.2	7,586	100.0
ADAMAWA	382	52.4	347	47.6	729	51.1	227	51.4	215	48.6	442	31.0	122	47.5	135	52.5	257	18.0	1,428	100.0
AKWA-IBOM	1,347	45.9	1,588	54.1	2,935	38.5	1,081	50.8	1,046	49.2	2,127	27.9	1,212	47.2	1,358	52.8	2,570	33.7	7,632	100.0
ANAMBRA	2,927	48.6	3,100	51.4	6,027	63.0	983	46.7	1,121	53.3	2,104	22.0	676	47.2	756	52.8	1,432	15.0	9,563	100.0
BAUCHI	299	55.4	241	44.6	540	40.8	232	53.3	203	46.7	435	32.9	161	46.4	186	53.6	347	26.2	1,322	100.0
BAYELSA	484	47.7	530	52.3	1,014	46.0	340	48.8	357	51.2	697	31.6	243	49.4	249	50.6	492	22.3	2,203	100.0
BENUE	2,728	52.2	2,499	47.8	5,227	53.7	1,492	51.8	1,389	48.2	2,881	29.6	856	52.8	764	47.2	1,620	16.7	9,728	100.0
BORNO	430	49.9	432	50.1	862	43.2	309	46.3	359	53.7	668	33.5	204	43.9	261	56.1	465	23.3	1,995	100.0
CROSS-RIVER	2,499	57.9	1,815	42.1	4,314	60.1	776	49.4	794	50.6	1,570	21.9	613	47.2	687	52.8	1,300	18.1	7,184	100.0
DELTA	1,806	45.8	2,136	54.2	3,942	63.8	664	48.2	714	51.8	1,378	22.3	410	47.9	446	52.1	856	13.9	6,176	100.0
EBONYI	1,530	51.1	1,465	48.9	2,995	56.9	623	47.3	695	52.7	1,318	25.0	451	47.4	500	52.6	951	18.1	5,264	100.0
EDO	2,393	50.8	2,317	49.2	4,710	51.7	1,138	49.7	1,154	50.3	2,292	25.2	1,052	49.9	1,056	50.1	2,108	23.1	9,110	100.0
EKITI	503	51.5	474	48.5	977	60.0	174	46.9	197	53.1	371	22.8	134	47.7	147	52.3	281	17.2	1,629	100.0
ENUGU	657	49.5	669	50.5	1,326	45.7	440	51.5	414	48.5	854	29.4	328	45.6	392	54.4	720	24.8	2,900	100.0
FCT-ABUJA	671	49.4	686	50.6	1,357	53.8	324	47.3	361	52.7	685	27.2	254	52.9	226	47.1	480	19.0	2,522	100.0
GOMBE	306	53.1	270	46.9	576	44.6	213	52.5	193	47.5	406	31.4	155	50.0	155	50.0	310	24.0	1,292	100.0
IMO	3,613	54.7	2,993	45.3	6,606	69.0	1,013	50.0	1,012	50.0	2,025	21.1	441	46.5	508	53.5	949	9.9	9,580	100.0

STATE	JS I						JS 2						JS 3						Total Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
JIGAWA	51	59.3	35	40.7	86	42.0	29	46.0	34	54.0	63	30.7	38	67.9	18	32.1	56	27.3	205	100.0
KADUNA	1,306	51.2	1,246	48.8	2,552	46.7	803	52.0	740	48.0	1,543	28.3	612	44.8	753	55.2	1,365	25.0	5,460	100.0
KANO	999	49.9	1,005	50.1	2,004	53.0	494	49.0	514	51.0	1,008	26.7	380	49.5	387	50.5	767	20.3	3,779	100.0
KATSINA	746	54.1	634	45.9	1,380	46.0	562	55.9	443	44.1	1,005	33.5	355	57.5	262	42.5	617	20.6	3,002	100.0
KEBBI	258	54.4	216	45.6	474	41.8	207	52.9	184	47.1	391	34.5	129	48.0	140	52.0	269	23.7	1,134	100.0
KOGI	766	47.2	858	52.8	1,624	57.8	351	50.1	350	49.9	701	24.9	229	47.2	256	52.8	485	17.3	2,810	100.0
KWARA	718	49.4	734	50.6	1,452	69.7	196	50.1	195	49.9	391	18.8	127	52.7	114	47.3	241	11.6	2,084	100.0
LAGOS	4,746	49.2	4,905	50.8	9,651	56.9	2,044	48.9	2,132	51.1	4,176	24.6	1,614	51.4	1,527	48.6	3,141	18.5	16,968	100.0
NASARAWA	1,511	50.5	1,480	49.5	2,991	59.1	518	46.8	590	53.2	1,108	21.9	483	50.2	480	49.8	963	19.0	5,062	100.0
NIGER	1,133	48.8	1,191	51.2	2,324	65.6	375	50.1	374	49.9	749	21.1	219	46.7	250	53.3	469	13.2	3,542	100.0
OGUN	3,534	49.3	3,629	50.7	7,163	65.6	1,061	50.7	1,031	49.3	2,092	19.2	816	49.2	841	50.8	1,657	15.2	10,912	100.0
ONDO	443	46.8	504	53.2	947	43.5	355	50.1	353	49.9	708	32.5	253	48.4	270	51.6	523	24.0	2,178	100.0
OSUN	1,036	48.5	1,100	51.5	2,136	58.2	466	49.6	474	50.4	940	25.6	293	49.4	300	50.6	593	16.2	3,669	100.0
OYO	2,010	49.0	2,095	51.0	4,105	57.7	831	48.4	887	51.6	1,718	24.1	660	50.9	637	49.1	1,297	18.2	7,120	100.0
PLATEAU	1,461	51.6	1,372	48.4	2,833	42.9	1,162	51.5	1,093	48.5	2,255	34.1	775	51.1	742	48.9	1,517	23.0	6,605	100.0
RIVERS	2,093	48.0	2,266	52.0	4,359	48.7	970	49.2	1,002	50.8	1,972	22.0	1,711	65.4	905	34.6	2,616	29.2	8,947	100.0
SOKOTO	333	53.2	293	46.8	626	61.8	109	50.7	106	49.3	215	21.2	80	46.5	92	53.5	172	17.0	1,013	100.0
TARABA	770	54.3	647	45.7	1,417	44.4	496	49.6	503	50.4	999	31.3	422	54.5	353	45.5	775	24.3	3,191	100.0
YOBE	175	52.9	156	47.1	331	37.8	115	42.4	156	57.6	271	31.0	126	46.2	147	53.8	273	31.2	875	100.0
ZAMFARA	302	55.9	238	44.1	540	59.4	120	55.3	97	44.7	217	23.9	62	40.8	90	59.2	152	16.7	909	100.0
National	49,063	50.3	48,529	49.7	97,592	55.3	22,137	49.8	22,309	50.2	44,446	25.2	17,343	50.2	17,198	49.8	34,541	19.6	176,579	100.0

5.10 Transfers-out

Table 5.24 reveals that 87,648 learners transferred out of both public and private JS schools nationwide. Leaners in JS1 accounted for the largest share of transfers-out (42.6 percent) followed by JS3 (31.9 percent). Leaners in JS 1 had the least (25.5 percent.)

5.10.1 Transfers-out of Public and Private Junior Secondary Schools in Zones by Class and Gender

Information from Table 6.24 indicates that for JS1, the North-West had the highest figure of 2,364 for male transfer-out, while the North-East had the lowest with 1,321. The North-Central had the highest figure of 2,171 for female transfer-out, while the North-East had the lowest with 1,283. In JSS 2, the South-East records the highest figure of 4,157 for male transfer-out, while the North-Central had the highest of 1,271 for female learners. In JSS 3, the North-West had the highest figures for both male and female transfer-out at 2,547 and 2,751 respectively. The North-East had the lowest figures with 1,501 for male and 1,451 for female.

Table 5.24 Transfers-Out For Public And Private Junior Secondary Schools In Zones By Class And Gender

Zone	JS I						JS 2						JS 3						TOTAL	percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	2,066	48.76	2,171	51.24	4,237	25.1	3,595	49.2	3,715	50.8	7,310	43.2	2,604	48.6	2,753	51.4	5,357	31.7	16,904	100.0
NORTH-EAST	1,321	50.73	1,283	49.27	2,604	26.9	2,152	52.1	1,982	47.9	4,134	42.7	1,501	50.8	1,451	49.2	2,952	30.5	9,690	100.0
NORTH-WEST	2,364	56.85	1,794	43.15	4,158	26.2	3,329	51.7	3,112	48.3	6,441	40.5	2,547	48.1	2,751	51.9	5,298	33.3	15,897	100.0
SOUTH-EAST	2,195	51.15	2,096	48.85	4,291	24.3	4,157	53.9	3,559	46.1	7,716	43.7	2,856	50.5	2,796	49.5	5,652	32.0	17,659	100.0
SOUTH -SOUTH	1,730	47.70	1,897	52.30	3,627	24.8	2,975	50.0	2,971	50.0	5,946	40.6	2,378	47.0	2,684	53.0	5,062	34.6	14,635	100.0
SOUTH-WEST	1,712	50.04	1,709	49.96	3,421	26.6	2,854	49.2	2,950	50.8	5,804	45.1	1,728	47.5	1,910	52.5	3,638	28.3	12,863	100.0
National	11,388	50.98	10,950	49.02	22,338	25.5	19,062	51.0	18,289	49.0	37,351	42.6	13,614	48.7	14,345	51.3	27,959	31.9	87,648	100.0

5.10.2 Transfers-out of Public and Private Junior Secondary Schools in States by Class and Gender

Table 5.25 shows that in JS 1, Sokoto State had the highest percentage transfer-out of 68.72 for male, while Niger State had the highest of 63.38 for female learners. For JS2, Zamfara State had the highest transfer-out of 65.9 percent for males, while Niger State had the highest of 60.8 percent for female learners. In JS3, Zamfara State had the highest transfer-out of 72.8 percent for males, while the Oyo State had the highest transfer-out of 61.4 percent for females.

Table 5.25 Transfer-Out of Public and Private Junior Secondary Schools in States by Class and Gender

STATE	JS I						JS 2						JS 3						TOTAL	percent
	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent		
Abia	183	46.10	214	53.90	397	23.3	360	49.3	370	50.7	730	42.9	281	48.9	294	51.1	575	33.8	1702	100.0
Adamawa	409	52.37	372	47.63	781	27.5	654	50.5	640	49.5	1294	45.6	401	52.5	363	47.5	764	26.9	2839	100.0
Akwa-Ibom	413	46.46	476	53.54	889	24.3	656	50.3	648	49.7	1304	35.7	706	48.3	756	51.7	1462	40.0	3655	100.0
Anambra	632	50.64	616	49.36	1248	26.1	1174	56.9	888	43.1	2062	43.1	753	51.1	722	48.9	1475	30.8	4785	100.0
Bauchi	156	48.75	164	51.25	320	27.1	256	52.7	230	47.3	486	41.1	206	54.8	170	45.2	376	31.8	1182	100.0
Bayelsa	108	54.55	90	45.45	198	27.5	161	52.3	147	47.7	308	42.8	89	41.8	124	58.2	213	29.6	719	100.0
Benue	553	53.64	478	46.36	1031	25.3	899	55.4	723	44.6	1622	39.8	755	53.1	668	46.9	1423	34.9	4076	100.0
Borno	193	44.88	237	55.12	430	27.8	317	51.5	298	48.5	615	39.8	240	47.8	262	52.2	502	32.4	1547	100.0
Cross-River	393	49.43	402	50.57	795	23.5	666	46.5	767	53.5	1433	42.4	555	48.2	596	51.8	1151	34.1	3379	100.0
Delta	336	48.41	358	51.59	694	28.3	487	47.0	550	53.0	1037	42.2	345	47.6	380	52.4	725	29.5	2456	100.0
Ebonyi	233	50.87	225	49.13	458	26.9	320	41.9	444	58.1	764	44.9	193	40.4	285	59.6	478	28.1	1700	100.0
Edo	206	49.52	210	50.48	416	22.9	451	55.7	359	44.3	810	44.5	258	43.5	335	56.5	593	32.6	1819	100.0
Ekiti	162	51.10	155	48.90	317	26.7	253	50.1	252	49.9	505	42.5	169	46.0	198	54.0	367	30.9	1189	100.0
Enugu	349	45.92	411	54.08	760	29.3	517	48.4	551	51.6	1068	41.1	425	55.3	343	44.7	768	29.6	2596	100.0
Fct-Abuja	246	47.58	271	52.42	517	23.2	563	48.7	592	51.3	1155	51.9	251	45.4	302	54.6	553	24.9	2225	100.0
Gombe	140	50.54	137	49.46	277	22.5	318	55.1	259	44.9	577	46.9	180	47.9	196	52.1	376	30.6	1230	100.0
Imo	798	55.88	630	44.12	1428	20.8	1786	57.8	1306	42.2	3092	45.0	1204	51.1	1152	48.9	2356	34.3	6876	100.0

STATE	JS I						JS 2						JS 3						TOTAL	percent
	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent		
Jigawa	214	51.57	201	48.43	415	40.8	241	57.9	175	42.1	416	40.9	92	49.2	95	50.8	187	18.4	1018	100.0
Kaduna	473	50.97	455	49.03	928	20.1	941	48.6	996	51.4	1937	42.0	713	40.7	1037	59.3	1750	37.9	4615	100.0
Kano	670	57.51	495	42.49	1165	26.2	807	48.2	867	51.8	1674	37.7	815	50.7	791	49.3	1606	36.1	4445	100.0
Katsina	474	55.96	373	44.04	847	30.3	478	44.5	596	55.5	1074	38.5	363	41.7	507	58.3	870	31.2	2791	100.0
Kebbi	287	65.23	153	34.77	440	29.6	396	64.0	223	36.0	619	41.7	264	61.8	163	38.2	427	28.7	1486	100.0
Kogi	165	51.72	154	48.28	319	28.2	201	47.4	223	52.6	424	37.5	190	48.8	199	51.2	389	34.4	1132	100.0
Kwara	122	50.83	118	49.17	240	18.4	288	50.5	282	49.5	570	43.6	271	54.6	225	45.4	496	38.0	1306	100.0
Lagos	439	50.40	432	49.60	871	26.8	661	48.3	708	51.7	1369	42.0	513	50.5	503	49.5	1016	31.2	3256	100.0
Nasarawa	324	53.64	280	46.36	604	28.2	392	48.6	414	51.4	806	37.7	337	46.2	392	53.8	729	34.1	2139	100.0
Niger	256	36.62	443	63.38	699	26.7	445	39.2	691	60.8	1136	43.4	322	41.2	460	58.8	782	29.9	2617	100.0
Ogun	376	52.51	340	47.49	716	31.5	489	49.5	498	50.5	987	43.4	308	53.8	264	46.2	572	25.1	2275	100.0
Ondo	191	43.61	247	56.39	438	27.4	384	50.8	372	49.2	756	47.3	194	48.0	210	52.0	404	25.3	1598	100.0
Osun	300	50.76	291	49.24	591	33.6	359	48.8	376	51.2	735	41.7	218	50.1	217	49.9	435	24.7	1761	100.0
Oyo	244	50.00	244	50.00	488	17.5	708	48.8	744	51.2	1452	52.2	326	38.6	518	61.4	844	30.3	2784	100.0
Plateau	400	48.37	427	51.63	827	24.3	807	50.5	790	49.5	1597	46.8	478	48.5	507	51.5	985	28.9	3409	100.0
Rivers	274	43.15	361	56.85	635	24.4	554	52.6	500	47.4	1054	40.4	425	46.3	493	53.7	918	35.2	2607	100.0
Sokoto	156	68.72	71	31.28	227	29.6	222	63.2	129	36.8	351	45.7	106	55.8	84	44.2	190	24.7	768	100.0
Taraba	319	51.53	300	48.47	619	30.8	402	49.5	410	50.5	812	40.4	303	52.3	276	47.7	579	28.8	2010	100.0
Yobe	104	58.76	73	41.24	177	20.1	205	58.6	145	41.4	350	39.7	171	48.2	184	51.8	355	40.2	882	100.0
Zamfara	90	66.18	46	33.82	136	17.6	244	65.9	126	34.1	370	47.8	194	72.4	74	27.6	268	34.6	774	100.0
National	11,388	50.98	10,950	49.02	22,338	25.5	19,062	51.0	18,289	49.0	37,351	42.6	13,614	48.7	14,345	51.3	27,959	31.9	87,648	100.0

5.10.3 Transfer-out of Public JS Schools in Zones by Class and Gender

As can be seen in Table 5.26, the total number of transfers-out of public junior secondary schools nationwide was 50,863. Out of this figure, the North-West had the highest number of learners from JS1-JS 3. In JS 1, the zone had 1,839 for male and 1,281 for female, while the North-

East recorded the lowest figures of 767 for male and 800 for female. In JS 2, the North-West recorded 2,692 for male and 2,477 for female, whereas the South-West had the lowest figure of 1,474 for male, and the North-East 1,271 for female. In JS 3, while North-West had 2,025 and 2,213 for male and female respectively, the South-West had the lowest figures of 630 for male and 671 for female.

Table 5.26 Transfer-Out of Public Junior Secondary Schools in Zones by Class and Gender

ZONE	JS I						JS 2						JS 3						PUBLIC TOTAL	percent
	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent		
NORTH-CENTRAL	823	44.6	1,022	55.4	1,845	22.5	1,783	47.2	1,993	52.8	3,776	46.1	1,276	49.6	1,299	50.4	2,575	31.4	8,196	100.0
NORTH-EAST	767	48.9	800	51.1	1,567	25.5	1,476	53.7	1,271	46.3	2,747	44.8	925	50.7	899	49.3	1,824	29.7	6,138	100.0
NORTH-WEST	1,839	58.9	1,281	41.1	3,120	24.9	2,692	52.1	2,477	47.9	5,169	41.3	2,025	47.8	2,213	52.2	4,238	33.8	12,527	100.0
SOUTH-EAST	1,075	48.2	1,154	51.8	2,229	22.3	1,902	49.1	1,971	50.9	3,873	38.8	1,922	49.4	1,969	50.6	3,891	38.9	9,993	100.0
SOUTH-SOUTH	798	48.4	852	51.6	1,650	20.3	1,692	49.5	1,727	50.5	3,419	42.0	1,390	45.2	1,682	54.8	3,072	37.7	8,141	100.0
SOUTH-WEST	792	49.1	821	50.9	1,613	27.5	1,474	49.9	1,480	50.1	2,954	50.3	630	48.4	671	51.6	1,301	22.2	5,868	100.0
National	6,094	50.7	5,930	49.3	12,024	23.6	11,019	50.2	10,919	49.8	21,938	43.1	8,168	48.3	8,733	51.7	16,901	33.2	50,863	100.0

5.10.4 Transfer-out of Public JS Schools in States by Class and Gender

Table 5.27 shows that in JS 1, Zamfara State had the highest percentage transfers-out of 71.3 percent for male, while Niger State had the highest for female learners (66.7 percent). In JS2, Zamfara State had the highest for males at 69.3 percent, while Niger State had 63.9 percent for females as highest. In JS3, Zamfara State had the highest of 75.0 percent for males, while Ebonyi State had the highest of 64.4 percent for females.

Table 5.27 Transfer-Out In Public Junior Secondary School In States By Class And Gender

STATE	JS I						JS 2						JS 3						PUBLIC TOTAL	percent
	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent		
ABIA	79	44.4	99	55.6	178	22.3	155	47.3	173	52.7	328	41.0	135	45.9	159	54.1	294	36.8	800	100.0
ADAMAWA	312	51.3	296	48.7	608	27.5	519	50.9	500	49.1	1,019	46.1	318	54.4	267	45.6	585	26.4	2,212	100.0
AKWA-IBOM	242	47.0	273	53.0	515	21.2	457	50.0	457	50.0	914	37.6	461	46.1	539	53.9	1,000	41.2	2,429	100.0
ANAMBRA	326	51.2	311	48.8	637	24.5	646	56.2	504	43.8	1,150	44.3	371	45.9	438	54.1	809	31.2	2,596	100.0
BAUCHI	79	49.4	81	50.6	160	24.0	170	54.0	145	46.0	315	47.3	109	57.1	82	42.9	191	28.7	666	100.0
BAYELSA	44	57.1	33	42.9	77	26.0	68	56.7	52	43.3	120	40.5	39	39.4	60	60.6	99	33.4	296	100.0
BENUE	147	48.4	157	51.6	304	18.4	399	54.8	329	45.2	728	44.0	352	56.5	271	43.5	623	37.6	1,655	100.0
BORNO	113	38.4	181	61.6	294	27.6	226	52.3	206	47.7	432	40.5	161	47.4	179	52.6	340	31.9	1,066	100.0
CROSS-RIVER	236	49.1	245	50.9	481	22.7	419	47.3	466	52.7	885	41.7	374	49.6	380	50.4	754	35.6	2,120	100.0
DELTA	143	46.4	165	53.6	308	21.7	309	47.2	346	52.8	655	46.2	220	48.5	234	51.5	454	32.0	1,417	100.0
EBONYI	131	56.2	102	43.8	233	23.0	147	32.5	305	67.5	452	44.7	116	35.6	210	64.4	326	32.2	1,011	100.0
EDO	75	49.3	77	50.7	152	18.9	166	50.9	160	49.1	326	40.5	109	33.4	217	66.6	326	40.5	804	100.0
EKITI	124	51.2	118	48.8	242	27.9	174	50.0	174	50.0	348	40.1	119	43.0	158	57.0	277	31.9	867	100.0
ENUGU	246	41.7	344	58.3	590	30.4	377	48.6	399	51.4	776	39.9	297	51.5	280	48.5	577	29.7	1,943	100.0
FCT-ABUJA	167	46.9	189	53.1	356	22.4	411	49.4	421	50.6	832	52.3	169	42.0	233	58.0	402	25.3	1,590	100.0
GOMBE	82	48.2	88	51.8	170	21.5	229	57.0	173	43.0	402	51.0	100	46.1	117	53.9	217	27.5	789	100.0
IMO	293	49.6	298	50.4	591	16.2	577	49.4	590	50.6	1,167	32.0	1,003	53.2	882	46.8	1,885	51.7	3,643	100.0
JIGAWA	206	51.8	192	48.2	398	41.5	223	56.7	170	43.3	393	41.0	83	49.7	84	50.3	167	17.4	958	100.0
KADUNA	331	54.0	282	46.0	613	17.8	726	49.0	756	51.0	1,482	43.1	534	39.7	810	60.3	1,344	39.1	3,439	100.0
KANO	493	58.3	352	41.7	845	23.5	670	47.5	740	52.5	1,410	39.3	681	51.0	653	49.0	1,334	37.2	3,589	100.0
KATSINA	375	57.5	277	42.5	652	30.4	358	44.6	445	55.4	803	37.4	274	39.6	418	60.4	692	32.2	2,147	100.0
KEBBI	245	67.3	119	32.7	364	30.3	332	66.0	171	34.0	503	41.9	209	62.8	124	37.2	333	27.8	1,200	100.0
KOGI	75	49.7	76	50.3	151	30.4	84	48.6	89	51.4	173	34.8	84	48.6	89	51.4	173	34.8	497	100.0
KWARA	66	50.8	64	49.2	130	14.9	190	49.5	194	50.5	384	43.9	199	55.1	162	44.9	361	41.3	875	100.0
LAGOS	65	52.8	58	47.2	123	31.0	82	42.9	109	57.1	191	48.1	33	39.8	50	60.2	83	20.9	397	100.0

STATE	JS I						JS 2						JS 3						PUBLIC TOTAL	percent
	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent	MALE	percent	FEMALE	percent	TOTAL	percent		
NASARAWA	92	56.8	70	43.2	162	21.7	144	47.5	159	52.5	303	40.7	124	44.3	156	55.7	280	37.6	745	100.0
NIGER	178	33.3	357	66.7	535	28.6	309	36.1	546	63.9	855	45.7	220	45.7	261	54.3	481	25.7	1,871	100.0
OGUN	175	52.7	157	47.3	332	35.0	222	47.0	250	53.0	472	49.7	81	55.9	64	44.1	145	15.3	949	100.0
ONDO	133	42.6	179	57.4	312	30.0	265	52.9	236	47.1	501	48.2	105	46.3	122	53.7	227	21.8	1,040	100.0
OSUN	201	50.3	199	49.8	400	33.8	244	49.7	247	50.3	491	41.5	147	50.2	146	49.8	293	24.7	1,184	100.0
OYO	94	46.1	110	53.9	204	14.3	487	51.2	464	48.8	951	66.5	145	52.5	131	47.5	276	19.3	1,431	100.0
PLATEAU	98	47.3	109	52.7	207	21.5	246	49.1	255	50.9	501	52.0	128	50.2	127	49.8	255	26.5	963	100.0
RIVERS	58	49.6	59	50.4	117	10.9	273	52.6	246	47.4	519	48.3	187	42.6	252	57.4	439	40.8	1,075	100.0
SOKOTO	117	79.6	30	20.4	147	25.7	171	62.9	101	37.1	272	47.6	82	53.9	70	46.1	152	26.6	571	100.0
TARABA	110	52.6	99	47.4	209	29.9	156	54.0	133	46.0	289	41.3	101	50.2	100	49.8	201	28.8	699	100.0
YOBE	71	56.3	55	43.7	126	17.8	176	60.7	114	39.3	290	41.1	136	46.9	154	53.1	290	41.1	706	100.0
ZAMFARA	72	71.3	29	28.7	101	16.2	212	69.3	94	30.7	306	49.1	162	75.0	54	25.0	216	34.7	623	100.0
National	6,094	50.7	5,930	49.3	12,024	23.6	11,019	50.2	10,919	49.8	21,938	43.1	8,168	48.3	8,733	51.7	16,901	33.2	50,863	100.0

5.10.5 Transfer-out in Private JS Schools in Zones by Class and Gender

Table 5.28 shows that private JS schools had 36,785 learners who transferred out in all the classes nationwide. In JS 1, the South-East zone had the highest percentage transfers-out of 54.3 percent for male, while the South-South zone had the highest transfers out for females at 52.9 percent. In JS2, the South-East zone also had the highest male transfers-out of 58.7 percent, while the South-West zone had 51.6 percent of its JS2 transfer-out as females. In JS3, the South-East zone had 53.0 percent of its JS 3 transfer-out as males, while South-West zone had 64.4 percent of its JS3 transfer-out as females.

Table 5.28 Transfer-Out Of Private Junior Secondary Schools In Zones By Class And Gender

ZONE	JS I						JS 2						JS 3						Private Total	percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	1,243	52.0	1,149	48.0	2,392	27.5	1,812	51.3	1,722	48.7	3,534	40.6	1,328	47.7	1,454	52.3	2,782	31.9	8,708	100.0
NORTH-EAST	554	53.4	483	46.6	1,037	29.2	676	48.7	711	51.3	1,387	39.0	576	51.1	552	48.9	1,128	31.8	3,552	100.0
NORTH-WEST	525	50.6	513	49.4	1,038	30.8	637	50.1	635	49.9	1,272	37.7	522	49.2	538	50.8	1,060	31.5	3,370	100.0
SOUTH-EAST	1,120	54.3	942	45.7	2,062	26.9	2,255	58.7	1,588	41.3	3,843	50.1	934	53.0	827	47.0	1,761	23.0	7,666	100.0
SOUTH-SOUTH	932	47.1	1,045	52.9	1,977	30.4	1,283	50.8	1,244	49.2	2,527	38.9	988	49.6	1,002	50.4	1,990	30.6	6,494	100.0
SOUTH-WEST	920	50.9	888	49.1	1,808	25.8	1,380	48.4	1,470	51.6	2,850	40.7	1,098	47.0	1,239	53.0	2,337	33.4	6,995	100.0
National	5,294	51.3	5,020	48.7	10,314	28.0	8,043	52.2	7,370	47.8	15,413	41.9	5,446	49.2	5,612	50.8	11,058	30.1	36,785	100.0

5.10.6 Transfer-Out of Private JS Schools in States by Class and Gender

Table 5.29 shows that in JS 1, Yobe State had the highest percentage transfer-out of 64.7 for male, while Rivers State had the highest for female at 54.9 percent. In JS2, Jigawa State had the highest transfer-out of 78.3 percent for males, while Oyo State led for females at 55.9 percent. In JS3, Enugu State had the highest transfer-out with of 67.0 percent for males, while Oyo State had 68.1 percent of its JS3 transfer-out as females.

Table 5.29 Transfer-Out in Private Junior Secondary Schools in States By Class and Gender

STATE	JS I						JS 2						JS 3						Private Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
ABIA	104	47.5	115	52.5	219	24.3	205	51.0	197	49.0	402	44.6	146	52.0	135	48.0	281	31.2	902	100.0
ADAMAWA	97	56.1	76	43.9	173	27.6	135	49.1	140	50.9	275	43.9	83	46.4	96	53.6	179	28.5	627	100.0
AKWA-IBOM	171	45.7	203	54.3	374	30.5	199	51.0	191	49.0	390	31.8	245	53.0	217	47.0	462	37.7	1,226	100.0
ANAMBRA	306	50.1	305	49.9	611	27.9	528	57.9	384	42.1	912	41.7	382	57.4	284	42.6	666	30.4	2,189	100.0
BAUCHI	77	48.1	83	51.9	160	31.0	86	50.3	85	49.7	171	33.1	97	52.4	88	47.6	185	35.9	516	100.0
BAYELSA	64	52.9	57	47.1	121	28.6	93	49.5	95	50.5	188	44.4	50	43.9	64	56.1	114	27.0	423	100.0
BENUE	406	55.8	321	44.2	727	30.0	500	55.9	394	44.1	894	36.9	403	50.4	397	49.6	800	33.0	2,421	100.0
BORNO	80	58.8	56	41.2	136	28.3	91	49.7	92	50.3	183	38.0	79	48.8	83	51.2	162	33.7	481	100.0
CROSS-RIVER	157	50.0	157	50.0	314	24.9	247	45.1	301	54.9	548	43.5	181	45.6	216	54.4	397	31.5	1,259	100.0
DELTA	193	50.0	193	50.0	386	37.2	178	46.6	204	53.4	382	36.8	125	46.1	146	53.9	271	26.1	1,039	100.0
EBONYI	102	45.3	123	54.7	225	32.7	173	55.4	139	44.6	312	45.3	77	50.7	75	49.3	152	22.1	689	100.0
EDO	131	49.6	133	50.4	264	26.0	285	58.9	199	41.1	484	47.7	149	55.8	118	44.2	267	26.3	1,015	100.0
EKITI	38	50.7	37	49.3	75	23.3	79	50.3	78	49.7	157	48.8	50	55.6	40	44.4	90	28.0	322	100.0
ENUGU	103	60.6	67	39.4	170	26.0	140	47.9	152	52.1	292	44.7	128	67.0	63	33.0	191	29.2	653	100.0
FCT-ABUJA	79	49.1	82	50.9	161	25.4	152	47.1	171	52.9	323	50.9	82	54.3	69	45.7	151	23.8	635	100.0
GOMBE	58	54.2	49	45.8	107	24.3	89	50.9	86	49.1	175	39.7	80	50.3	79	49.7	159	36.1	441	100.0
IMO	505	60.3	332	39.7	837	25.9	1,209	62.8	716	37.2	1,925	59.5	201	42.7	270	57.3	471	14.6	3,233	100.0
JIGAWA	8	47.1	9	52.9	17	28.3	18	78.3	5	21.7	23	38.3	9	45.0	11	55.0	20	33.3	60	100.0

STATE	JS I						JS 2						JS 3						Private Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
KADUNA	142	45.1	173	54.9	315	26.8	215	47.3	240	52.7	455	38.7	179	44.1	227	55.9	406	34.5	1,176	100.0
KANO	177	55.3	143	44.7	320	37.4	137	51.9	127	48.1	264	30.8	134	49.3	138	50.7	272	31.8	856	100.0
KATSINA	99	50.8	96	49.2	195	30.3	120	44.3	151	55.7	271	42.1	89	50.0	89	50.0	178	27.6	644	100.0
KEBBI	42	55.3	34	44.7	76	26.6	64	55.2	52	44.8	116	40.6	55	58.5	39	41.5	94	32.9	286	100.0
KOGI	90	53.6	78	46.4	168	26.5	117	46.6	134	53.4	251	39.5	106	49.1	110	50.9	216	34.0	635	100.0
KWARA	56	50.9	54	49.1	110	25.5	98	52.7	88	47.3	186	43.2	72	53.3	63	46.7	135	31.3	431	100.0
LAGOS	374	50.0	374	50.0	748	26.2	579	49.2	599	50.8	1,178	41.2	480	51.4	453	48.6	933	32.6	2,859	100.0
NASARAWA	232	52.5	210	47.5	442	31.7	248	49.3	255	50.7	503	36.1	213	47.4	236	52.6	449	32.2	1,394	100.0
NIGER	78	47.6	86	52.4	164	22.0	136	48.4	145	51.6	281	37.7	102	33.9	199	66.1	301	40.3	746	100.0
OGUN	201	52.3	183	47.7	384	29.0	267	51.8	248	48.2	515	38.8	227	53.2	200	46.8	427	32.2	1,326	100.0
ONDO	58	46.0	68	54.0	126	22.6	119	46.7	136	53.3	255	45.7	89	50.3	88	49.7	177	31.7	558	100.0
OSUN	99	51.8	92	48.2	191	33.1	115	47.1	129	52.9	244	42.3	71	50.0	71	50.0	142	24.6	577	100.0
OYO	150	52.8	134	47.2	284	21.0	221	44.1	280	55.9	501	37.0	181	31.9	387	68.1	568	42.0	1,353	100.0
PLATEAU	302	48.7	318	51.3	620	25.3	561	51.2	535	48.8	1,096	44.8	350	47.9	380	52.1	730	29.8	2,446	100.0
RIVERS	216	41.7	302	58.3	518	33.8	281	52.5	254	47.5	535	34.9	238	49.7	241	50.3	479	31.3	1,532	100.0
SOKOTO	39	48.8	41	51.3	80	40.6	51	64.6	28	35.4	79	40.1	24	63.2	14	36.8	38	19.3	197	100.0
TARABA	209	51.0	201	49.0	410	31.3	246	47.0	277	53.0	523	39.9	202	53.4	176	46.6	378	28.8	1,311	100.0
YOBE	33	64.7	18	35.3	51	29.0	29	48.3	31	51.7	60	34.1	35	53.8	30	46.2	65	36.9	176	100.0
ZAMFARA	18	51.4	17	48.6	35	23.2	32	50.0	32	50.0	64	42.4	32	61.5	20	38.5	52	34.4	151	100.0
National	5,294	51.3	5,020	48.7	10,314	28.0	8,043	52.2	7,370	47.8	15,413	41.9	5,446	49.2	5,612	50.8	11,058	30.1	36,785	100.0

5.11 Repeaters in Junior Secondary Schools

Repeaters, in this section, refer to learners who for various reasons had spent more than one year in any of the JS classes at the time of the NPA. In Table 5.30, the total number of repeaters for both public and private junior secondary schools nationwide was 149,206.

5.11.1 Repeaters in Public and Private JSS in Zones by Class and Gender

Table 5.30 shows that for JS 1, the North-West zone had the highest percentage repeaters for male (69.7), while the South-South zone had the highest for female (51.6). The North-West zone also had the highest percentage of male repeaters of 60.6 percent for JS 2, while the South-South zone had the highest percentage of female repeaters at 51.3 percent. In JS 3, the North-West still had more male repeaters at 56.7 percent, while the South-South also had the highest proportion of female repeaters at 51.3 percent.

Table 5.30 Repeaters in Public and Private Junior Secondary School in Zones by Class and Gender

ZONE	JSS ONE						JSS TWO						JSS THREE						TOTAL	
	Male	percent	Female	percent	Total	percent	Male	percent	Female	percent	Total	percent	Male	percent	Female	percent	Total	percent	Total	percent
NORTH-CENTRAL	2,477	51.9	2,300	48.1	4,777	24.7	4,143	53.7	3,575	46.3	7,718	39.9	3,847	56.0	3,019	44.0	6,866	35.5	19,361	100.0
NORTH-EAST	1,476	53.6	1,277	46.4	2,753	20.2	3,390	54.1	2,871	45.9	6,261	46.0	2,311	50.3	2,283	49.7	4,594	33.8	13,608	100.0
NORTH-WEST	5,541	69.7	2,409	30.3	7,950	23.9	8,545	60.6	5,556	39.4	14,101	42.5	6,324	56.7	4,830	43.3	11,154	33.6	33,205	100.0
SOUTH-EAST	871	53.7	752	46.3	1,623	23.4	1,675	55.6	1,338	44.4	3,013	43.5	1,155	50.4	1,135	49.6	2,290	33.1	6,926	100.0
SOUTH -SOUTH	2,732	48.4	2,918	51.6	5,650	31.2	3,420	48.7	3,607	51.3	7,027	38.8	2,644	48.7	2,785	51.3	5,429	30.0	18,106	100.0
SOUTH-WEST	13,141	55.0	10,736	45.0	23,877	41.2	12,347	52.6	11,117	47.4	23,464	40.5	5,470	51.3	5,189	48.7	10,659	18.4	58,000	100.0
TOTAL	26,238	56.3	20,392	43.7	46,630	31.3	33,520	54.4	28,064	45.6	61,584	41.3	21,751	53.1	19,241	46.9	40,992	27.5	149,206	100.0

5.11.2 Repeaters in Public and Private JS Schools in States by Class and Gender

Table 5.31 shows that in JS 1, Zamfara State had the highest percentage of male repeaters (85.8 percent), while Akwa Ibom State had the highest for female repeaters (58.3 percent.) In JS 2, Katsina State had 64.7 percent of male repeaters, while Kwara State also led for female repeaters with 59.5 percent. In JS3, Katsina State had 66.8 percent as the highest for male repeaters, while Yobe State had 78.1 percent as the highest for female repeaters.

Table 5.31 Repeaters in Public and Private Junior Secondary Schools in States by Class and Gender

STATE	JSS ONE						JSS TWO						JSS THREE						TOTAL	
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Total Public And Private	Percent
Abia	80	57.1	60	42.9	140	21.3	131	46.0	154	54.0	285	43.3	118	50.6	115	49.4	233	35.4	658	100.0
Adamawa	360	55.3	291	44.7	651	12.4	1,483	52.1	1,364	47.9	2,847	54.1	1,006	56.9	762	43.1	1,768	33.6	5,266	100.0
Akwa-Ibom	966	41.7	1,348	58.3	2,314	36.7	1,025	44.4	1,286	55.6	2,311	36.6	820	48.8	861	51.2	1,681	26.7	6,306	100.0
Anambra	433	54.9	356	45.1	789	34.3	563	57.2	422	42.8	985	42.8	298	56.5	229	43.5	527	22.9	2,301	100.0
Bauchi	402	49.6	409	50.4	811	34.3	511	51.8	475	48.2	986	41.7	300	52.6	270	47.4	570	24.1	2,367	100.0
Bayelsa	111	56.9	84	43.1	195	21.3	205	57.4	152	42.6	357	39.1	203	56.1	159	43.9	362	39.6	914	100.0
Benue	485	46.4	561	53.6	1,046	34.4	569	49.1	591	50.9	1,160	38.1	444	53.0	394	47.0	838	27.5	3,044	100.0
Borno	98	52.1	90	47.9	188	24.5	197	54.1	167	45.9	364	47.4	102	47.2	114	52.8	216	28.1	768	100.0
Cross-River	346	54.0	295	46.0	641	24.8	526	49.3	542	50.7	1,068	41.3	429	48.8	450	51.2	879	34.0	2,588	100.0
Delta	668	49.4	685	50.6	1,353	29.3	903	49.4	924	50.6	1,827	39.6	655	45.5	784	54.5	1,439	31.2	4,619	100.0
Ebonyi	147	45.8	174	54.2	321	24.3	273	47.5	302	52.5	575	43.5	216	50.6	211	49.4	427	32.3	1,323	100.0
Edo	339	54.6	282	45.4	621	35.1	367	53.0	326	47.0	693	39.1	222	48.6	235	51.4	457	25.8	1,771	100.0
Ekiti	339	52.5	307	47.5	646	37.8	424	54.4	355	45.6	779	45.5	154	53.8	132	46.2	286	16.7	1,711	100.0
Enugu	128	53.8	110	46.2	238	18.3	293	63.7	167	36.3	460	35.4	265	43.9	338	56.1	603	46.3	1,301	100.0
Fct-Abuja	399	53.2	351	46.8	750	29.3	547	53.1	484	46.9	1,031	40.3	399	51.2	380	48.8	779	30.4	2,560	100.0
Gombe	341	60.7	221	39.3	562	24.4	576	63.5	331	36.5	907	39.3	510	60.9	327	39.1	837	36.3	2,306	100.0

Imo	83	61.5	52	38.5	135	10.1	415	58.6	293	41.4	708	52.7	258	51.6	242	48.4	500	37.2	1,343	100.0
Jigawa	226	64.6	124	35.4	350	28.7	330	63.1	193	36.9	523	42.8	225	64.7	123	35.3	348	28.5	1,221	100.0
Kaduna	955	54.4	799	45.6	1,754	32.2	1,136	51.6	1,066	48.4	2,202	40.4	758	50.9	731	49.1	1,489	27.3	5,445	100.0
Kano	896	77.0	267	23.0	1,163	21.8	1,149	59.0	799	41.0	1,948	36.5	1,374	61.5	859	38.5	2,233	41.8	5,344	100.0
Katsina	1,110	73.6	398	26.4	1,508	19.8	2,304	64.7	1,257	35.3	3,561	46.8	1,701	66.8	847	33.2	2,548	33.5	7,617	100.0
Kebbi	1,177	68.5	541	31.5	1,718	26.4	1,447	63.3	840	36.7	2,287	35.2	1,262	50.6	1,231	49.4	2,493	38.4	6,498	100.0
Kogi	222	53.6	192	46.4	414	22.4	246	49.3	253	50.7	499	27.0	547	58.4	390	41.6	937	50.6	1,850	100.0
Kwara	83	43.0	110	57.0	193	26.1	139	40.5	204	59.5	343	46.4	112	54.9	92	45.1	204	27.6	740	100.0
Lagos	9,311	56.1	7,288	43.9	16,599	48.5	6,707	52.5	6,058	47.5	12,765	37.3	2,462	50.3	2,432	49.7	4,894	14.3	34,258	100.0
Nasarawa	261	49.2	269	50.8	530	20.0	667	55.9	526	44.1	1,193	45.0	503	54.2	425	45.8	928	35.0	2,651	100.0
Niger	686	59.8	462	40.2	1,148	22.2	1,230	59.4	840	40.6	2,070	40.0	1,179	60.2	781	39.8	1,960	37.9	5,178	100.0
Ogun	1,628	55.2	1,321	44.8	2,949	33.2	2,184	54.2	1,846	45.8	4,030	45.4	1,084	57.2	810	42.8	1,894	21.3	8,873	100.0
Ondo	646	46.5	742	53.5	1,388	32.5	950	53.3	833	46.7	1,783	41.7	551	49.8	555	50.2	1,106	25.9	4,277	100.0
Osun	298	48.6	315	51.4	613	27.8	559	50.3	552	49.7	1,111	50.5	245	51.3	233	48.7	478	21.7	2,202	100.0
Oyo	919	54.6	763	45.4	1,682	25.2	1,523	50.8	1,473	49.2	2,996	44.9	974	48.7	1,027	51.3	2,001	30.0	6,679	100.0
Plateau	341	49.0	355	51.0	696	20.9	745	52.4	677	47.6	1,422	42.6	663	54.3	557	45.7	1,220	36.5	3,338	100.0
Rivers	302	57.4	224	42.6	526	27.6	394	51.1	377	48.9	771	40.4	315	51.6	296	48.4	611	32.0	1,908	100.0
Sokoto	759	78.2	211	21.8	970	25.1	1,092	59.4	746	40.6	1,838	47.6	633	60.3	417	39.7	1,050	27.2	3,858	100.0
Taraba	189	51.5	178	48.5	367	23.5	410	53.4	358	46.6	768	49.2	223	52.2	204	47.8	427	27.3	1,562	100.0
Yobe	86	49.4	88	50.6	174	13.0	213	54.8	176	45.2	389	29.1	170	21.9	606	78.1	776	58.0	1,339	100.0
Zamfara	418	85.8	69	14.2	487	15.1	1,087	62.4	655	37.6	1,742	54.1	371	37.4	622	62.6	993	30.8	3,222	100.0
National	26,238	56.3	20,392	43.7	46,630	31.3	33,520	54.4	28,064	45.6	61,584	41.3	21,751	53.1	19,241	46.9	40,992	27.5	149,206	100.0

5.11.3 Repeaters in Public JS Schools in Zones by Class and Gender

Table 5.32 shows that in JS 1, the North-West zone had the highest percentage of repeaters with 72.0 percent for male, while the South-South zone had the highest for female repeaters (53.8 percent). In JS 2, the North-West zone also had the highest percentage of male repeaters with 61.5 percent, while the South-South zone had the highest or 51.9 percent for females. In JS 3, the North-West zone had the highest percentage of male repeaters (57.5 percent) while the South-South zone had the highest (51.9 percent) for female repeaters.

Table 5.32 Repeaters In Public Junior Secondary Schools In Zones By Class And Gender

ZONE	JSS ONE						JSS TWO						JSS THREE						Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	1,466	52.8	1,312	47.2	2,778	22.1	2,866	55.8	2,271	44.2	5,137	40.8	2,610	55.9	2,063	44.1	4,673	37.1	12,588	100.0
NORTH-EAST	965	53.9	825	46.1	1,790	16.5	2,797	54.9	2,296	45.1	5,093	47.0	2,000	50.5	1,964	49.5	3,964	36.5	10,847	100.0
NORTH-WEST	5,179	72.0	2,014	28.0	7,193	23.5	8,085	61.5	5,051	38.5	13,136	42.9	5,926	57.5	4,384	42.5	10,310	33.6	30,639	100.0
SOUTH-EAST	377	49.3	387	50.7	764	19.1	1,037	56.6	795	43.4	1,832	45.8	697	49.5	710	50.5	1,407	35.1	4,003	100.0
SOUTH -SOUTH	1,973	46.2	2,295	53.8	4,268	30.1	2,736	48.1	2,952	51.9	5,688	40.1	2,029	48.1	2,190	51.9	4,219	29.8	14,175	100.0
SOUTH-WEST	12,613	55.2	10,241	44.8	22,854	41.5	11,796	52.8	10,545	47.2	22,341	40.6	5,087	51.7	4,743	48.3	9,830	17.9	55,025	100.0
National	22,573	56.9	17,074	43.1	39,647	31.2	29,317	55.1	23,910	44.9	53,227	41.8	18,349	53.3	16,054	46.7	34,403	27.0	127,277	100.0

5.11.4 Repeaters in Public JS Schools in States by Class and Gender

Table 5.33 shows that in JS 1, Zamfara State had the highest percentage of repeaters with 87.4 percent, for male, while Kwara State has the highest for female at 68.7 percent. In JS2, Katsina State led with 65.5 percent of its repeaters as males, while Kwara State led with 61.1 percent for females. In JS3, Katsina State led with 68.5 percent for males, while Zamfara State led with 63.6 percent for females.

Table 5. 33 Repeaters in Public Js Schools in States by Class and Gender

STATE	JSS ONE						JSS TWO						JSS THREE						T O T AL	
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Total	Percent
Abia	27	75.0	9	25.0	36	25.9	29	44.6	36	55.4	65	46.8	18	47.4	20	52.6	38	27.3	139	100.0
Adamawa	262	53.5	228	46.5	490	10.1	1,386	52.1	1,276	47.9	2,662	55.1	965	57.4	717	42.6	1,682	34.8	4,834	100.0
Akwa-Ibom	777	40.3	1,150	59.7	1,927	36.9	858	43.4	1,121	56.6	1,979	37.9	626	47.7	685	52.3	1,311	25.1	5,217	100.0
Anambra	198	51.8	184	48.2	382	31.3	283	56.8	215	43.2	498	40.8	197	57.9	143	42.1	340	27.9	1,220	100.0
Bauchi	253	50.0	253	50.0	506	32.0	335	52.5	303	47.5	638	40.4	224	51.5	211	48.5	435	27.5	1,579	100.0
Bayelsa	91	58.3	65	41.7	156	19.4	183	57.7	134	42.3	317	39.3	183	55.0	150	45.0	333	41.3	806	100.0
Benue	169	45.8	200	54.2	369	35.8	190	50.9	183	49.1	373	36.2	154	53.3	135	46.7	289	28.0	1,031	100.0
Borno	58	55.2	47	44.8	105	21.0	145	58.5	103	41.5	248	49.6	72	49.0	75	51.0	147	29.4	500	100.0
Cross-River	180	50.7	175	49.3	355	21.2	352	48.6	373	51.4	725	43.4	285	48.1	307	51.9	592	35.4	1,672	100.0
Delta	554	48.8	582	51.2	1,136	27.7	819	49.1	849	50.9	1,668	40.7	588	45.4	706	54.6	1,294	31.6	4,098	100.0
Ebonyi	79	44.9	97	55.1	176	19.3	197	45.8	233	54.2	430	47.2	156	51.1	149	48.9	305	33.5	911	100.0
Edo	181	49.6	184	50.4	365	35.9	233	54.4	195	45.6	428	42.0	107	47.6	118	52.4	225	22.1	1,018	100.0
Ekiti	317	51.9	294	48.1	611	39.0	395	55.0	323	45.0	718	45.8	125	52.7	112	47.3	237	15.1	1,566	100.0
Enugu	46	35.1	85	64.9	131	13.1	239	65.3	127	34.7	366	36.6	207	41.2	296	58.8	503	50.3	1,000	100.0
Fct-Abuja	375	53.0	333	47.0	708	29.3	507	53.5	441	46.5	948	39.2	392	51.3	372	48.7	764	31.6	2,420	100.0
Gombe	253	60.0	169	40.0	422	22.1	486	64.6	266	35.4	752	39.4	457	62.1	279	37.9	736	38.5	1,910	100.0

STATE	JSS ONE						JSS TWO						JSS THREE						T O T AL	
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Total	Percent
Imo	27	69.2	12	30.8	39	5.3	289	61.1	184	38.9	473	64.5	119	53.8	102	46.2	221	30.2	733	100.0
Jigawa	214	63.9	121	36.1	335	28.1	325	62.9	192	37.1	517	43.3	219	64.2	122	35.8	341	28.6	1,193	100.0
Kaduna	832	56.0	653	44.0	1,485	32.4	964	52.1	888	47.9	1,852	40.4	630	50.7	612	49.3	1,242	27.1	4,579	100.0
Kano	829	83.2	167	16.8	996	20.5	1,085	60.1	719	39.9	1,804	37.2	1,318	64.2	735	35.8	2,053	42.3	4,853	100.0
Katsina	1,034	75.9	329	24.1	1,363	19.4	2,195	65.5	1,158	34.5	3,353	47.7	1,589	68.5	730	31.5	2,319	33.0	7,035	100.0
Kebbi	1,138	69.6	497	30.4	1,635	26.5	1,391	64.8	756	35.2	2,147	34.8	1,213	50.8	1,176	49.2	2,389	38.7	6,171	100.0
Kogi	97	56.4	75	43.6	172	17.9	114	45.8	135	54.2	249	25.9	282	52.0	260	48.0	542	56.3	963	100.0
Kwara	31	31.3	68	68.7	99	19.1	114	38.9	179	61.1	293	56.5	69	54.3	58	45.7	127	24.5	519	100.0
Lagos	9,026	56.1	7,063	43.9	16,089	48.6	6,517	52.6	5,864	47.4	12,381	37.4	2,327	50.4	2,286	49.6	4,613	13.9	33,083	100.0
Nasarawa	138	48.1	149	51.9	287	15.4	504	58.3	361	41.7	865	46.5	395	55.6	315	44.4	710	38.1	1,862	100.0
Niger	582	59.6	394	40.4	976	20.6	1,138	60.7	737	39.3	1,875	39.6	1,138	60.5	744	39.5	1,882	39.8	4,733	100.0
Ogun	1,557	55.5	1,248	44.5	2,805	32.9	2,100	54.1	1,781	45.9	3,881	45.5	1,060	57.4	786	42.6	1,846	21.6	8,532	100.0
Ondo	609	46.6	699	53.4	1,308	32.5	900	53.7	776	46.3	1,676	41.7	519	50.0	520	50.0	1,039	25.8	4,023	100.0
Osun	259	48.9	271	51.1	530	28.2	498	51.0	479	49.0	977	51.9	190	50.7	185	49.3	375	19.9	1,882	100.0
Oyo	845	55.9	666	44.1	1,511	25.4	1,386	51.2	1,322	48.8	2,708	45.6	866	50.3	854	49.7	1,720	29.0	5,939	100.0
Plateau	74	44.3	93	55.7	167	15.8	299	56.0	235	44.0	534	50.4	180	50.1	179	49.9	359	33.9	1,060	100.0
Rivers	190	57.8	139	42.2	329	24.1	291	51.0	280	49.0	571	41.9	240	51.7	224	48.3	464	34.0	1,364	100.0
Sokoto	738	79.5	190	20.5	928	24.9	1,069	59.9	715	40.1	1,784	48.0	608	60.3	400	39.7	1,008	27.1	3,720	100.0
Taraba	87	50.9	84	49.1	171	17.6	277	53.0	246	47.0	523	53.9	153	55.4	123	44.6	276	28.5	970	100.0
Yobe	52	54.2	44	45.8	96	9.1	168	62.2	102	37.8	270	25.6	129	18.8	559	81.3	688	65.3	1,054	100.0
Zamfara	394	87.4	57	12.6	451	14.6	1,056	62.9	623	37.1	1,679	54.4	349	36.4	609	63.6	958	31.0	3,088	100.0
National	22,573	56.9	17,074	43.1	39,647	31.2	29,317	55.1	23,910	44.9	53,227	41.8	18,349	53.3	16,054	46.7	34,403	27.0	127,277	100.0

5.11.5 Repeaters in Private JS Schools in Zones by Class and Gender

.Table 5.34 shows that in JS 1, the South-East zone had the highest percentage of repeaters with 57.5 percent for male, while the North-West zone had the highest for female with 52.2 percent. In JS 2, the South-East zone also led for male repeaters with 54.0 percent, while the North-West zone led for females with 52.3 percent. In JS 3, the North-Central zone had the highest proportion of male repeaters (56.4 percent) while the South-West had the highest (53.8 percent) for females.

Table 5.34 Repeaters in Private Junior Secondary Schools in Zones by Class and Gender

Zone	JSS ONE						JSS TWO						JSS THREE						Total Private	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
NORTH-CENTRAL	1,011	50.6	988	49.4	1,999	29.5	1,277	49.5	1,304	50.5	2,581	38.1	1,237	56.4	956	43.6	2,193	32.4	6,773	100.0
NORTH-EAST	511	53.1	452	46.9	963	34.9	593	50.8	575	49.2	1,168	42.3	311	49.4	319	50.6	630	22.8	2,761	100.0
NORTH-WEST	362	47.8	395	52.2	757	29.5	460	47.7	505	52.3	965	37.6	398	47.2	446	52.8	844	32.9	2,566	100.0
SOUTH-EAST	494	57.5	365	42.5	859	29.4	638	54.0	543	46.0	1,181	40.4	458	51.9	425	48.1	883	30.2	2,923	100.0
SOUTH-SOUTH	759	54.9	623	45.1	1,382	35.2	684	51.1	655	48.9	1,339	34.1	615	50.8	595	49.2	1,210	30.8	3,931	100.0
SOUTH-WEST	528	51.6	495	48.4	1,023	34.4	551	49.1	572	50.9	1,123	37.7	383	46.2	446	53.8	829	27.9	2,975	100.0
National	3,665	52.5	3,318	47.5	6,983	31.8	4,203	50.3	4,154	49.7	8,357	38.1	3,402	51.6	3,187	48.4	6,589	30.0	21,929	100.0

5.11.6 Repeaters in Private JS Schools in States by Class and Gender

Table 5.35 shows that in JS 1, Jigawa State had the highest percentage of repeaters with 80.0 percent for male, while Kano State had the highest for female with 59.9 percent. In JS2, Jigawa State had the highest percentage of repeaters with 83.3 percent for male, while Yobe State led for female at 62.2 percent. In JS3, Jigawa State led with 85.7 percent of its repeaters as males, while Kano State led for females at 68.9 percent.

Table 5.35 Repeaters in Private JS Schools in States by Class and Gender

State	JSS ONE						JSS TWO						JSS THREE						T O T A L					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
ABIA	53	51.0	51	49.0	104	20.0	102	46.4	118	53.6	220	42.4	100	51.3	95	48.7	195	37.6	255	49.1	264	50.9	519	100.0
ADAMAWA	98	60.9	63	39.1	161	37.3	97	52.4	88	47.6	185	42.8	41	47.7	45	52.3	86	19.9	236	54.6	196	45.4	432	100.0
AKWA-IBOM	189	48.8	198	51.2	387	35.5	167	50.3	165	49.7	332	30.5	194	52.4	176	47.6	370	34.0	550	50.5	539	49.5	1,089	100.0
ANAMBRA	235	57.7	172	42.3	407	37.7	280	57.5	207	42.5	487	45.1	101	54.0	86	46.0	187	17.3	616	57.0	465	43.0	1,081	100.0
BAUCHI	149	48.9	156	51.1	305	38.7	176	50.6	172	49.4	348	44.2	76	56.3	59	43.7	135	17.1	401	50.9	387	49.1	788	100.0
BAYELSA	20	51.3	19	48.7	39	36.1	22	55.0	18	45.0	40	37.0	20	69.0	9	31.0	29	26.9	62	57.4	46	42.6	108	100.0
BENUE	316	46.7	361	53.3	677	33.6	379	48.2	408	51.8	787	39.1	290	52.8	259	47.2	549	27.3	985	48.9	1,028	51.1	2,013	100.0
BORNO	40	48.2	43	51.8	83	31.0	52	44.8	64	55.2	116	43.3	30	43.5	39	56.5	69	25.7	122	45.5	146	54.5	268	100.0
CROSS-RIVER	166	58.0	120	42.0	286	31.2	174	50.7	169	49.3	343	37.4	144	50.2	143	49.8	287	31.3	484	52.8	432	47.2	916	100.0
DELTA	114	52.5	103	47.5	217	41.7	84	52.8	75	47.2	159	30.5	67	46.2	78	53.8	145	27.8	265	50.9	256	49.1	521	100.0
EBONYI	68	46.9	77	53.1	145	35.2	76	52.4	69	47.6	145	35.2	60	49.2	62	50.8	122	29.6	204	49.5	208	50.5	412	100.0
EDO	158	61.7	98	38.3	256	34.0	134	50.6	131	49.4	265	35.2	115	49.6	117	50.4	232	30.8	407	54.1	346	45.9	753	100.0
EKITI	22	62.9	13	37.1	35	24.1	29	47.5	32	52.5	61	42.1	29	59.2	20	40.8	49	33.8	80	55.2	65	44.8	145	100.0
ENUGU	82	76.6	25	23.4	107	35.5	54	57.4	40	42.6	94	31.2	58	58.0	42	42.0	100	33.2	194	64.5	107	35.5	301	100.0
FCT-ABUJA	24	57.1	18	42.9	42	30.0	40	48.2	43	51.8	83	59.3	7	46.7	8	53.3	15	10.7	71	50.7	69	49.3	140	100.0
GOMBE	88	62.9	52	37.1	140	35.4	90	58.1	65	41.9	155	39.1	53	52.5	48	47.5	101	25.5	231	58.3	165	41.7	396	100.0
IMO	56	58.3	40	41.7	96	15.7	126	53.6	109	46.4	235	38.5	139	49.8	140	50.2	279	45.7	321	52.6	289	47.4	610	100.0

State	JSS ONE						JSS TWO						JSS THREE						T O T A L					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
JIGAWA	12	80.0	3	20.0	15	53.6	5	83.3	1	16.7	6	21.4	6	85.7	1	14.3	7	25.0	23	82.1	5	17.9	28	100.0
KADUNA	123	45.7	146	54.3	269	31.1	172	49.1	178	50.9	350	40.4	128	51.8	119	48.2	247	28.5	423	48.8	443	51.2	866	100.0
KANO	67	40.1	100	59.9	167	34.0	64	44.4	80	55.6	144	29.3	56	31.1	124	68.9	180	36.7	187	38.1	304	61.9	491	100.0
KATSINA	76	52.4	69	47.6	145	24.9	109	52.4	99	47.6	208	35.7	112	48.9	117	51.1	229	39.3	297	51.0	285	49.0	582	100.0
KEBBI	39	47.0	44	53.0	83	25.4	56	40.0	84	60.0	140	42.8	49	47.1	55	52.9	104	31.8	144	44.0	183	56.0	327	100.0
KOGI	125	51.7	117	48.3	242	27.3	132	52.8	118	47.2	250	28.2	265	67.1	130	32.9	395	44.5	522	58.9	365	41.1	887	100.0
KWARA	52	55.3	42	44.7	94	42.5	25	50.0	25	50.0	50	22.6	43	55.8	34	44.2	77	34.8	120	54.3	101	45.7	221	100.0
LAGOS	285	55.9	225	44.1	510	43.4	190	49.5	194	50.5	384	32.7	135	48.0	146	52.0	281	23.9	610	51.9	565	48.1	1,175	100.0
NASARAWA	123	50.6	120	49.4	243	30.8	163	49.7	165	50.3	328	41.6	108	49.5	110	50.5	218	27.6	394	49.9	395	50.1	789	100.0
NIGER	104	60.5	68	39.5	172	38.7	92	47.2	103	52.8	195	43.8	41	52.6	37	47.4	78	17.5	237	53.3	208	46.7	445	100.0
OGUN	71	49.3	73	50.7	144	42.2	84	56.4	65	43.6	149	43.7	24	50.0	24	50.0	48	14.1	179	52.5	162	47.5	341	100.0
ONDO	37	46.3	43	53.8	80	31.5	50	46.7	57	53.3	107	42.1	32	47.8	35	52.2	67	26.4	119	46.9	135	53.1	254	100.0
OSUN	39	47.0	44	53.0	83	25.9	61	45.5	73	54.5	134	41.9	55	53.4	48	46.6	103	32.2	155	48.4	165	51.6	320	100.0
OYO	74	43.3	97	56.7	171	23.1	137	47.6	151	52.4	288	38.9	108	38.4	173	61.6	281	38.0	319	43.1	421	56.9	740	100.0
PLATEAU	267	50.5	262	49.5	529	23.2	446	50.2	442	49.8	888	39.0	483	56.1	378	43.9	861	37.8	1,196	52.5	1,082	47.5	2,278	100.0
RIVERS	112	56.9	85	43.1	197	36.2	103	51.5	97	48.5	200	36.8	75	51.0	72	49.0	147	27.0	290	53.3	254	46.7	544	100.0
SOKOTO	21	50.0	21	50.0	42	30.4	23	42.6	31	57.4	54	39.1	25	59.5	17	40.5	42	30.4	69	50.0	69	50.0	138	100.0
TARABA	102	52.0	94	48.0	196	33.1	133	54.3	112	45.7	245	41.4	70	46.4	81	53.6	151	25.5	305	51.5	287	48.5	592	100.0
YOBE	34	43.6	44	56.4	78	27.4	45	37.8	74	62.2	119	41.8	41	46.6	47	53.4	88	30.9	120	42.1	165	57.9	285	100.0
ZAMFARA	24	66.7	12	33.3	36	26.9	31	49.2	32	50.8	63	47.0	22	62.9	13	37.1	35	26.1	77	57.5	57	42.5	134	100.0
National	3,665	52.5	3,318	47.5	6,983	31.8	4,203	50.3	4,154	49.7	8,357	38.1	3,402	51.6	3,187	48.4	6,589	30.0	11,270	51.4	10,659	48.6	21,929	100.0

5.12 Drop-outs in Junior Secondary Schools

School dropout defines a phenomenon where learners exit a level of education, in this case, junior secondary, prematurely, i.e. without completing the full course of junior secondary education. As can be seen in Table 5.36, only 131,093 learners out of the 6,841,953 on roll

(Table 5.4) dropped-out of both public and private JS schools nationwide in the school year of the 2018 NPA. This indicates a national drop-out rate of 1.9 percent. Learners in JS 2 contributed the highest share at 52.2 percent, followed by JS 3 at 47.8 percent. Drop-out in JS 1 was the lowest at 0.01 percent, suggesting that efforts at increasing retention and completion rates in junior secondary schools should focus more on the higher classes. The analysis by gender shows only girls dropped-out in JS 1, but slightly more boys than girls dropped-out in JS 2 and 3.

5.12.1 Dropouts in Public and Private JS Schools in Zones by Class and Gender

Table 5.36 shows that in JS 1 all the 33 learners that dropped-out were girls and from the North-Central zone. In JS2, the North-West zone had the highest male drop-out of 56.6 percent, while the South-South zone had 51.3 percent for females. In JS 3, the North-West zone also had the highest male drop-out of 56.7 percent, while the South-South zone had the highest for females at 51.3 percent.

Table 5.36 Drop-Out In Public And Private Junior Secondary Schools In Zones By Class And Gender

Zone	JS ONE						JS TWO						JS THREE						Grand Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
North-Central	0	0.0	33	100.0	33	0.1	6,738	51.5	6,336	48.5	13,074	53.9	5,521	49.6	5,609	50.4	11,130	45.9	24,237	100.0
North-East	0	0.0	0	0.0	0	0.0	5,325	54.5	4,453	45.5	9,778	50.6	5,104	53.4	4,460	46.6	9,564	49.4	19,342	100.0
North-West	0	0.0	0	0.0	0	0.0	8,122	56.6	6,232	43.4	14,354	49.1	7,897	53.1	6,980	46.9	14,877	50.9	29,231	100.0
South-East	0	0.0	0	0.0	0	0.0	4,667	50.7	4,544	49.3	9,211	52.5	4,345	52.2	3,986	47.8	8,331	47.5	17,542	100.0
South-South	0	0.0	0	0.0	0	0.0	5,082	47.4	5,646	52.6	10,728	51.6	4,515	45.0	5,528	55.0	10,043	48.4	20,771	100.0
South-West	0	0.0	0	0.0	0	0.0	5,494	48.6	5,808	51.4	11,302	56.6	4,253	49.1	4,415	50.9	8,668	43.4	19,970	100.0
National	0	0.0	33	100.0	33	0.0	35,428	51.8	33,019	48.2	68,447	52.2	31,635	50.5	30,978	49.5	62,613	47.8	131,093	100.0

5.12.2 Drop-outs in Public and Private JS Schools in States by Class and Gender

Table 5.37 shows that in JS 1, Plateau State had the highest female drop-out of 31 learners followed by Kogi State with two. In JS 2, Sokoto State had the highest male percentage drop-out of 75.8 percent, while Delta State had the highest for female at 57.0 percent. In JS 3, Sokoto State had the highest percentage of male drop-out of 76.6 percent, while Edo State had the highest for female drop-out at 60.2 percent.

Table 5.37 Drop-Out in Public and Private Junior Secondary Schools in States by Class and Gender

State	JSS ONE						JSS TWO						JSS THREE						Grand Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
Abia	0	0.0	0	0.0	0	0.0	562	48.9	588	51.1	1,150	48.2	675	54.7	559	45.3	1,234	51.8	2,384	100.0
Adamawa	0	0.0	0	0.0	0	0.0	1,198	51.0	1,152	49.0	2,350	51.9	1,080	49.7	1,095	50.3	2,175	48.1	4,525	100.0
Akwa-Ibom	0	0.0	0	0.0	0	0.0	1,363	50.5	1,337	49.5	2,700	52.6	1,180	48.5	1,253	51.5	2,433	47.4	5,133	100.0
Anambra	0	0.0	0	0.0	0	0.0	949	48.6	1,005	51.4	1,954	56.1	768	50.3	760	49.7	1,528	43.9	3,482	100.0
Bauchi	0	0.0	0	0.0	0	0.0	1,301	55.1	1,062	44.9	2,363	47.6	1,382	53.2	1,216	46.8	2,598	52.4	4,961	100.0
Bayelsa	0	0.0	0	0.0	0	0.0	286	53.2	252	46.8	538	55.0	210	47.6	231	52.4	441	45.0	979	100.0
Benue	0	0.0	0	0.0	0	0.0	2,069	52.9	1,845	47.1	3,914	55.6	1,575	50.5	1,545	49.5	3,120	44.4	7,034	100.0
Borno	0	0.0	0	0.0	0	0.0	399	50.1	397	49.9	796	47.3	457	51.5	431	48.5	888	52.7	1,684	100.0
Cross-River	0	0.0	0	0.0	0	0.0	959	47.2	1,071	52.8	2,030	54.6	787	46.7	898	53.3	1,685	45.4	3,715	100.0
Delta	0	0.0	0	0.0	0	0.0	901	43.0	1,193	57.0	2,094	52.4	793	41.6	1,113	58.4	1,906	47.7	4,000	100.0
Ebonyi	0	0.0	0	0.0	0	0.0	1,196	47.3	1,330	52.7	2,526	53.2	1,051	47.3	1,173	52.7	2,224	46.8	4,750	100.0
Edo	0	0.0	0	0.0	0	0.0	528	46.7	603	53.3	1,131	46.9	510	39.8	772	60.2	1,282	53.1	2,413	100.0
Ekiti	0	0.0	0	0.0	0	0.0	200	48.8	210	51.2	410	57.0	144	46.6	165	53.4	309	43.0	719	100.0
Enugu	0	0.0	0	0.0	0	0.0	883	60.0	588	40.0	1,471	54.2	822	66.1	421	33.9	1,243	45.8	2,714	100.0
Fct-Abuja	0	0.0	0	0.0	0	0.0	681	52.2	623	47.8	1,304	55.1	529	49.9	532	50.1	1,061	44.9	2,365	100.0
Gombe	0	0.0	0	0.0	0	0.0	783	55.5	628	44.5	1,411	50.3	812	58.2	584	41.8	1,396	49.7	2,807	100.0
Imo	0	0.0	0	0.0	0	0.0	1,077	51.0	1,033	49.0	2,110	50.1	1,029	49.0	1,073	51.0	2,102	49.9	4,212	100.0
Jigawa	0	0.0	0	0.0	0	0.0	512	57.1	384	42.9	896	54.3	422	56.0	331	44.0	753	45.7	1,649	100.0
Kaduna	0	0.0	0	0.0	0	0.0	1,875	51.0	1,802	49.0	3,677	46.3	1,931	45.2	2,341	54.8	4,272	53.7	7,949	100.0

State	JSS ONE						JSS TWO						JSS THREE						Grand Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
Kano	0	0.0	0	0.0	0	0.0	1,922	53.6	1,664	46.4	3,586	48.7	1,864	49.4	1,913	50.6	3,777	51.3	7,363	100.0
Katsina	0	0.0	0	0.0	0	0.0	1,298	52.7	1,166	47.3	2,464	44.3	1,571	50.8	1,522	49.2	3,093	55.7	5,557	100.0
Kebbi	0	0.0	0	0.0	0	0.0	1,020	62.2	619	37.8	1,639	51.9	1,073	70.7	444	29.3	1,517	48.1	3,156	100.0
Kogi	0	0.0	2	100	2	0.1	378	48.4	403	51.6	781	48.9	396	48.6	419	51.4	815	51.0	1,598	100.0
Kwara	0	0.0	0	0.0	0	0.0	516	54.4	432	45.6	948	47.8	580	55.9	457	44.1	1,037	52.2	1,985	100.0
Lagos	0	0.0	0	0.0	0	0.0	2,492	48.1	2,687	51.9	5,179	63.9	1,394	47.6	1,534	52.4	2,928	36.1	8,107	100.0
Nasarawa	0	0.0	0	0.0	0	0.0	662	49.1	687	50.9	1,349	54.6	533	47.5	588	52.5	1,121	45.4	2,470	100.0
Niger	0	0.0	0	0.0	0	0.0	880	52.4	798	47.6	1,678	52.3	694	45.3	837	54.7	1,531	47.7	3,209	100.0
Ogun	0	0.0	0	0.0	0	0.0	816	50.0	815	50.0	1,631	49.1	907	53.5	787	46.5	1,694	50.9	3,325	100.0
Ondo	0	0.0	0	0.0	0	0.0	532	48.2	572	51.8	1,104	59.5	371	49.5	379	50.5	750	40.5	1,854	100.0
Osun	0	0.0	0	0.0	0	0.0	569	51.4	538	48.6	1,107	60.3	378	51.8	352	48.2	730	39.7	1,837	100.0
Oyo	0	0.0	0	0.0	0	0.0	885	47.3	986	52.7	1,871	45.3	1,059	46.9	1,198	53.1	2,257	54.7	4,128	100.0
Plateau	0	0.0	31	100	31	0.6	1,552	50.1	1,548	49.9	3,100	55.6	1,214	49.7	1,231	50.3	2,445	43.8	5,576	100.0
Rivers	0	0.0	0	0.0	0	0.0	1,045	46.8	1,190	53.2	2,235	49.3	1,035	45.1	1,261	54.9	2,296	50.7	4,531	100.0
Sokoto	0	0.0	0	0.0	0	0.0	804	75.8	257	24.2	1,061	65.2	434	76.5	133	23.5	567	34.8	1,628	100.0
Taraba	0	0.0	0	0.0	0	0.0	1,266	57.5	935	42.5	2,201	53.3	1,078	55.8	853	44.2	1,931	46.7	4,132	100.0
Yobe	0	0.0	0	0.0	0	0.0	378	57.5	279	42.5	657	53.3	295	51.2	281	48.8	576	46.7	1,233	100.0
Zamfara	0	0.0	0	0.0	0	0.0	691	67.0	340	33.0	1,031	53.4	602	67.0	296	33.0	898	46.6	1,929	100.0
National	0	0.0	33	100	33	0.0	35,428	51.8	33,019	48.2	68,447	52.2	31,635	50.5	30,978	49.5	62,613	47.8	131,093	100.0

5.12.3 Drop-out in Public JS Schools by in Zones by Class and Gender

Table 5.38 shows that in JS 1, the North-Central zone had the only female drop-out. In JS2, the North-West zone had the highest male drop-out at 57.1 percent, while the South-South zone had the highest female drop-out of 53.7 percent. In JS3, the South-East zone had the highest male percentage drop out of 53.9 percent, while the South-South zone had 56.1 percent for female.

Table 5.38 Drop-Out in Public JSS in Zones by Class and Gender

Zone	JS ONE						JS TWO						JS THREE						Grand Total	Percent
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent		
North-Central	0	0.0	1	100.0	1	0.0	3,970	52.8	3,544	47.2	7,514	53.6	3,261	50.0	3,255	50.0	6,516	46.4	14,031	100.0
North-East	0	0.0	0	0.0	0	0.0	4,452	54.7	3,692	45.3	8,144	50.2	4,300	53.3	3,763	46.7	8,063	49.8	16,207	100.0
North-West	0	0.0	0	0.0	0	0.0	7,091	57.1	5,319	42.9	12,410	48.7	7,028	53.8	6,039	46.2	13,067	51.3	25,477	100.0
South-East	0	0.0	0	0.0	0	0.0	3,086	52.2	2,831	47.8	5,917	51.6	2,989	53.9	2,555	46.1	5,544	48.4	11,461	100.0
South- South	0	0.0	0	0.0	0	0.0	3,181	46.3	3,690	53.7	6,871	49.7	3,047	43.9	3,895	56.1	6,942	50.3	13,813	100.0
South-West	0	0.0	0	0.0	0	0.0	3,902	48.5	4,150	51.5	8,052	57.4	2,950	49.3	3,035	50.7	5,985	42.6	14,037	100.0
National	-	0.0	1	100.0	1	0.0	25,682	52.5	23,226	47.5	48,908	51.5	23,575	51.1	22,542	48.9	46,117	48.5	95,026	100.0

5.12.4 Drop-out in Public JS Schools in States by Class and Gender

Table 5.39 shows that in JS 1, Kogi State had the only female drop-out in JS one. In JS2, Jigawa State with 78.3 percent had the highest male drop-out, while Oyo State had the highest female drop-out, 55.9 percent. In JS3, Enugu State had the highest male dropout at 67 percent, while Oyo State had the highest for female, 68.1 percent.

Table 5.39 Drop-Out In Public Js Schools In States By Class And Gender

STATE	JSS ONE						JSS TWO						JSS THREE						ALL CLASSES					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
Abia	0	0.0	0	0.0	0	0	278	46.5	320	53.5	598	44.9	408	55.5	327	44.5	735	55.1	686	51.5	647	48.5	1,333	100.0
Adamawa	0	0.0	0	0.0	0	0	1,109	51.1	1,060	48.9	2169	51.8	1,011	50.1	1,007	49.9	2018	48.2	2,120	50.6	2,067	49.4	4,187	100.0
Akwa-Ibom	0	0.0	0	0.0	0	0	1,025	51.1	979	48.9	2004	51.8	916	49.1	948	50.9	1864	48.2	1,941	50.2	1,927	49.8	3,868	100.0
Anambra	0	0.0	0	0.0	0	0	497	48.5	528	51.5	1025	56.9	404	52.0	373	48.0	777	43.1	901	50.0	901	50.0	1,802	100.0
Bauchi	0	0.0	0	0.0	0	0	1,171	55.3	947	44.7	2118	47.0	1,279	53.5	1,113	46.5	2392	53.0	2,450	54.3	2,060	45.7	4,510	100.0
Bayelsa	0	0.0	0	0.0	0	0	164	54.1	139	45.9	303	53.6	132	50.4	130	49.6	262	46.4	296	52.4	269	47.6	565	100.0
Benue	0	0.0	0	0.0	0	0	1,060	55.7	842	44.3	1902	57.0	778	54.3	654	45.7	1432	43.0	1,838	55.1	1,496	44.9	3,334	100.0
Borno	0	0.0	0	0.0	0	0	271	50.7	264	49.3	535	45.6	315	49.5	322	50.5	637	54.4	586	50.0	586	50.0	1,172	100.0
Cross-River	0	0.0	0	0.0	0	0	492	45.9	580	54.1	1072	53.8	432	46.9	489	53.1	921	46.2	924	46.4	1,069	53.6	1,993	100.0
Delta	0	0.0	0	0.0	0	0	618	40.2	920	59.8	1538	50.4	600	39.6	914	60.4	1514	49.6	1,218	39.9	1,834	60.1	3,052	100.0
Ebonyi	0	0.0	0	0.0	0	0	875	47.5	968	52.5	1843	53.4	747	46.4	862	53.6	1609	46.6	1,622	47.0	1,830	53.0	3,452	100.0
Edo	0	0.0	0	0.0	0	0	228	41.5	322	58.5	550	42.4	245	32.8	501	67.2	746	57.6	473	36.5	823	63.5	1,296	100.0
Ekiti	0	0.0	0	0.0	0	0	179	50.6	175	49.4	354	56.9	124	46.3	144	53.7	268	43.1	303	48.7	319	51.3	622	100.0
Enugu	0	0.0	0	0.0	0	0	718	63.3	417	36.7	1135	52.8	708	69.9	305	30.1	1013	47.2	1,426	66.4	722	33.6	2,148	100.0
Fct-Abuja	0	0.0	0	0.0	0	0	640	52.5	579	47.5	1219	55.0	504	50.5	495	49.5	999	45.0	1,144	51.6	1,074	48.4	2,218	100.0
Gombe	0	0.0	0	0.0	0	0	675	56.0	531	44.0	1206	50.1	691	57.6	509	42.4	1200	49.9	1,366	56.8	1,040	43.2	2,406	100.0
Imo	0	0.0	0	0.0	0	0	718	54.6	598	45.4	1316	48.3	722	51.2	688	48.8	1410	51.7	1,440	52.8	1,286	47.2	2,726	100.0
Jigawa	0	0.0	0	0.0	0	0	509	57.2	381	42.8	890	54.4	420	56.2	327	43.8	747	45.6	929	56.8	708	43.2	1,637	100.0
Kaduna	0	0.0	0	0.0	0	0	1,578	50.8	1,531	49.2	3109	46.1	1,611	44.4	2,021	55.6	3632	53.9	3,189	47.3	3,552	52.7	6,741	100.0
Kano	0	0.0	0	0.0	0	0	1,730	53.2	1,520	46.8	3250	48.5	1,712	49.7	1,734	50.3	3446	51.5	3,442	51.4	3,254	48.6	6,696	100.0
Katsina	0	0.0	0	0.0	0	0	1,075	52.2	983	47.8	2058	44.3	1,327	51.3	1,262	48.7	2589	55.7	2,402	51.7	2,245	48.3	4,647	100.0
Kebbi	0	0.0	0	0.0	0	0	864	65.5	455	34.5	1319	48.9	1,013	73.5	365	26.5	1378	51.1	1,877	69.6	820	30.4	2,697	100.0

STATE	JSS ONE						JSS TWO						JSS THREE						ALL CLASSES					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
Kogi	0	0.0	1	100.0	1	0.1	215	50.9	207	49.1	422	48.5	220	49.1	228	50.9	448	51.4	435	49.9	436	50.1	871	100.0
Kwara	0	0.0	0	0.0	0	0	449	54.2	380	45.8	829	47.2	510	55.0	417	45.0	927	52.8	959	54.6	797	45.4	1,756	100.0
Lagos	0	0.0	0	0.0	0	0	1,768	47.6	1,943	52.4	3711	68.4	795	46.4	917	53.6	1712	31.6	2,563	47.3	2,860	52.7	5,423	100.0
Nasarawa	0	0.0	0	0.0	0	0	408	50.9	394	49.1	802	54.3	318	47.2	356	52.8	674	45.7	726	49.2	750	50.8	1,476	100.0
Niger	0	0.0	0	0.0	0	0	670	51.7	626	48.3	1296	53.3	478	42.2	656	57.8	1134	46.7	1,148	47.2	1,282	52.8	2,430	100.0
Ogun	0	0.0	0	0.0	0	0	502	50.8	487	49.2	989	46.4	634	55.6	507	44.4	1141	53.6	1,136	53.3	994	46.7	2,130	100.0
Ondo	0	0.0	0	0.0	0	0	349	46.7	399	53.3	748	66.1	203	53.0	180	47.0	383	33.9	552	48.8	579	51.2	1,131	100.0
Osun	0	0.0	0	0.0	0	0	409	51.0	393	49.0	802	59.6	272	50.1	271	49.9	543	40.4	681	50.6	664	49.4	1,345	100.0
Oyo	0	0.0	0	0.0	0	0	695	48.0	753	52.0	1448	42.8	922	47.6	1,016	52.4	1938	57.2	1,617	47.8	1,769	52.2	3,386	100.0
Plateau	0	0.0	0	0.0	0	0	528	50.6	516	49.4	1044	53.6	453	50.2	449	49.8	902	46.4	981	50.4	965	49.6	1,946	100.0
Rivers	0	0.0	0	0.0	0	0	654	46.6	750	53.4	1404	46.2	722	44.2	913	55.8	1635	53.8	1,376	45.3	1,663	54.7	3,039	100.0
Sokoto	0	0.0	0	0.0	0	0	769	78.8	207	21.2	976	64.3	421	77.7	121	22.3	542	35.7	1,190	78.4	328	21.6	1,518	100.0
Taraba	0	0.0	0	0.0	0	0	870	58.0	629	42.0	1499	53.9	730	57.0	551	43.0	1281	46.1	1,600	57.6	1,180	42.4	2,780	100.0
Yobe	0	0.0	0	0.0	0	0	356	57.7	261	42.3	617	53.6	274	51.2	261	48.8	535	46.4	630	54.7	522	45.3	1,152	100.0
Zamfara	0	0.0	0	0.0	0	0	566	70.0	242	30.0	808	52.4	524	71.5	209	28.5	733	47.6	1,090	70.7	451	29.3	1,541	100.0
National	0	0.0	1	100.0	1	0.0	25,682	52.5	23,226	47.5	48,908	51.5	23,575	51.1	22,542	48.9	46117	48.5	49,257	51.8	45,769	48.2	95,026	100.0

5.12.5 Drop-out in Private JS Schools in Zones by Class and Gender

The private schools' share of total national drop-out of 131,093 learners was 36,067. Table 5.40 shows that in JS1, all the 32 drop-outs were females and from the North-Central zone. In JS2, the North-East zone had 53.4 percent as highest male dropout, while the South-East had 52 percent as highest female dropout. In JS3, the North-East zone had 53.6 percent as highest male drop out, while the South-South zone had 52.7 percent as highest female dropout.

Table 5.40 Drop-Out in Private Junior Secondary School in Zones by Class and Gender

ZONE	JSS ONE						JSS TWO						JSS THREE						Private	
	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Male	Percent	Female	Percent	Total	Percent	Total	Percent
North-Central	0	0.0	32	100.0	32	0.3	2,768	49.8	2,792	50.2	5,560	54.5	2,260	49.0	2,354	51.0	4,614	45.2	10,206	100.0
North-East	0	0.0	0	0.0	0	0.0	873	53.4	761	46.6	1,634	52.1	804	53.6	697	46.4	1,501	47.9	3,135	100.0
North-West	0	0.0	0	0.0	0	0.0	1,031	53.0	913	47.0	1,944	51.8	869	48.0	941	52.0	1,810	48.2	3,754	100.0
South-East	0	0.0	0	0.0	0	0.0	1,581	48.0	1,713	52.0	3,294	54.2	1,356	48.7	1,431	51.3	2,787	45.8	6,081	100.0
South-South	0	0.0	0	0.0	0	0.0	1,901	49.3	1,956	50.7	3,857	55.4	1,468	47.3	1,633	52.7	3,101	44.6	6,958	100.0
South-West	0	0.0	0	0.0	0	0.0	1,592	49.0	1,658	51.0	3,250	54.8	1,303	48.6	1,380	51.4	2,683	45.2	5,933	100.0
National	0	0.0	32	100.0	32	0.1	9,746	49.9	9,793	50.1	19,539	54.2	8,060	48.9	8,436	51.1	16,496	45.7	36,067	100.0

5.12.6 Drop-out in Private JS Schools in States by Class and Gender

Table 5.41 shows that in JS 1, two states, Kogi and Plateau, had all the 32 female drop-out at one and 31 respectively. In JS2, Kano State had 57.1 percent as highest male drop-out, while Sokoto State had 58.8 percent as highest female drop-out. In JS3, Kwara State had 63.6 percent as highest drop-out, while Jigawa State had 66.7 percent as highest female drop-out.

Table 5.41 Drop-Out In Private Js Schools In States By Class And Gender

State	JSS ONE						JSS TWO						JSS THREE						ALL CLASSES					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
Abia	0	0.0	0	0.0	0	0.0	284	51.4	268	48.6	552	52.5	267	53.5	232	46.5	499	47.5	551	52.4	500	47.6	1,051	100.0
Adamawa	0	0.0	0	0.0	0	0.0	89	49.2	92	50.8	181	53.6	69	43.9	88	56.1	157	46.4	158	46.7	180	53.3	338	100.0
Akwa-Ibom	0	0.0	0	0.0	0	0.0	338	48.6	358	51.4	696	55.0	264	46.4	305	53.6	569	45.0	602	47.6	663	52.4	1,265	100.0
Anambra	0	0.0	0	0.0	0	0.0	452	48.7	477	51.3	929	55.3	364	48.5	387	51.5	751	44.7	816	48.6	864	51.4	1,680	100.0
Bauchi	0	0.0	0	0.0	0	0.0	130	53.1	115	46.9	245	54.3	103	50.0	103	50.0	206	45.7	233	51.7	218	48.3	451	100.0
Bayelsa	0	0.0	0	0.0	0	0.0	122	51.9	113	48.1	235	56.8	78	43.6	101	56.4	179	43.2	200	48.3	214	51.7	414	100.0
Benue	0	0.0	0	0.0	0	0.0	1,009	50.1	1,003	49.9	2012	54.4	797	47.2	891	52.8	1688	45.6	1,806	48.8	1,894	51.2	3,700	100.0
Borno	0	0.0	0	0.0	0	0.0	128	49.0	133	51.0	261	51.0	142	56.6	109	43.4	251	49.0	270	52.7	242	47.3	512	100.0
Cross-river	0	0.0	0	0.0	0	0.0	467	48.7	491	51.3	958	55.6	355	46.5	409	53.5	764	44.4	822	47.7	900	52.3	1,722	100.0
Delta	0	0.0	0	0.0	0	0.0	283	50.9	273	49.1	556	58.6	193	49.2	199	50.8	392	41.4	476	50.2	472	49.8	948	100.0
Ebonyi	0	0.0	0	0.0	0	0.0	321	47.0	362	53.0	683	52.6	304	49.4	311	50.6	615	47.4	625	48.2	673	51.8	1,298	100.0
Edo	0	0.0	0	0.0	0	0.0	300	51.6	281	48.4	581	52.0	265	49.4	271	50.6	536	48.0	565	50.6	552	49.4	1,117	100.0
Ekiti	0	0.0	0	0.0	0	0.0	21	37.5	35	62.5	56	57.7	20	48.8	21	51.2	41	42.3	41	42.3	56	57.7	97	100.0
Enugu	0	0.0	0	0.0	0	0.0	165	49.1	171	50.9	336	59.4	114	49.6	116	50.4	230	40.6	279	49.3	287	50.7	566	100.0
FCT-Abuja	0	0.0	0	0.0	0	0.0	41	48.2	44	51.8	85	57.8	25	40.3	37	59.7	62	42.2	66	44.9	81	55.1	147	100.0
Gombe	0	0.0	0	0.0	0	0.0	108	52.7	97	47.3	205	51.1	121	61.7	75	38.3	196	48.9	229	57.1	172	42.9	401	100.0
Imo	0	0.0	0	0.0	0	0.0	359	45.2	435	54.8	794	53.4	307	44.4	385	55.6	692	46.6	666	44.8	820	55.2	1,486	100.0
Jigawa	0	0.0	0	0.0	0	0.0	3	50.0	3	50.0	6	50.0	2	33.3	4	66.7	6	50.0	5	41.7	7	58.3	12	100.0
Kaduna	0	0.0	0	0.0	0	0.0	297	52.3	271	47.7	568	47.0	320	50.0	320	50.0	640	53.0	617	51.1	591	48.9	1,208	100.0
Kano	0	0.0	0	0.0	0	0.0	192	57.1	144	42.9	336	50.4	152	45.9	179	54.1	331	49.6	344	51.6	323	48.4	667	100.0
Katsina	0	0.0	0	0.0	0	0.0	223	54.9	183	45.1	406	44.6	244	48.4	260	51.6	504	55.4	467	51.3	443	48.7	910	100.0
Kebbi	0	0.0	0	0.0	0	0.0	156	48.8	164	51.3	320	69.7	60	43.2	79	56.8	139	30.3	216	47.1	243	52.9	459	100.0
Kogi	0	0.0	1	100.0	1	0.1	163	45.4	196	54.6	359	49.4	176	48.0	191	52.0	367	50.5	339	46.6	388	53.4	727	100.0
Kwara	0	0.0	0	0.0	0	0.0	67	56.3	52	43.7	119	52.0	70	63.6	40	36.4	110	48.0	137	59.8	92	40.2	229	100.0
Lagos	0	0.0	0	0.0	0	0.0	724	49.3	744	50.7	1468	54.7	599	49.3	617	50.7	1216	45.3	1,323	49.3	1,361	50.7	2,684	100.0

State	JSS ONE						JSS TWO						JSS THREE						ALL CLASSES					
	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent	Male	Percent	Fem	Percent	Tot	Percent
Nasarawa	0	0.0	0	0.0	0	0.0	254	46.4	293	53.6	547	55.0	215	48.1	232	51.9	447	45.0	469	47.2	525	52.8	994	100.0
Niger	0	0.0	0	0.0	0	0.0	210	55.0	172	45.0	382	49.0	216	54.4	181	45.6	397	51.0	426	54.7	353	45.3	779	100.0
Ogun	0	0.0	0	0.0	0	0.0	314	48.9	328	51.1	642	53.7	273	49.4	280	50.6	553	46.3	587	49.1	608	50.9	1,195	100.0
Ondo	0	0.0	0	0.0	0	0.0	183	51.4	173	48.6	356	49.2	168	45.8	199	54.2	367	50.8	351	48.5	372	51.5	723	100.0
Osun	0	0.0	0	0.0	0	0.0	160	52.5	145	47.5	305	62.0	106	56.7	81	43.3	187	38.0	266	54.1	226	45.9	492	100.0
Oyo	0	0.0	0	0.0	0	0.0	190	44.9	233	55.1	423	57.0	137	42.9	182	57.1	319	43.0	327	44.1	415	55.9	742	100.0
Plateau	0	0.0	31	100.0	31	0.9	1,024	49.8	1,032	50.2	2056	56.6	761	49.3	782	50.7	1543	42.5	1,785	49.2	1,845	50.8	3,630	100.0
Rivers	0	0.0	0	0.0	0	0.0	391	47.1	440	52.9	831	55.7	313	47.4	348	52.6	661	44.3	704	47.2	788	52.8	1,492	100.0
Sokoto	0	0.0	0	0.0	0	0.0	35	41.2	50	58.8	85	77.3	13	52.0	12	48.0	25	22.7	48	43.6	62	56.4	110	100.0
Taraba	0	0.0	0	0.0	0	0.0	396	56.4	306	43.6	702	51.9	348	53.5	302	46.5	650	48.1	744	55.0	608	45.0	1,352	100.0
Yobe	0	0.0	0	0.0	0	0.0	22	55.0	18	45.0	40	49.4	21	51.2	20	48.8	41	50.6	43	53.1	38	46.9	81	100.0
Zamfara	0	0.0	0	0.0	0	0.0	125	56.1	98	43.9	223	57.5	78	47.3	87	52.7	165	42.5	203	52.3	185	47.7	388	100.0
National	0	0.0	32	100.0	32	0.1	9746	49.9	9793	50.1	19539	54.2	8060	48.9	8436	51.1	16496	45.7	17,806	49.4	18,261	50.6	36,067	100.0

5.13 Conclusion

This chapter discussed the NPA data on enrolment, repetition and dropout in public and private junior secondary schools nationwide, and in zones and states using such indicators as gender, school type, age and location. The analysis revealed that public JS schools had a far higher enrolment (75.8 percent) than private JS schools. Generally, boys had higher enrolment (51.7 percent) nationwide. Girls had a higher enrolment in the southern zones than boys but the reverse was the case in respect of boys in the northern zones. By location, urban schools had a slight edge (53 percent) on enrolment over rural schools (47 percent). However, the South-West had higher urban enrolment, than the North-West which had more in rural areas. Notwithstanding the drive for age-appropriate enrolment in all zones, the numbers of under-aged and over-aged learners were still high. For example, in the urban areas, 28.2 percent of the learners were below 12 years, while 28.8 percent were above 14 years. The analysis also revealed that only 1.9 percent of learners dropped-out, which suggests high completion rates. The picture painted by the data analysis implies that UBEC, SUBEBs and LGEAs still have a lot to do to ensure that all JS eligible learners have the opportunity to complete JS education.

CHAPTER SIX: ACCESS TO BASIC EDUCATION

6.1 Introduction

Access to basic education refers to the ease with which children of school-going age are able to enrol and attend schools irrespective of their places of birth, residence, parental socio-economic status or personal circumstances such as gender or disability. This largely depends on the provision of basic education schools for all children through the establishment of schools within reasonable distances and the provision of classrooms, water and sanitation facilities, teachers, and teaching and learning resources. According to the UBE Act 2004, basic education captures three levels of education, Early Childhood Care Development and Education (ECCDE), primary and junior secondary education. To promote access, the UBE Act provides free and compulsory education to all school age children. The essence is to ensure that no child of school age is denied access to basic education.

This chapter looks at access to basic education with a view to determining the extent to which children are able to enrol and attend schools (ECCDE, primary and junior secondary) in different states and zones of the country. It also takes a closer look at the availability of schools, classrooms and teachers as enablers of access. Based on the number of in-school children as recorded during the 2018 National Personnel Audit (NPA) matched against the projected population of children in 2018 expected to benefit from basic education, the number of out-of-school children were extrapolated.

6.2 Access to ECCDE

This section discusses access to ECCDE, using the indicators of gross and net enrolments as well as gross and net intakes in public and private ECCDE schools combined in order to provide a clearer picture of access. In order to determine access for all, the projected population of 3-5 year-old children was matched against gross and net enrolments in all such schools/centres. While gross enrolment speaks to the totality of children enrolled in ECCDE, irrespective of their ages, net enrolment refers only to children who fall within the official age range of nursery or pre-primary education, referred to here as ECCDE. Gross enrolment rate (GER) is the ratio of gross enrolment to the projected population of the target cohort multiplied by 100, but net enrolment rate (NER) is the ratio of net enrolment to the projected

population multiplied by 100. Thus, GER and NER provide information on the proportion of children that had or lacked access to education relative to the projected population.

Similarly, gross intake explains the ability of schools to provide access to children into Nursery 1 irrespective of whether they are younger or older than 3 years, thus gross intake can be more than the projected population of 3 year olds. However, net intake refers to access into Nursery 1 for only children aged 3 years, the official age for entry into nursery/ pre-primary school (ECCDE), and thus, net intake cannot be more than the population of 3 year olds within the nation, zone or state. Gross intake rate (GIR) is the ratio of gross intake relative to the population of 3 year olds children, while net intake rate (NIR) is the ratio of net intake relative to the population of 3 year olds. Gross intake rate (GIR) is the ratio of gross intake to the projected population of 3 year olds multiplied by 100, but net intake rate (NIR) is the ratio of net intake to the projected population multiplied by 100.

6.2.1 Gross and Net Enrolments

Table 6.1 indicates a projected population of 17.3 million 3-5 year olds matched against a combined gross enrolment of 7.1 million learners and net enrolment of 5.3 million learners for both public and private ECCDE centres. The huge difference between the projected population of 3-5 years old and combined gross enrolment means that about 10 million children who could benefit from ECCDE centres do not have access. The picture is worse if the exact population of 3-5 years old (net enrolment) is taken into account as the number of children without access increases to 12 million.

When the GERs and NERs which give a better view of access to ECCDE centres are considered, it is easily seen that optimal access is still a far cry for this level of education. Data from the table show that with a combined GER for both public and private ECCDE centres of 41.2, a possible 58.8 percent of children who could enrol and attend ECCDE centres were denied access. The picture was worse for NER, which stood at 30.7 percent indicating that about 70 percent lacked access to ECCDE.

Table 6.1: Gross Enrolment and Net Enrolment Ratios in Public and Private ECCDE Schools by Zone

Zone	Projected Population Ages (3-5 Years)	Gross Enrolment	Net Enrolment	GER	NER
North-Central	2,465,417	899,114	656,722	36.5	26.6
North-East	2,284,087	550,474	410,118	24.1	18.0
North-West	4,309,849	1,722,635	1,301,171	40.0	30.2
South-East	2,066,841	1,052,236	818,208	50.9	39.6
South-South	2,645,483	1,205,168	885,956	45.6	33.5
South-West	3,594,990	1,729,635	1,257,468	48.1	35.0
National	17,366,668	7,159,262	5,329,643	41.2	30.7

Access was lowest in the North-East zone and highest in the South-East. The debilitating situation in the North-East has already been discussed. State level analysis in Table 6.2 reveals that six states, Zamfara, Yobe, Sokoto, Rivers, Kogi and Borno had the lowest access judged by their GERs and NERs.

Table 6.2: Access to Public and Private ECCDE Schools by Gross Enrolment and Net Enrolment Ratios by State

State	Projected Population Ages (3-5)	Gross Enrolment	Net Enrolment	GER	NER
Abia	346,672	136,277	102,712	39.3	29.6
Adamawa	416,779	116,430	83,817	27.9	20.1
Akwa Ibom	483,481	530,113	396,760	109.6	82.1
Anambra	537,096	305,500	223,207	56.9	41.6
Bauchi	587,697	129,459	97,406	22	16.6
Bayelsa	216,335	54,465	36,342	25.2	16.8
Benue	529,072	137,123	100,986	25.9	19.1
Borno	506,172	100,571	77,133	19.9	15.2
Cross_Rivers	351,507	154,995	106,692	44.1	30.4
Delta	518,438	190,729	141,482	36.8	27.3
Ebonyi	254,764	120,437	90,609	47.3	35.6
Edo	398,260	144,417	113,259	36.3	28.4
Ekiti	277,938	106,523	74,245	38.3	26.7
Enugu	422,569	136,540	104,968	32.3	24.8
Fct	153,555	89,119	64,829	58	42.2
Gombe	247,193	60,688	46,944	24.6	19
Imo	505,740	353,482	296,712	69.9	58.7
Jigawa	555,848	236,281	170,424	42.5	30.7
Kaduna	543,005	391,442	299,160	72.1	55.1

State	Projected Population Ages (3-5)	Gross Enrolment	Net Enrolment	GER	NER
Kano	1,195,747	582,684	432,532	48.7	36.2
Katsina	749,526	235,638	194,916	31.4	26
Kebbi	397,606	137,218	96,406	34.5	24.2
Kogi	407,533	80,044	58,309	19.6	14.3
Kwara	269,059	123,231	86,700	45.8	32.2
Lagos	1,307,035	436,028	304,083	33.4	23.3
Nasarawa	209,074	134,998	96,305	64.6	46.1
Niger	499,226	166,067	124,482	33.3	24.9
Ogun	470,264	238,413	181,855	50.7	38.7
Ondo	419,111	428,608	324,378	102.3	77.4
Osun	409,875	127,380	82,427	31.1	20.1
Oyo	710,768	392,683	290,480	55.2	40.9
Plateau	397,898	168,532	125,111	42.4	31.4
Rivers	677,464	130,449	91,421	19.3	13.5
Sokoto	459,970	76,715	59,675	16.7	13
Taraba	264,683	99,960	70,397	37.8	26.6
Yobe	261,563	43,366	34,421	16.6	13.2
Zamfara	408,147	62,657	48,058	15.4	11.8
National	17,366,668	7,159,262	5,329,643	41.2	30.7

6.2.2 Contribution of Public and Private ECCDE Centres in Gross and Net Enrolment

Figures 6.1 and 6.2 indicate that both public and private providers made almost equal contribution to ECCDE.

Figure 6.1 Public and Private ECCDE contribution to Gross Enrolment

Figure 6.2 Public and Private ECCDE contribution to Net Enrolment

6.2.3 Gross and Net Intakes

Table 6.3 provides data on the projected population of 3 year olds matched against actual enrolments as a function of access to both public and private ECCDE centres. The table indicates a projected population of nearly six million 3 year olds. However, data from the table show that gross intake into Nursery 1 was below the projected population of three year olds by about 60 percent, while enrolment of 3 year olds (net intake) lagged behind projected population of 3 years old by over 70 percent. The implication of a GIR of 41.1 and NIR of 28.5 as the table further reveals is that a majority of 3 year olds still lack opportunity to enrol in either a public or private ECCDE school.

On zonal basis, the chances of a 3-year old boy or girl to enrol in a public or private ECCDE school was highest in the South-East zone with a net intake rate of 48.6 and lowest in the North-East zone with a net intake rate of 13.1. On the whole, opportunities to enrol in ECCDE centres whether public or private are higher in the southern zones than in the northern zones as evident in higher GIRs and NIRs in the southern zones.

Table 6.3: Gross Intake and Net Intake Rates for Public and Private ECCDE/Pre-Primary Schools by Zone

Zone	Age 3	Nursery 1 Gross Enrolment	Age 3 Enrolment	Gross Intake Rate	Net Intake Rate
North-Central	1,101,353	313,220	223,996	28.4	20.3
North-East	936,866	206,565	122,895	22	13.1
North-West	1,440,507	664,568	349,711	46.1	24.3
South-East	577,564	330,896	280,977	57.3	48.6
South-South	966,733	395,403	311,024	40.9	32.2
South-West	928,787	535,605	407,421	57.7	43.9
National	5,951,812	2,446,257	1,696,024	41.1	28.5

A state by state analysis (Table 6.4) indicates that three southern states, Akwa Ibom, Ondo and Imo had high NIRs at 417.9, 178.9 and 119.1 respectively (while GIR could be above a hundred percent, NIR is not expected to be above a hundred percent). This could be due to the fact that the population projection of school age learners was understated, i.e. of 2006. On the other hand, six states had the lowest NIRs at between 7.0 and 10.0. Zamfara led the pack at 7.0 followed by Rivers at 8.1.

Table 6.4: Gross Intake and Net Intake Rates for Public and Private ECCDE/Pre-Primary Schools by State

State	Age 3 Population	Nursery 1 Gross Enrolment	Age 3 (Net) Enrolment	Gross Intake Rate	Net Intake Rate
Abia	172,020	40,130	35,231	23.3	20.5
Adamawa	161,085	41,108	25,016	25.5	15.5
Akwa Ibom	34,620	189,155	144,665	546.4	417.9
Anambra	129,371	86,776	75,909	67.1	58.7
Bauchi	274,232	54,470	27,541	19.9	10.0
Bayelsa	66,365	15,566	12,750	23.5	19.2
Benue	231,984	49,072	34,233	21.2	14.8
Borno	245,045	37,218	23,525	15.2	9.6
Cross River	192,220	45,781	36,085	23.8	18.8
Delta	148,885	59,261	48,274	39.8	32.4
Ebonyi	86,659	43,075	31,008	49.7	35.8
Edo	137,906	46,646	38,105	33.8	27.6
Ekiti	85,634	36,957	26,135	43.2	30.5
Enugu	103,939	45,351	36,932	43.6	35.5
FCT-Abuja	62,993	31,599	22,542	50.2	35.8
Gombe	131,730	23,212	12,889	17.6	9.8
Imo	85,576	115,564	101,897	135	119.1
Jigawa	253,513	70,174	55,978	27.7	22.1

State	Age 3 Population	Nursery 1 Gross Enrolment	Age 3 (Net) Enrolment	Gross Intake Rate	Net Intake Rate
Kaduna	139,210	163,696	89,542	117.6	64.3
Kano	341,566	198,845	106,466	58.2	31.2
Katsina	148,587	117,427	37,160	79.0	25.0
Kebbi	196,453	49,674	28,606	25.3	14.6
Kogi	176,060	29,617	21,252	16.8	12.1
Kwara	127,592	38,047	27,377	29.8	21.5
Lagos	319,395	128,599	100,751	40.3	31.5
Nasarawa	106,887	43,743	33,835	40.9	31.7
Niger	237,043	63,713	42,318	26.9	17.9
Ogun	154,911	74,998	51,286	48.4	33.1
Ondo	64,394	169,735	115,174	263.6	178.9
Osun	134,032	34,511	28197	25.7	21.0
Oyo	170,421	90,805	85,878	53.3	50.4
Plateau	158,794	57,429	42,439	36.2	26.7
Rivers	386,737	38,994	31,145	10.1	8.1
Sokoto	164,871	33,689	18,163	20.4	11.0
Taraba	65,048	32,318	24,386	49.7	37.5
Yobe	59,727	18,239	9,538	30.5	16.0
Zamfara	196,308	31,063	13,796	15.8	7.0
National	5,951,812	2,446,257	1,696,024	41.1	28.5

6.2.4 Public and Private ECCDE Contributions to National Gross and Net Intake Rates

Figures 6.3 and 6.4 show that the contributions of gross and net intake rates for public and private ECCDE followed the same trend as gross and net enrolments rates. The figures showed a thin line between the abilities of both categories of schools to provide opportunities for gross and net intakes, which confirmed the popular view that private providers are active players in this level of education. The figures clearly reveal that the contribution of government in providing access to ECCDE is gradually increasing and needs to keep increasing until ECCDE services reach every nook and cranny of the nation.

Figure 6.3: Contributions of Public and Private ECCDE Centres to National Net Intake

Figure 6.4 Public and Private ECCDE Contributions to Net Enrolment

6.3 Access to Primary Schools

This section examines access to primary schools (public and private) using the indicators of gross and net enrolment rates as well as gross and net intake rates. (See sections 6.2.1-2) for basic definitions to be applied to 6-11 year olds.

6.3.1 Gross and Net Enrolments

Figure 6.5 presents the data on gross enrolments in both public and private primary schools matched against the projected population of 6-11 year olds by gender. The figure indicates a projected population of 40.8 million 6-11 year olds made up of 21.5 million boys and 19.3 million girls. The combined gross enrolment for both public and private primary schools was 27,889,387 and almost equally divided between boys and girls at 14.4 million boys and 13.5 million girls. This leaves a difference of about 13 million primary school-age children without access to primary schools. However, all these children cannot categorically be said to be out-of-school. It is possible that some of them were already in junior secondary schools, while others might be at ECCDE schools/centres. This might explain the disparity between the number of children that lack access to primary education in this section (13 million) and the 10 million children extrapolated as out of school in section 6.2.

Figure 6.5: Gross Enrolment Matched against Projected Population of 6-11 Years Old Children

The combined net access (Figure 6.6) for both categories of primary schools was lower at 24.3 million pupils made up of 12.6 million boys and 11.8 million girls. These figures indicate that as many as 16.5 million 6-11 year olds might lack access to primary education.

Figure 6.6: Population of 6-11 Years Old Children Marched against Net Access

Table 6.5 also provides the zonal pictures for both categories of schools based on GERs and NERs. It can be seen that gross access was highest in the North-West zone at 70.6 and lowest in the North-East with a GER of 64.1. Net access to both categories of schools was highest in the South-East with a NER of 63.6 and lowest in the lowest in the North-East with a NER of 55.0.

Table 6.5: Public and Private Primary Schools Analysis of Gross and Net Enrolment Rates by Zone and Gender

Zones	Gross Enrolment Rate			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
North-Central	68.4	65.4	67.1	57.9	55.7	56.8
North-East	59.7	70.1	64.1	51.2	60.1	55.0
North-West	70.3	71.1	70.6	60.9	61.2	61.1
South-East	68.0	71.9	69.9	61.9	65.5	63.6
South -South	67.2	65.7	66.4	59.4	57.9	58.6
South-West	64.4	73.0	68.5	57.2	64.8	60.8
National	66.8	69.9	68.3	58.3	60.9	59.5

A state-by-state analysis (Figure 6.7) indicates that 16 states and the FCT had gross enrolment rates above 68.3. Katsina State had the highest GER at 75.8 followed by the FCT at 75.5. Yobe and Rivers states had the lowest GER at 54.8 apiece. With respect to NER, Katsina and Imo had the highest rate at 69 followed by FCT at 64.9. Rivers had the lowest NER at 47.0 followed by Taraba at 47.6.

Figure 6.7: Public and Private Primary Schools Gross and Net Enrolment Rates by State

6.3.2 Contribution of Public and Private Primary Schools to Gross and Net Enrolment

Figures 6.8 and 6.9 indicate that public primary schools had the largest contribution of gross and net enrolments at 80 percent apiece leaving private primary schools a paltry contribution of 20 percent for both gross and net enrolments. The low contribution of private schools could be attributed to the fact that they charge tuition and other fees beyond the reach of the poor, and which are illegal in public primary schools according to the UBE Act.

Figure 6.8: Contribution of Primary Public and Private Schools to National Gross Enrolment

Figure 6.9: Contributions of Primary Public and Private Schools to National Net Enrolment

6.3.3 Gross and Net Intake

Figure 6.10 provides data on the population of 6-year olds matched against actual intake as a function of access to both public and private primary schools by zone and state. The figure indicates a projected population of 6.2 million 6 year olds made up of 3.3 million boys and 2.9 million girls. Goss intake into P1 and net intake of 6-year olds were lower at 5.7 million pupils for gross intake and 3.9 million pupils for net intake.

Figure 6.10: Public and Private Primary Schools Gross and Net Intake by Gender as a Function of Projected Population of 6 Yr. Olds

Table 6.6 provides the analysis of the data by zone. It shows that the North-West had the highest access by both gross and net intakes. The South-East had both the lowest gross and net intakes.

Table 6.6 Public and Private Primary Schools Gross and Net Intakes as a Function of Projected Population of 6 Years Old by Zone and Gender

Zones	Projected population of 6 Yr. Olds			P1 Gross Intake			Age 6 Net Intake		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
North-Central	461,123	409,273	870,396	371,570	338,491	710,061	255,579	231,286	486,865
North-East	429,487	371,503	800,990	435,122	383,641	818,763	282,415	249,984	532,399
North-West	789,100	706,568	1,495,668	1,167,706	1,119,376	2,287,082	722,155	686,177	1,408,332
South-East	403,480	361,586	765,066	226,702	224,668	451,370	189,061	187,666	376,727
South -South	530,246	472,858	1,003,104	287,054	296,025	583,079	230,444	237,128	467,572
South-West	714,352	638,903	1,353,255	412,771	416,235	829,006	316,922	320,932	637,854
National	3,327,788	2,960,691	6,288,479	2,900,925	2,778,435	5,679,361	1,996,576	1,913,173	3,909,749

Looking at the data by rates, Figure 6.11 indicates that the national GIR for both public and private primary schools was 90.3, while the net intake rate was much lower at 62.2. The implication of the data is that as much as 38 percent of 6 year olds might not have access to either a public or private primary school, even though the system is able to accommodate them more given the gross intake rate of 91.3.

Figure 6.11: Public and Private Primary Schools Gross and Net Intakes Rates by Gender

Table 6.7 provides the zonal analysis. The North-West geopolitical zone had both the highest gross and net intake rates respectively, while the South-South had both the lowest gross and net intake rates respectively, possibly as a result of the former's educational awakening.

Table 6.7: Public and Private Primary Schools Access by Gross Intake and Net Intake Rates by Zone and Gender

Zones	Gross Intake Rates			Net Intake Rates		
	Male	Female	Total	Male	Female	Total
North-Central	80.6	82.7	81.6	55.4	56.5	55.9
North-East	101.3	103.3	102.2	65.8	67.3	66.5
North-West	148.0	158.4	152.9	91.5	97.1	94.2
South-East	56.2	62.1	59.0	46.9	51.9	49.2
South -South	54.1	62.6	58.1	43.5	50.1	46.6
South-West	57.8	65.1	61.3	44.4	50.2	47.1

For state level analysis, Table 6.8 shows that 16 states, including all seven from the North-West have GIRs in excess of 100, which indicates that age appropriate enrolment is still a big

issue in those states. Kaduna led the pack with a GIR of 214.2 followed by Kano with 173. 7. At the low end, seven southern states had GIRs of less than 40, especially so in Rivers with a GIR of only 20. 8, followed by Lagos with 30.4.

Table 6.8: Public and Private Primary Schools Gross and Net Intake by Gender as a function of projected population of 6 year olds by state

State	Age 6 Years	Primary One Gross Enrolment	Age 6 Enrolment	Gross Intake Rate	Net Intake Rate
Abia	132,221	43,061	34,152	32.6	25.8
Adamawa	147,587	127,548	84,277	86.4	57.1
Akwa Ibom	184,563	306,099	251,084	165.9	136
Anambra	205,949	91,139	70,722	44.3	34.3
Bauchi	205,137	208,455	134,025	101.6	65.3
Bayelsa	83,164	26,034	18,231	31.3	21.9
Benue	188,354	116,000	79,172	61.6	42
Borno	177,259	115,635	68,493	65.2	38.6
Cross_Rivers	132,360	46,911	33,320	35.4	25.2
Delta	194,570	81,963	67,378	42.1	34.6
Ebonyi	92,627	71,594	54,995	77.3	59.4
Edo	149,794	68,183	56,052	45.5	37.4
Ekiti	106,907	42,279	31,219	39.5	29.2
Enugu	160,744	48,246	36,677	30	22.8
Fct	54,525	50,094	34,558	91.9	63.4
Gombe	87,818	111,094	69,936	126.5	79.6
Imo	173,525	197,330	180,181	113.7	103.8
Jigawa	192,935	197,497	130,725	102.4	67.8
Kaduna	191,410	410,045	251,512	214.2	131.4
Kano	417,405	725,218	425,246	173.7	101.9
Katsina	258,614	428,339	293,932	165.6	113.7
Kebbi	136,669	214,291	105,415	156.8	77.1
Kogi	142,698	67,893	52,782	47.6	37
Kwara	95,733	57,673	39,019	60.2	40.8
Lagos	489,960	149,052	118,652	30.4	24.2
Nasarawa	72,475	85,981	61,427	118.6	84.8
Niger	174,232	199,939	128,902	114.8	74
Ogun	172,881	109,726	86,580	63.5	50.1
Ondo	158,041	184,176	138,469	116.5	87.6
Osun	156,768	85,612	68,924	54.6	44
Oyo	268,698	258,161	194,010	96.1	72.2
Plateau	142,378	132,481	91,005	93	63.9
Rivers	258,654	53,889	41,507	20.8	16

State	Age 6 Years	Primary One Gross Enrolment	Age 6 Enrolment	Gross Intake Rate	Net Intake Rate
Sokoto	158,146	169,202	106,948	107	67.6
Taraba	92,594	146,541	98,546	158.3	106.4
Yobe	90,595	109,490	77,122	120.9	85.1
Zamfara	140,489	142,490	94,554	101.4	67.3
National	**6,288,479**	**5,679,361**	**3,909,749**	**90.3**	**62.2**

6.3.4 Contribution of Public and Private Primary Schools to Gross and Net Intake

This sub-section considers the contribution of public and private primary schools to national gross and net intake. Figures 6.12 and 6.13 reveal that public primary schools had a higher contribution of both gross and net intakes than private primary schools. For gross intake, the public schools' contribution was 78 percent compared to the private schools' contribution of 22 percent. For net intakes, the public primary schools' contribution was 79 percent compared to 21 percent for private schools which suggests parental preference for pubic primary schools which are free of tuition and other fees.

Figure 6.12: Contribution of Public and Private Primary Schools to Gross Intake

Figure 6.13 Public and Private Primary Schools Contributions of Net Intake

6.4 Access to Junior Secondary Schools

This section discusses access to all junior secondary schools, using the indicators of gross and net enrolment rates as defined by law relating to 12-14 year olds.

6.4.1 Gross and Net Enrolments

Figure 6.14 presents the data on the projected population of 12-14 year olds matched against gross enrolments in both public and private JS schools by gender. The figure indicates a projected population of 14.8 million 12-14 year-olds (7.8 million boys and 6.9 million girls). The gross enrolment for both public and private JS schools was 6.8 million (3.5 million boys and 3.3 million girls). This left a difference of 7.9 million JS eligible children without access to JS education (See figure 6.14).

Figure 6.14: JSS Gross and Net Enrolment in both Public and Private JS Schools as a Function of Projected Population of 12-14 Years Old Children

The net access for both categories of primary schools was lower at 4.9 million learners (2.5 million boys and 2.3 million girls) which indicate that as many as 9.9 million 12-14 year olds might lack access to JS education.

However, when the gross and net enrolment ratios (GER and NER) are considered, a clearer picture of the extent to which the school system is able to afford JS eligible children access to either a public or private JS school emerged. Data from Figure 6.15 show that the national GER for public and private schools combined was 46.1. The GER for girls at 47.5 was higher than that of boys at 44.9. The NER was lower at 33.0, better for girls at 33.8 than for boys at 32.2. A combined national GER of 46.1 for both types of JS schools simply indicates that 53.9 percent of potential JSS eligible children lack access to JS schools of any kind. This translates into about 8.7 million junior secondary age children. Similarly, A NER of 33.0 means that access to JS education might be beyond the reach of 67.5 percent of Nigeria's 12-14 years old children. This also translates into about 9.9 million boys and girls.

Figure 6.15: Public and Private JS Schools Gross and Net Enrolment

Table 6.9 presents the zone by zone analysis of public and private primary school access using GERs and NERs. It can be seen that gross enrolment rate was highest in the South-East zone at 56.0 and lowest in the North-East with a GER of 37.4. Net enrolment in both categories of schools was highest in the South-East with a NER of 42.0 and lowest in the North-East with a NER of 27.0. Information from the table suggests that access to JS

schools was better in the southern zones than in the northern zones. Access was also better for girls in the southern zones, but better for boys in the northern zones generally.

Table 6.9: Public and Private JS Schools Analysis of Gross and Net Enrolment Rates by Zone and Gender

Zones	Gross Enrolment Rate			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
North-Central	43.6	43.9	43.7	30.7	30.8	30.8
North-East	37.8	37.0	37.4	27.3	26.8	27.0
North-West	42.4	39.1	40.0	31.5	28.6	30.1
South-East	52.5	59.8	56.0	39.6	44.7	42.0
South -South	44.4	53.4	48.6	31.2	37.5	34.1
South-West	51.2	58.0	54.4	35.0	39.6	37.2

In Figure 6.16 below, it would be seen that Imo had the highest GER of 88.5 followed by FCT with 82.5 and Ogun with 80.5, while Kogi had the lowest GER of 20.9 followed by Sokoto with 25.0 and Zamfara with 27.1. Imo also had the highest NER of 68.2 followed by Ogun with 55.2 and FCT with 54.8. The usual discrepancies between the southern and northern zones were evident here.

Figure 6. 16 Gross and Net Enrolment Rates for Public and Private JS Schools by State

6.4.2 Contributions of Public and Private JS Schools Gross and Net Enrolment

Considering the contributions of public and private JS schools to gross and net enrolment, Figures 6.17 and 6.18 reveal that public JS schools had a higher contribution of both gross and net enrolment than private schools, though the low patronage of private JS schools has already been observed.

Figure 6.17: Public and Private JS Schools Contributions of Gross Enrolment

Figure 6.18: Public and Private JS Schools Contributions of Net Enrolment

6.4.3 Gross and Net Intake for Public and Private JS Schools

Figure 6.19 provides data on the population of 12 year olds specifically and matched against actual intake as a function of access to both public and private JS schools. Once again, it can be observed that projected population of 4.8 million 12 year-olds (2.6 million boys and 2.2 million girls) revealed lower gross and net intakes for both gender into JS1, 2.3 million (boys) and 1.4 million (girls) respectively.

Figure 6.19: Public and Private JS Schools Gross and Net Intake by Gender Compared to Population of 12 Years Old

Table 6.10 provides the analysis of the data by zone. It shows that the North-West had the highest access by gross intake, while the South-West had the highest by net intake and North-East the lowest for both gross and net intakes.

Table 6.10: Public and Private JS Schools Gross and Net Intakes by Zone and Gender Matched Against Projected Population of 12 Years Old

Zones	Projected population of 12 Yr. Olds			JS1 Gross Intake			Age 12 Net Intake		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
North-Central	388,009	345,277	733,286	172,984	158,175	331,159	112,003	102,530	214,533
North-East	373,189	316,888	690,077	149,444	124,995	274,439	78,655	68,033	146,688
North-West	714,668	618,729	1,333,396	323,254	263,247	586,501	166,127	146,681	312,808
South-East	287,319	257,002	544,322	153,405	158,036	311,441	105,737	108,596	214,333
South -South	344,283	304,972	649,256	169,483	180,727	350,210	122,796	133,872	256,668
South-West	473,990	427,955	901,945	243,805	249,852	493,657	166,216	175,211	341,427
National	2,581,458	2,270,823	4,852,282	1,212,375	1,135,032	2,347,407	751,534	734,923	1,486,457

For state level analysis, Figure 6.20 reveals that Lagos had the highest gross and net intakes followed by Kano, while Bayelsa had the lowest followed by Kogi. But with regard to intake rates, the reverse was the case. FCT had the highest GIR of 110.9 and NIR of 70.5 followed by Akwa Ibom (GIR of 93.6 and NIR 69.9), and Kogi had the lowest with a (GIR of 21.5), and Sokoto with the lowest NIR of 13.6.

Figure 6.20: Gross and Net Intakes Rates for Public and Private junior secondary schools by State

6.4.4 Contributions of Public and Private JS Schools to National Gross and Net Intake

This sub-section considers the contributions of public and private JS schools to national gross and net intake. Figures 6.21 and 6.22 reveal that public JS schools had a higher (75 percent) contribution of both gross and net intakes than private JS schools (25 percent). For net intakes, the public JS schools' contribution was 73 percent to the 27 percent for private schools, i.e. a confirmation of the already known fact that public JS schools provide better access to junior secondary education than private ones. Again, the combined JS GIR of 48.3 means that access to the JS was still low. Net accesswa s even worse as the combined net intake of 30.1 i.e. below a third of 12 year-olds had access into JS1. This represents over three million 12 year- olds unable to enrol into JS 1.

Figure 6.21: Public and Private JS Schools Contributions to Gross and Net Intakes

Figure 6.22: Public and Private JS Schools Contributions to Net Intake

6.5 Enablers of Access

Any plan to increase access will usually start with the provision of schools within reasonable distances (i.e. within a radius of 2 kilometres) to and from the homes of the target populations and good classrooms in sufficient numbers. Teachers are another enabler of access at the various levels of education. Even if schools and classrooms are available, access may not be effective if there are no teachers. Parents and guardians are not likely to take their children and wards to schools that have no teachers. Those who enrol will likely drift away when they discover there are no teachers. So the question to address in this section is whether or not basic education schools are available with the full complement of classrooms and teachers and within the reach of eligible children in their various communities.

6.5.1 ECCDE Schools

6.5.1.1 Public ECCDE Schools

Availability of Schools and Classrooms for Public ECCDE Schools

Table 6.11 indicates the number of schools available matched with enrolment, while Table 6.12 indicates the number of required classrooms based on current enrolments, and percentage of good classrooms available by zone for public ECCDE schools.

Table 6.11 shows that the NPA captured 33, 214 ECCDE schools for 3, 662, 776 learners on roll. The North-West had the highest number of schools (10, 942), while the North-East had the lowest (2, 278), possibly due to the insecuritiy in the zone. All the same, the low GERs, NERs, GIRs and NIRs already referred to indicate that access to public ECCDE schools remains a problem in many zones.

Table 6.11: Availability of Public ECCDE/Pre-Primary Schools by Zone Matched with Enrolments

Zone	Number of ECCDE Schools	Enrolment		
		Male	Female	Total
North-Central	4,444	147,421	143,021	290,442
North-East	2,278	142,937	137,307	280,244
North-West	10,942	637,300	633,821	1,271,121
South-East	4,955	276,995	278,212	555,207
South -South	4,318	246,842	248,828	495,670
South-West	6,277	382,507	387,585	770,092
National	33,214	1,834,002	1,828,774	3,662,776

Table 6.12 shows that the total number of classrooms required for public ECCDE schools nationally was 146, 511, but the number of available classrooms nationwide was 81, 297, leaving a deficit of 65,214 classrooms. Even so, only 54 percent (43, 543) of the existing ones were good for use. It is also important to note that the number of required classrooms cited here is only in respect of learners on roll in 2018. The actual required number at any later date would be higher when more 3-5 year olds are ready.

Table 6.12: Number of ECCDE Schools and Classrooms and their Conditions by Zone

ZONE	Classrooms Required	Available Class Rooms	Number Of Good Classrooms	percent of Good Classrooms	Number of Bad Classrooms	Classroom Gap
North-Central	11,617.68	9,833	5,326	54	4,507	1,785
North-East	11,209.76	5,421	2,709	50	2,712	5,789
North-West	50,844.84	18,112	10,545	58	7,567	32,733
South-East	22,208.28	17,246	8,522	49	8,724	4,962
South-South	19,826.80	15,188	7,890	52	7,298	4,639
South-West	30,803.68	15,497	8,551	55	6,946	15,307
National	146,511.04	81,297	43,543	54	37,754	65,214

The implication of this is that a lot more ECCDE classrooms need to be constructed nationwide to give all eligible children access to ECCDE schools. Table 6.12 also shows that the North-West zone had the highest classrooms gap of 32,733, but its percentage of good classrooms to total available classrooms was the best at 58 percent. The North- Central zone had the lowest classrooms gap of 1,785 classrooms. A state level analysis of the classroom situation can be seen in Table 6.13.

Table 6.13: Learner-Classroom Ratio (LCR) by State and Zone

ZONE	STATE	ENROLMENT	NUMBER OF ECCDE SCHOOLS	TOTAL CLASS ROOM	LCR	NUMBER OF GOOD CLASSROOM
NC	BENUE	19,028	454	894	21.28	398
NC	FCT-ABUJA	37,490	393	967	38.77	641
NC	KOGI	15,518	421	824	18.83	485
NC	KWARA	37,913	935	1,717	22.08	1,087
NC	NASARAWA	24,249	259	599	40.48	305
NC	NIGER	72,781	851	1,654	44.00	891
NC	PLATEAU	83,463	1,131	3,178	26.26	1,519
NC Total		290,442	4,444	9,833	29.54	5,326
NE	ADAMAWA	51,201	484	1,256	40.77	602
NE	BAUCHI	87,363	828	1,716	50.91	787
NE	BORNO	52,687	274	687	76.69	324
NE	GOMBE	33,020	319	736	44.86	432
NE	TARABA	27,974	222	660	42.38	350
NE	YOBE	27,999	151	366	76.50	214
NE Total		280,244	2,278	5,421	51.70	2,709
NW	JIGAWA	210,556	2,073	2,910	72.36	1,753
NW	KADUNA	267,080	1,910	3,754	71.15	1,702
NW	KANO	478,293	3,824	6,626	72.18	4,299
NW	KATSINA	176,680	1,671	2,516	70.22	1,475
NW	KEBBI	40,077	421	642	62.43	320
NW	SOKOTO	56,645	571	909	62.32	529
NW	ZAMFARA	41,790	472	755	55.35	467
NW Total		1,271,121	10,942	18,112	70.18	10,545
SE	ABIA	54,945	875	2,851	19.27	1,247
SE	ANAMBRA	147,357	1,016	4,250	34.67	2,658
SE	EBONYI	53,217	642	1,684	31.60	699
SE	ENUGU	69,494	1,151	3,405	20.41	1,639
SE	IMO	230,194	1,271	5,056	45.53	2,279
SE Total		555,207	4,955	17,246	32.19	8,522
SS	AKWA-IBOM	282,551	1,143	6,058	46.64	2,993

ZONE	STATE	ENROLMENT	NUMBER OF ECCDE SCHOOLS	TOTAL CLASS ROOM	LCR	NUMBER OF GOOD CLASSROOM
SS	BAYELSA	6,668	115	305	21.86	159
SS	CROSS-RIVER	54,333	1,043	2,498	21.75	1,283
SS	DELTA	58,346	686	2,322	25.13	1,211
SS	EDO	69,127	775	2,594	26.65	1,448
SS	RIVERS	24,645	556	1,411	17.47	796
SS Total		495,670	4,318	15,188	32.64	7,890
SW	EKITI	56,791	719	2,279	24.92	1,093
SW	LAGOS	68,999	991	2,374	29.06	1,650
SW	OGUN	86,383	1,284	2,683	32.20	1,799
SW	ONDO	333,037	1,108	3,958	84.14	1,769
SW	OSUN	205	16	17	12.06	13
SW	OYO	224,677	2,159	4,186	53.67	2,227
SW Total		770,092	6,277	15,497	49.69	8,551
National		3,662,776	33,214	81,297	45.05	43,543

Learner-Classroom Ratios

Juxtaposing current enrolments of the 2018 NPA and available classrooms, Table 6.13 indicates a national LCR of 45.05, which speaks of overcrowded public ECCDE classrooms in view of the national minimum standard of 25 learners to a classroom for ECCDE. Again, given the very low net enrolment and intake rates pointed out earlier, it is obvious that providing access to public ECCDE schools for all eligible children is still a daunting task for the basic education sub-sector.

Table 6.13 also indicates learner-classroom ratio by zone and state. The North-Central zone has the lowest LCR of 29.54 learners to a classroom, followed by the South-East with 32.19 learners per classroom. The North-West had the highest LCR of 70.16 learners to a classroom, followed by the North-East with 51.70 learners per classroom. At state level, six states had LCRs of 70 learners or above to a classroom with Borno as the worst case having 77 learners per classroom followed by Yobe with 76 learners per classroom. Other states in that category were Jigawa, Kaduna, Kano and Katsina. Only nine states, Kogi, Benue, Kwara, Abia, Enugu, Bayelsa, Cross River, Rivers and Osun had LCRs that ranged between 12 and 25. With high levels of LCR in a majority of the states, it is evident that lack of

adequate and usable classrooms is blocking access to ECCDE schools for many 3-5 year olds in those states.

Availability of Teachers

Table 6.14 below matches the current number of children in ECCDE schools against that of teachers available and Table 6.15 presents the state situation which shows that there were 43,368 ECCDE teachers across the nation and a teacher-learner ratio of 1:84. A zone by zone analysis reveals that the North-West had the highest LTR of 1:137, followed by the South-West with 1:117. The North-Central had the lowest ratio of 1:38. Therefore, the overcrowding ECCDE situation was most desperate in the North-West.

Table 6.14: Public ECCDE Enrolment Matched Against Number of Teachers/LTR by Zone

Zone	Enrolment	Teachers	LTR
North-Central	290,442	7,633	38
North-East	280,244	3,682	76
North-West	1,271,121	9,264	137
South-East	555,207	9,070	61
South-South	495,670	7,110	70
South-West	770,092	6,609	117
NATIONAL	3,662,776	43,368	84

At the state level (Table 6.15), 12 states had LTRs of over 1:100, e.g. Ondo (1:372) followed by Jigawa (1:341). Other states with very high LTRs included Akwa Ibom (1:202), Kano (1:140), Oyo (1:125) and Katsina (1:121). Only four states (Osun, (1: 05); Bayelsa, (1:22); Rivers, (1:23) and Nasarawa, (1:25)) had LTRs of at least 25 as recommended by the National Policy on Education for ECCDE centres.

Table 6.15: Public ECCDE Enrolment Matched Against Number of Teachers/LTR by State

State	Enrolment	Teachers	LTR
Abia	54,945	1,706	32
Adamawa	51,201	868	59
Akwa-Ibom	282,551	1,398	202
Anambra	147,357	2,768	53
Bauchi	87,363	807	108
Bayelsa	6,668	310	22
Benue	19,028	560	34
Borno	52,687	495	106
Cross-River	54,333	1,499	36

State	Enrolment	Teachers	LTR
Delta	58,346	1,548	38
Ebonyi	53,217	846	63
Edo	69,127	1,302	53
Ekiti	56,791	1,046	54
Enugu	69,494	1,700	41
FCT-Abuja	37,490	1,449	26
Gombe	33,020	802	41
Imo	230,194	2,050	112
Jigawa	210,556	618	341
Kaduna	267,080	2,277	117
Kano	478,293	3,418	140
Katsina	176,680	1,466	121
Kebbi	40,077	552	73
Kogi	15,518	552	28
Kwara	37,913	724	52
Lagos	68,999	765	90
Nasarawa	24,249	951	25
Niger	72,781	1,448	50
Ogun	86,383	2,064	42
Ondo	333,037	895	372
Osun	205	41	5
Oyo	224,677	1,798	125
Plateau	83,463	1,949	43
Rivers	24,645	1,053	23
Sokoto	56,645	505	112
Taraba	27,974	446	63
Yobe	27,999	264	106
Zamfara	41,790	428	98
National	3,662,776	43,368	84

Information from Tables 6.14 and 6.15 clearly shows that lack of teachers is still a big obstacle to optimal access to public ECCDE schools as only four of the 36 states and FCT had the recommended LTRs at this level of basic education. The picture becomes grimmer when it is realised that many ECCDE children still lack access as indicated by abysmally low GERs, NERS, GIRs and NIRs. States need to embark on recruitment of teachers for ECCDE schools as a measure to improve access for all target children.

6.5.1.2 Private ECCDE Schools

Availability of Schools and Classrooms for Private ECCDE Schools

Table 6.16 indicates the number of schools available matched with enrolment, while Table 6.17 indicates the number of required classrooms based on current enrolments and

classrooms by zone for private ECCDE schools. Table 6.16 shows that the NPA captured 48, 348 private ECCDE schools for 3, 496, 486 learners on roll nationwide. The South-West had the highest number of schools at 18, 974, followed by the North-Central at 8,737. The North-East had the lowest number followed by the North-West. All the same, the low GERs, NERs, GIRs and NIRs already referred to might indicate that access to private ECCDE schools might be limited due to the fact that private schools charge fees which might be beyond the rich of many parents, especially in rural communities.

Table 6.16: Availability of Private ECCDE/Pre-Primary Schools by Zone Matched with Enrolments

Zone	Number of ECCDE Schools	Enrolment		
		Male	Female	Total
North-Central	8,737	309,003	299,669	608,672
North-East	2,652	137,177	133,053	270,230
North-West	4,195	229,861	221,653	451,514
South-East	5,879	248,434	248,595	497,029
South-South	7,911	349,478	360,020	709,498
South-West	18,974	480,649	478,894	959,543
National	48,348	1,754,602	1,741,884	3,496,486

Table 6.17 shows that the total number of classrooms required for private ECCDE schools nationally was 139, 859, but the number of available classrooms was 184, 544, leaving a surplus of 44, 685 classrooms. However, while the three southern zones (South-East, South-South and South-West) and the North-Central had more classrooms than they required, the North-East and North-West zones had classrooms deficits. Moreover, available classrooms in all the zones were also in good condition at 92 percent nationally. The implication is that private ECCDE schools have high capacity for access potentially, but actual access is hampered by user fees charged by private schools, which explains the availability of classrooms that might not be in use in four of the six zones.

Table 6.17 Number of Private ECCDE Schools and Classrooms and their Conditions by Zone

ZONE	Classroom Required	Available Class Rooms	Number of Good Classroom	Percent of Good Classrooms	Number 0f Bad Classrooms	Classroom GAP*
North-Central	24,346.88	31,329	28,216	90	3,113	- 6,982
North-East	10,809.20	9,476	8,142	86	1,334	1,333
North-West	18,060.56	13,837	12,542	91	1,295	4,224
South-East	19,881.16	25,468	22,115	87	3,353	- 5,587
South-South	28,379.92	33,749	30,763	91	2,986	- 5,369
South-West	38,381.72	70,685	67,890	96	2,795	- 32,303
National	139,859.44	184,544	169,668	92	14,876	- 44,685

*negative indicates shortfall and positive indicates surplus

Table 6.18 indicates a national LCR of about 19 learners to a classroom for private ECCDE, which speaks of near optimal ECCDE classrooms and pupil-classroom ratio by zone. The South-West zone had the lowest LCR (1:14) learners to a classroom, while the North-West had the highest at (1:33) learners to a classroom.

Table 6.18: Learners-Classroom Ratio (LCR) by Zone for Private ECCDE Schools

Zone	Enrolment	Number of ECCDE Schools	Total Class Room	LCR	Number Of Good Classroom
North-Central	608,672	8,737	31,329	19.43	28,216
North-East	270,230	2,652	9,476	28.52	8,142
North-West	451,514	4,195	13,837	32.63	12,542
South-East	497,029	5,879	25,468	19.52	22,115
South-South	709,498	7,911	33,749	21.02	30,763
South-West	959,543	18,974	70,685	13.57	67,890
National	3,496,486	48,348	184,544	18.95	169,668

At state level, Table 6.19 indicates that only six states, led by Kebbi at 71 learners per classroom, had LCRs above 30 learners per classroom. The other states were Jigawa (49), Yobe (37), Akwa Ibom (34), Katsina (330) and Borno (33). Lagos State had the lowest LCR with 12 learners per classroom followed by Ogun State with 13 per classroom.

Table 6.19: Learners-Classroom Ratio (LCR) by State for Private ECCDE Schools

State	Enrolment	Number of ECCDE Schools	Total Class Room	LCR	Number Of Good Classroom
Abia	81,332	981	4,208	19.33	3,537
Adamawa	65,229	658	2,378	27.43	2,060
Akwa-Ibom	247,562	1,565	7,371	33.59	5,883
Anambra	158,143	1,810	8,532	18.54	7,340
Bauchi	42,096	433	1,493	28.2	1,245
Bayelsa	47,797	758	3,023	15.81	2,828
Benue	118,095	1,362	4,684	25.21	3,597
Borno	47,884	339	1,461	32.77	1,303
Cross-River	100,662	1,086	4,376	23	3,977
Delta	132,383	1,868	8,264	16.02	7,939
Ebonyi	67,220	686	2,688	25.01	2,254
Edo	75,290	927	3,824	19.69	3,661
Ekiti	49,732	976	3,659	13.59	3,445
Enugu	67,046	931	3,887	17.25	3,597
Fct-Abuja	51,629	967	3,686	14.01	3,643
Gombe	27,668	418	1,306	21.19	1,138
Imo	123,288	1,471	6,153	20.04	5,387
Jigawa	25,725	203	525	49	447
Kaduna	124,362	1,300	4,837	25.71	4,389
Kano	104,391	1,131	3,763	27.74	3,468
Katsina	58,958	569	1,765	33.4	1,658
Kebbi	97,141	553	1,369	70.96	1,064
Kogi	64,526	957	3,294	19.59	2,959
Kwara	85,318	1,433	5,286	16.14	4,911
Lagos	367,029	8,505	31,222	11.76	30,185
Nasarawa	110,749	1,587	5,765	19.21	5,349
Niger	93,286	1,333	4,339	21.5	4,026
Ogun	152,030	3,226	11,822	12.86	11,550
Ondo	95,571	1,473	5,208	18.35	4,864
Osun	127,175	1,964	7,416	17.15	6,917
Oyo	168,006	2,830	11,358	14.79	10,929
Plateau	85,069	1,098	4,275	19.9	3,731
Rivers	105,804	1,707	6,891	15.35	6,475
Sokoto	20,070	180	708	28.35	673
Taraba	71,986	689	2,425	29.68	2,009
Yobe	15,367	115	413	37.21	387
Zamfara	20,867	259	870	23.99	843
National	3,496,486	48,348	184,544	18.95	169,668

Availability of Teachers

Table 6.20 matches the current number of children in private ECCDE schools against the number of teachers available and teacher-pupil ratios by state and zone. The table shows that there were 110,849 private ECCDE teachers across the nation with a teacher-learner ratio of 26. A zone by zone analysis revealed that the North-West had the highest LTR of 1:49, followed by North-East with 1:46. The South-West had the lowest LTR of 1:25 followed by the North-Central and South-East with 1:31 apiece.

Table 6.20: ECCDE Enrolment Matched against Number of Teachers/LTR by Zone

ZONE	ENROLMENT	TEACHERS	LTR
North-Central	608,672	19,670	31
North-East	270,230	5,890	46
North-West	451,514	9,268	49
South-East	497,029	16,159	31
South-South	709,498	22,180	32
South-West	959,543	37,682	25
NATIONAL	3,496,486	110,849	26

At the state level, Table 6.21 shows that only four states, including the FCT, fell within the the LTR of 1:25 recommended for that level of education. They were the FCT 1:18, Rivers 1:19, Lagos 1:21 and Niger 1:24. Kebbi had the highest LTR (1:126) followed by Jigawa 1:77 and Taraba 1:61. As in the case of public ECCDE, table 6.21 also clearly shows that lack of teachers could be an obstacle to optimal access to private ECCDE schools as most of the 36 states and FCT fell short of the recommended LTRs level.

Table 6.21: Private ECCDE Enrolment Matched against Number of Teachers/LTR by State

State	Enrolment	Teachers	LTR
Abia	81,332	2,609	31
Adamawa	45,229	1,536	42
Akwa-Ibom	247,562	4,375	57
Anambra	158,143	5,671	28
Bauchi	42,096	1,008	42
Bayelsa	47,797	1,868	26
Benue	118,095	2,257	52
Borno	47,884	1,099	44
Cross-River	100,662	3,120	32
Delta	132,383	4,962	27
Ebonyi	67,220	1,676	40

State	Enrolment	Teachers	LTR
Edo	75,290	2,234	34
Ekiti	49,732	2,211	22
Enugu	67,046	2,527	27
Fct-Abuja	51,629	2,795	18
Gombe	27,668	677	41
Imo	123,288	3,676	34
Jigawa	25,725	336	77
Kaduna	124,362	2,963	42
Kano	104,391	2,879	36
Katsina	58,958	1,197	49
Kebbi	97,141	768	126
Kogi	64,526	1,458	44
Kwara	85,318	3,046	28
Lagos	367,029	17,705	21
Nasarawa	110,749	3,340	33
Niger	93,286	3,863	24
Ogun	152,030	5,795	26
Ondo	95,571	2,993	32
Osun	127,175	4,123	31
Oyo	168,006	4,855	35
Plateau	85,069	2,911	29
Rivers	105,804	5,621	19
Sokoto	20,070	561	36
Taraba	71,986	1,189	61
Yobe	15,367	381	40
Zamfara	20,867	564	37
National	3,496,486	110,849	26

6.5.1.3 Public and Private ECCDE Centres

Availability of Centres and Classrooms for Public and Private ECCDE

Table 6.22 indicates the number of centres available matched with enrolment for both public and private ECCDE centres, while Table 6.23 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone for both public and private ECCDE centres.

Table 6.22 shows that the NPA captured a total of 81,562 public and private ECCDE centres with 7,159,262 learners on roll nationwide. The South-West had the highest number of centres at 25,251 followed by the North-West with 15,137 centres. The North-East had the

lowest number of both types of ECCDE centres, followed by the South-East. All the same, the low GERs, NERs, GIRs and NIRs revealed by the analysis in the above section suggest that the available centres might not be enough to accommodate all children eligible for ECCDE across the nation.

Table 6.22: Availability of Public and Private ECCDE/Pre-Primary Centres by Zone Matched with Enrolments

Zone	Number of ECCDE Schools			Enrolment		
	Public	Private	Both	Public	Private	Both
North-Central	4,444	8,737	13,181	290,442	608,672	899,114
North-East	2,278	2,652	4,930	280,244	270,230	550,474
North-West	10,942	4,195	15,137	1,271,121	451,514	1,722,635
South-East	4,955	5,879	10,834	555,207	497,029	1,052,236
South-South	4,318	7,911	12,229	495,670	709,498	1,205,168
South-West	6,277	18,974	25,251	770,092	959,543	1,729,635
National	33,214	48,348	81,562	3,662,776	3,496,486	7,159,262

Table 6.23 shows that the total number of classrooms required for public and private ECCDE centres nationwide was 286,370.48, but the number available was 265,841, leaving a deficit of 20, 529 classrooms. The zonal analysis revealed that the three southern zones and the North-Central had more classrooms than required, whereas the North-East and North-West had less than required. However, 80 percent of all available classrooms nationwide were in good condition. Nonetheless, there is need for constructing more classrooms nationwide, especially in the North-East and North-West to expand access.

Table 6.23: Number of Private ECCDE Centres' Classrooms and their Conditions by Zone

Zone	Classroom Required	Total Class Room	Number of Good Classroom	Percent of Good Classroom to Total Classroom	Number of Bad Classrooms	Classroom GAP*
North-Central	35,964.56	41,162	33,542	81	7,620	- 5,197
North-East	22,018.96	14,897	10,851	73	4,046	7,122
North-West	68,905.40	31,949	23,087	72	8,862	36,956
South-East	42,089.44	42,714	30,637	72	12,077	- 625
South-South	48,206.72	48,937	38,653	79	10,284	- 730
South-West	69,185.40	86,182	76,441	89	9,741	- 16,997
National	286,370.48	265,841	213,211	80	52,630	20,529

*negative indicates shortfall and positive indicates surplus

Matching current enrolments as of the 2018 NPA with available classrooms, Table 7.24 indicates a national LCR of about (1:27) to a classroom for both public and private ECCDE centres. The table also indicates learner-classroom ratio by zone in which the North-Central zone had the lowest, i.e. (1:21) learners to a classroom, followed by the South-West (1:22), while the North-West had the highest (1:54), followed by the North-East (1:40).

Table 6.24: Pupil-Classroom Ratio (LCR) by Zone for Public and Private ECCDE Centres

ZONE	ENROLMENT	NUMBER OF ECCDE CENTRES	TOTAL CLASS ROOM	LCR	NUMBER OF GOOD CLASSROOM
North-Central	899,114	13,181	41,162	21.84	33,542
North-East	550,474	4,930	14,897	36.95	10,851
North-West	1,722,635	15,137	31,949	53.92	23,087
South-East	1,052,236	10,834	42,714	24.63	30,637
South-South	1,205,168	12,229	48,937	24.63	38,653
South-West	1,729,635	25,251	86,182	20.07	76,441
National	7,159,262	81,562	265,841	26.93	213,211

Availability of Teachers in both Public and Private ECCDE Centres

Table 6.25 and Figure 6.23 match the current number of children in both public and private ECCDE centres against the number of teachers available and learner-teacher ratios by state and zone. The table also shows that both public and private ECCDE centres had a total of 154, 217 teachers across the nation with a learner-teacher ratio of 46. A breakdown of the LTR data by zone reveals that the North-West had the highest LTR at 93 learners per teacher, followed by North-East at 58. The North-Central had the lowest LTR at 33 learners per teacher followed by the South-West at 39 learners per teacher.

Table 6.25: Public and Private ECCDE Enrolment Matched against Number of Teachers/LTR by Zone

Zone	Enrolment	Teachers	LTR
North-Central	899,114	27,303	33
North-East	550,474	9,572	58
North-West	1,722,635	18,532	93
South-East	1,052,236	25,229	42
South-South	1,205,168	29,290	41
South-West	1,729,635	44,291	39
National	7,159,262	154,217	46

At the state level, Figure 6.23 shows that only the FCT, Rivers and Bayelsa States had LTRs that fell within the recommended LTR of 25 learners per teacher for this level of basic education. However, eight states had very high LTRs, ranging from 88 to 248, i.e. from Katsina to Jigawa. (See figure 6.23).

Figure 6.23: Public and Private ECCDE Learner-Teacher Ratios by State and Zone

Both Table 6.25 and figure 6.23 clearly show that lack of teachers could be an obstacle to optimal access to ECCDE education. As many as 34 of the 36 states and FCT fell short of the recommended LTRs for this level of basic education.

6.5.2 Primary Schools

6.5.2.1 Public Primary Schools

Availability of Schools and Classrooms for Public Primary Schools

Table 6.26 indicates the number of schools available matched with enrolment, while Table 6.27 indicates the number of required classrooms The North-West had the highest number of schools at 20,159 while the South-East had the lowest number at 5,491. The low GERs, NERs, GIRs and NIRs already referenced might indicate that access to public primary schools remains a problem in many zones and states.

Table 6.26: Availability of Public Primary Schools by Zone Matched with Enrolments

Zone	Number of Public Primary Schools	Enrolment		
		Male	Female	Total
North-Central	13,148	1,276,599	1,135,063	2,411,662
North-East	10,173	1,823,322	1,582,232	3,405,554
North-West	20,159	4,665,623	4,176,293	8,841,916
South-East	5,456	1,003,085	978,176	1,981,261
South-South	5,869	1,183,334	1,187,419	2,370,753
South-West	8,609	1,666,250	1,707,359	3,373,609
Total	63,414	11,618,213	10,766,542	22,384,755

Table 6.27 shows that the total number of classrooms required for public primary schools nationally was 639,564, but the number of available classrooms was 406,778, leaving a deficit of 639,564 classrooms. However, only 208,840 of the 406,778 available classrooms (51 percent) were in good condition.

Table 6.27: Number of Public Primary Schools Classrooms and their Conditions by Zone

zone	Available Classroom	Good Classroom	percent Good Classroom	Bad Classroom	Enrolment	Total No. of Primary School	Classroom Required
North-Central	75,869	34,077	45	41,792	2,411,662	13,148	68,905
North-East	56,490	25,004	44	31,486	3,405,554	10,173	97,302
North-West	114,290	61,965	54	52,325	8,841,916	20,159	252,626
South-East	44,000	22,989	52	21,011	1,981,261	5,456	56,607
South-South	52,045	28,545	55	23,500	2,370,753	5,869	67,736
South-West	64,084	36,260	57	27,824	3,373,609	8,609	96,389
National	406,778	208,840	51	197,938	22,384,755	63,414	639,564

A state level analysis of the classroom situation can be seen in Table 6.28 where the average class size varied from 101 (Katsina State) to 20 (Kogi State) with only twelve states having average class size within the bench mark of 35 for primary schools.

Table 6.28: Number of Public Primary Schools Classrooms and their Conditions by State

State	Available Classroom	Number of Good Classroom	Number of Bad Classroom	Enrolment	Total No. of Primary School	LCR (Average Class Size)
Abia	5,684	2,679	3,005	137,637	885	24
Adamawa	11,725	5,222	6,503	560,167	1,906	48
Akwa-Ibom	17,066	8,847	8,219	1,374,434	1,170	81
Anambra	8,118	5,602	2,516	353,155	1,014	44
Bauchi	13,171	5,511	7,660	831,386	2,839	63
Bayelsa	3,014	1,608	1,406	81,235	489	27
Benue	14,785	5,672	9,113	358,069	2,333	24
Borno	7,033	2,883	4,150	522,238	948	74
Cross-River	7,724	4,295	3,429	158,683	1,079	21
Delta	9,231	5,173	4,058	316,296	1,097	34
Ebonyi	8,309	3,575	4,734	323,960	1,076	39
Edo	7,948	4,894	3,054	272,254	1,085	34
Ekiti	5,880	3,181	2,699	169,992	890	29
Enugu	7,902	4,159	3,743	175,835	1,201	22
Fct-Abuja	4,633	3,087	1,546	220,073	596	48
Gombe	7,420	3,913	3,507	448,221	1,428	60
Imo	13,987	6,974	7,013	990,674	1,280	71
Jigawa	12,049	7,827	4,222	795,513	2,324	66
Kaduna	21,984	9,454	12,530	1,544,283	3,723	70
Kano	35,282	22,299	12,983	3,061,033	5,859	87
Katsina	17,714	9,204	8,510	1,783,439	2,728	101
Kebbi	9,221	3,536	5,685	477,198	1,863	52
Kogi	12,063	6,377	5,686	246,797	2,034	20
Kwara	8,455	4,622	3,833	177,996	1,550	21

State	Available Classroom	Number of Good Classroom	Number of Bad Classroom	Enrolment	Total No. of Primary School	LCR (Average Class Size)
Lagos	8,239	5,734	2,505	411,331	1,094	50
Nasarawa	7,099	2,979	4,120	264,394	1,147	37
Niger	14,744	5,488	9,256	658,453	3,151	45
Ogun	9,720	6,029	3,691	371,143	1,550	38
Ondo	12,707	5,963	6,744	912,849	1,281	72
Osun	10,147	5,812	4,335	272,618	1,342	27
Oyo	17,391	9,541	7,850	1,235,676	2,452	71
Plateau	14,090	5,852	8,238	485,880	2,337	34
Rivers	7,062	3,728	3,334	167,851	949	24
Sokoto	10,386	4,863	5,523	659,967	2,033	64
Taraba	11,561	4,649	6,912	533,759	2,022	46
Yobe	5,580	2,826	2,754	509,783	1,030	91
Zamfara	7,654	4,782	2,872	520,483	1,629	68
National	406,778	208,840	197,938	22,384,755	63,414	51

Matching current enrolments with available classrooms, without recourse to their conditions, whether good or bad, Figure 6.24 shows a national LCR of 55 learners to a classroom, which indicates overcrowding.

Figure 6.24: Public Primary School Learner-Classroom Ratio (LCR) by Zone

The figure also indicates learner-classroom ratio by zone. The North-Central zone had the lowest LCR at 32 learners to a classroom, followed by the South-East and South-South zones with 45 and 46 respectively. The North-West had the highest LCR at 77 learners to a classroom, followed by the North-East at 60 learners per classroom.

State level analysis can be seen in Figure 6.25. Ten states had LCRs in excess of 70 learners per classroom, e.g. Katsina had an LCR of (1:101). It is evident that most of the states were by default blocking access to public primary schools for a majority of the country's 6-11 year olds.

Figure 6.25: Public Primary School Pupil-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.26 and 6.27 give the outlook of availability of teachers for learners in public primary schools from the perspective of learner-teachers ratios by zone and state.

Figure 6.26 shows that the national LTR for public primary schools was 38 learners to a teacher, which makes it much better than the ECCDE level with a LTR of 84, but worse than the JSS level with a LTR of 30. The national LTR was also above the sanctioned LTR of 35 for primary schools.

A zone by zone analysis of the data on public primary schools LTRs revealed that the North-West had the highest LTR at 51 learners per teacher, followed by South-West at 41. The North-Central had the lowest at 20 learners per teacher, followed by the North-East at 33.

Figure 6.26: Public Primary Schools' Learner-Teacher Ratios by Zone

At the state level, Figure 6.27 indicates that 24 states had LTRs greater than 23 learners to a teacher, with Rivers State reviewing the lowest LTRs at 11 learners to a teacher followed by kwara (1:13) and Cross River (1:14). Two states, Akwa Ibom and Imo had LTRs in excess of 72 learners to a teacher with Akwa Ibom leading with a LTR of 122.

Figure 6.27: Public Primary Schools' Learner-Teacher Ratios by State

6.5.2.2 Private Primary Schools

Availability of Schools and Classrooms for Private Primary Schools

Table 6.29 indicates the number of private primary schools matched with enrolment, while Table 6.30 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone. Table 6.29 shows the NPA captured 50,036 private primary schools for about 5.5 million learners on roll. The South- West had the highest number of schools at 18,721, while the North-East had the lowest number at 3,029 schools.

Table 6.29: Availability of Private Primary Schools by Zone Matched with Enrolments

Zone	Number of Primary Schools	Enrolment		
		Male	Female	Total
North-Central	9,027	490,401	475,565	965,966
North-East	3,029	267,276	259,660	526,936
North-West	5,639	589,423	539,689	1,129,112
South-East	5,726	328,780	332,398	661,178
South-South	7,894	490,468	502,334	992,802
South-West	18,721	609,091	619,547	1,228,638
National	50,036	2,775,439	2,729,193	5,504,632

Table 6.30 reveals that the total number of classrooms required for private primary schools nationwide was 157, 275, but the number of available classrooms nationwide was 283,678. This left a surplus of 126, 403 classrooms meaning that private schools had spaces for more children than they had on roll. Ninety-one percent of the classrooms were in good condition.

The table also shows that the South-West zone had the highest number of available classrooms at 106,463, while the North-East had the lowest at 17,706. It can also be seen from the table that all zones, except the North-West, had excess classrooms. The North-West had a deficit classrooms gap of 5, 371.

Table 6.30: Number of Public Primary Schools Classrooms and their Conditions by Zone

zone	Available Classroom	Good Classroom	percent Good Classroom	Bad Classroom	Enrolment	Total No. of Primary School	Classroom Required
North-Central	49,491	43,669	88	5,822	965,966	9,027	27,599
North-East	17,706	14,639	83	3,067	526,936	3,029	15,055
North-West	26,889	22,411	83	4,478	1,129,112	5,639	32,260
South-East	35,940	31,384	87	4,556	661,178	5,726	18,891
South-South	47,189	43,028	91	4,161	992,802	7,894	28,366
South-West	106,463	102,073	96	4,390	1,228,638	18,721	35,104
National	283,678	257,204	91	26,474	5,504,632	50,036	157,275

*Gap= - Surplus=+

Matching current enrolments as of the 2018 NPA against available classrooms, Figure 6.28 indicates a national LCR of 19 learners to a classroom, which indicates that class size in many private primary classrooms might be optimal.

The figure shows that the North-West zone had the lowest LCR at 12 learners to a classroom, followed by the South-West and North-Central zones with LCRs of 18 and 20 respectively. The South- South had the highest LCR at 42 learners to a classroom, followed by the South-East at 30 learners per classroom.

Figure 6.28: Private Primary School Learner-Classroom Ratio (LCR) by Zone

A state level analysis can be seen in Figure 6.29. It shows that Lagos and Ekiti states each had the lowest LCR at 10 learners per classroom, while Kebbi had the highest at 87 learners per classroom. A closer examination of the figure indicates that at least 24 states had LCRs of not more than 25 learners per classroom.

Figure 6.29: Private Primary School Learner-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.30 and Table 6.31 below give the outlook of availability of teachers for learners in private primary schools from the perspective of learner-teacher ratios by zone and state.

Figure 6.30 shows that the national LTR for private primary schools was 5 learners to a teacher, which made it much better than the public schools LTR of 38 learners to a teacher. From the perspective of teachers, it is evident that private primary schools can accommodate many more children given the gap between the LTR of 5 and the nationwide recommended LTR of 35 learners to a teacher at the primary level.

A zone by zone analysis of the data on private schools LTRs revealed that all the zones had very comfortable LTRs with the North-West having the highest at 30 learners per teacher, while South-West had the lowest at 12 learners per teacher.

Figure 6. 30: Private Primary Schools' Learner-Teacher Ratios by and Zone

At the state level, Figure 6.31 indicates that only three states, Jigawa, Akwa Ibom and Kebbi, had LTRs in excess of 40 learners per teacher. On the flip side, FCT and Ekiti led the pack of the majority of states with very low LTRs at 9 learners each per teacher.

Figure 6.31: LCR Private Primary Schools

6.5.2.3: Public and Private Primary Schools

Availability of Schools and Classrooms for Public and Private Primary Schools

Table 6.31 indicates the number of schools available in both public and private primary schools matched with enrolment, while Table 6.32 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone. Table 6.32 shows that the NPA captured 113,450 public and private primary schools for about 28 million learners on roll. The South-West had the highest number of schools at 27,330, while the South-East had the lowest number at 11,182 schools.

Table 6.31: Availability of Public and Private Primary Schools by Zone Matched with Enrolments

Zone	Number of Primary Schools			Public			Private		
	Public	Private	Both	Male	Female	Total	Male	Female	Total
North-Central	13,148	9,027	22,175	1,276,599	1,135,063	2,411,662	490,401	475,565	965,966
North-East	10,173	3,029	13,202	1,823,322	1,582,232	3,405,554	267,276	259,660	526,936
North-West	20,159	5,639	25,798	4,665,623	4,176,293	8,841,916	589,423	539,689	1,129,112
South-East	5,456	5,726	11,182	1,003,085	978,176	1,981,261	328,780	332,398	661,178
South-South	5,869	7,894	13,763	1,183,334	1,187,419	2,370,753	490,468	502,334	992,802
South-West	8,609	18,721	27,330	1,666,250	1,707,359	3,373,609	609,091	619,547	1,228,638
National	63,414	50,036	113,450	11,618,213	10,766,542	22,384,755	2,775,439	2,729,193	5,504,632

Table 6.32 shows that the total number of classrooms required for public and private primary schools nationwide was 796,840, but the number of available classrooms was 690,456. This left a deficit of 106,384 classrooms meaning that both public and private schools combined did not have enough classroom space for all the learners on roll, indicating limited access capacity. The challenge is exacerbated by the fact that only 67 percent of available classrooms were in good condition. The zonal picture revealed that three zones, North-Central, South-East and South-West had surplus classrooms, while the North-East, North-West and South-South had deficits.

Table 6.32: Number of Public Primary Schools Classrooms and their Conditions by Zone

zone	Available Classroom	Good Classroom	% Good Classroom	Bad Classroom	Enrolment	Total No. of Primary School	Classroom required
North-Central	125,360	77,746	62	47,614	3,377,628	22,175	96,504
North-East	74,196	39,643	53	34,553	3,932,490	13,202	112,357
North-West	141,179	84,376	60	56,803	9,971,028	25,798	284,887
South-East	79,940	54,373	68	25,567	2,642,439	11,182	75,498
South-South	99,234	71,573	72	27,661	3,363,555	13,763	96,102
South-West	170,547	138,333	81	32,214	4,602,247	27,330	131,493
National	690,456	466,044	67	224,412	27,889,387	113,450	796,840

Matching current enrolments as of the 2018 NPA against available classrooms, Figure 6.32 indicates a national LCR of 40 learners to a classroom, which indicates some form of overcrowding given the national minimum standard of 35 learners in a primary school classroom. The figure also shows that the North-Central and South-West zones had the lowest LCR at 27 learners to a classroom. The North-West had the highest LCR at 71 learners to a classroom, followed by the North-East at 53 learners per classroom.

Figure 6.32: Public and Private Primary Schools Learner-Classroom Ratio (LCR) by Zone

A state level analysis as can be seen in Figure 6.33; it shows that 13 states had LCRs of 25 and below led by Lagos at 16, and followed by Kwara and Rivers with 18 each. At the high end, four states had unacceptably high LCRs led by Katsina at 90, followed by Yobe at 84 and Kano at 79. The data from the figure indicate that many states need to improve LCRs to increase access, especially in public primary schools.

Figure 6.33: Public and Private Primary School Learner-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.34 and 6.35 give the outlook of availability of teachers for learners in public and private primary schools based on learner-teacher ratios (LTR) by zone and state.

Figure 6.34 shows that the national LTR for both categories of primary schools was 31 learners to a teacher, which fell within the national minimum standard of 35 learners to a teacher at the primary level. From the perspective of teachers, it is evident that nationally, primary schools can accommodate many more children given the gap between the LTR of 31 and the minimum standard. However, if all the children who are eligible for access to primary schools are taken into account, many more teachers will need to be in place to increase access to primary education.

A zone by zone analysis of the data on combined primary schools LTRs reveals that only three zones, South-West, North-West and North-Central had LTRs within the national minimum standard of 35 learners to a teacher, with the South-West leading the pack at 17 learners to a teacher. Three zones, North-East, South-East and South-South had LTRs above the minimum standard at 49, 48 and 36 respectively.

Figure 6.34: Public and Private Primary Schools' Learner-Teacher Ratios by Zone

At the state level, Figure 6.35 indicates that Niger State had the lowest LTR at 4 learners per teacher, while Gombe had the highest LTR at 185 learners to a teacher followed by Imo at 93 and Zamfara at 90. The unacceptably high LTRs in a number of states suggest that more needs to be done to increase access from the perspective of teacher availability.

Figure 6.35: Public and Private Primary Schools' Learner-Teacher Ratios by State

6.5.3 Junior Secondary Schools

6.5.3.1 Public Junior Secondary Schools

Availability of Schools and Classrooms for Public JS Schools

Table 6.33 indicates the number of schools available matched with enrolment, while Table 6.34 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone for public primary schools. Table 6.33 shows that the NPA captured 13,029 public JS schools with 5, 189,093 learners on roll. The North-West had the highest number of schools at 3,065, while the South-East had the lowest number at 1,352. The low GERs, NERs, GIRs and NIRs already referenced might indicate that access to public JS schools remains a problem in many zones and states.

Table 6.33: Availability of Public JS Schools by Zone and Gender Matched with Enrolments

Zone	Number of JS Schools	Enrolment		
		Male	Female	Total
North-Central	2,595	343,993	301,910	645,903
North-East	2,159	352,496	281,793	634,289
North-West	3,065	809,705	634,499	1,444,204
South-East	1,352	323,204	338,118	661,322
South-South	1,718	347,071	375,001	722,072
South-West	2,140	537,194	544,109	1,081,303
National	13,029	2,713,663	2,475,430	5,189,093

Table 6.34 shows that the total number of classrooms required for public JS schools nationwide was 148,260, but the number of available classrooms nationwide was 82,113, leaving a deficit of 66,147 classrooms. However, only 59 percent of the available classrooms were in good condition. The table also shows that the South-West zone had the highest number of available classrooms at 17,453. The North-West (67 percent) had the highest percentage of good classrooms, though it also had the highest classrooms gap of 23,833. It is to be noted that all the six zones had classroom deficits even at gross numbers without recourse to the conditions of available classrooms.

Table 6.34: Number of Public JS Schools Classrooms and their Conditions by Zone

ZONE	Available Classroom	Good Classroom	percent Good Classroom	Total Bad	JSS ENROLMENT	JSS NO OF SCH	Classroom Required
North-Central	13,169	7,682	58	5,487	645,903	2,595	18,454
North-East	10,610	6,209	59	4,401	634,289	2,159	18,123
North-West	17,430	11,742	67	5,688	1,444,204	3,065	41,263
South-East	11,669	6,123	52	5,546	661,322	1,352	18,895
South-South	11,782	6,650	56	5,132	722,072	1,718	20,631
South-West	17,453	10,103	58	7,350	1,081,303	2,140	30,894
National	82,113	48,509	59	33,604	5,189,093	13,029	148,260

Matching current enrolments as of the 2018 NPA against available classrooms, without recourse to their conditions whether good or bad, Figure 6.36 with a national LCR of 63 to a classroom, indicates overcrowding of public primary classrooms and off the mark of the minimum standard of 40 learners per classroom at the JS level. Again, given the very low net enrolment and intake rates pointed out earlier, it is obvious that providing access to public JS schools for all eligible children is a challenge for public JS schools. The figure also indicates learner-classroom ratio by zone. The North-Central zone had the lowest LCR at 49 learners to a classroom, followed by the South-East zone with 57 learners per classroom. The North-West had the highest LCR at 83, followed by the South-West at 62 per classroom.

Figure 6.36: Public JS School Learner-Classroom Ratio (LCR) by Zone

State level analysis can be seen in Figure 6.37 where three states had LCRs in excess of 100 learners per classroom. Katsina and Kaduna were the highest with 106 per classroom each followed by Yobe with 101 learners per classroom. Only five of the 36 states and FCT. had LCRs that fell within the national minimum standard of 40 learners per JSS classroom.

Kogi led with a LCR of 25 followed by Abia with 28, Benue with 32, Ekiti with 36 and Taraba with 37. With high levels of LCR in most of the states, it is little wonder that access to public JS schools was very low compared with the target population of 12-14 years old children.

Figure 6.37: Public JS Schools Learner-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.38 and 6.39 give the outlook of availability of teachers for learners in JS schools from the perspective of learner-teacher ratios by zone and state.

Figure 6.38 shows that the national LTR for public JS schools at 23 learners to a teacher, was below the minimum standard of (1:35). All the same, the picture might not be that rosy given that access at the JS level was very poor.

A zone by zone analysis of the data on public schools LTRs revealed that the North-West had the highest LTR at 35 learners per teacher, followed by the South-East at 26. The North-Central and North-East had the lowest at 13 and 19 learners per teacher respectively. Although all the zones had LTRs within the minimum standard, the fact that access to public JSS in all the zones was low casts a dark shadow on the positive LTRs.

Figure 6.38: Public JS Schools' Learner-Teacher Ratios by State and Zone

At the state level, Figure 6.39 indicates that six states had LTRs above the national minimum standard of (1:35). Imo led the six states with a LTR of 65 followed by Katsina at 53, Kaduna at 50, Akwa Ibom at 41, Yobe at 40 and Lagos at 36.

Figure 6.39: Public JS Schools' Learner-Teacher Ratios by State

6.5.3.2 Private Junior Secondary Schools

Availability of Schools and Classrooms for Private JS Schools

Table 6.35 indicates the number of schools available in private JS schools matched with enrolment, while Table 6.36 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone. Table 6.35 shows the NPA captured 17, 988 private junior secondary schools for about 1.6 million learners on roll. The South-West had the highest number of schools at 5,838, while the North-East had the lowest number at 1,257 schools.

Table 6.35: Availability of Private JS Schools by Zone Matched with Enrolments

ZONE	NUMBER OF JS SCHOOLS	ENROLMENT		
		Male	Female	Total
North-Central	3,711	170,413	165,065	335,478
North-East	1,257	70,226	69,814	140,040
North-West	1,704	100,002	91,904	191,906
South-East	2,143	129,576	134,437	264,013
South-South	3,335	161,342	168,279	329,621
South-West	5,838	191,366	200,307	391,673
National	17,988	822,925	829,806	1,652,731

Table 6.36 shows that the total number of classrooms required for private JS schools nationwide was 47,225, but the number of available classrooms was 69,915. This left a surplus of 22,690 classrooms meaning that private junior secondary schools had spaces for more children than they had on roll. Ninety-three percent of the classrooms were in good condition. The table also shows that the South-West zone had the highest number of available classrooms at 21,780, while the North-East had the lowest at 5,695. As presented in the table, all the zones had excess classrooms.

Table 6.36: Number of Private JS Classrooms and their Conditions by Zone

Zone	Available Classroom	Good Classroom	percent Good Classroom	Total Bad	JSS Enrolment	JSS No. of Sch	Classroom Required
North-Central	13,261	11,845	89	1,416	335,607	3,711	9,589
North-East	5,695	5,177	91	518	140,040	1,257	4,001
North-West	6,392	6,105	96	287	191,906	1,704	5,483
South-East	9,869	8,612	87	1,257	264,013	2,143	7,543
South-South	12,918	12,066	93	852	329,621	3,335	9,418
South-West	21,780	21,177	97	603	391,673	5,838	11,191
National	69,915	64,982	93	4,933	1,652,860	17,988	47,225

A state level analysis of the classroom situation can be seen in Table 6.37. Total available classrooms ranged from 5,659 (Kano) to Bayelsa (584); The LCR was highest for Katsina and Kaduna at 106. Only 5 states viz; Kogi, Abia, Benue, Ekiti and Taraba had LCR less than the standard of 40 for JS.

Table 6.37: Number of Private JS Schools Classrooms and their Conditions by State

State	JS Enrolment	Total JSS	Total Number of Classroom	LCR	Good Classroom	Bad Classroom
Abia	33,659	261	1,196	28	580	616
Adamawa	131,018	499	2,593	51	1,258	1,335
Akwa-Ibom	238,945	250	3,215	74	1,845	1,370
Anambra	93,455	255	2,151	43	1,294	857
Bauchi	172,238	685	2,920	59	1,845	1,075
Bayelsa	32,790	148	584	56	311	273
Benue	73,066	536	2,271	32	1,395	876
Borno	93,867	229	1,344	70	775	569
C/River	72,333	304	1,605	45	965	640
Delta	157,567	427	2,804	56	1,694	1,110
Ebonyi	88,095	267	1,687	52	873	814
Edo	108,518	289	1,668	65	881	787
Ekiti	52,543	188	1,445	36	764	681
Enugu	70,998	287	1,705	42	866	839
FCT-Abuja	133,253	164	2,009	66	1,499	510
Gombe	94,945	357	1,455	65	970	485
Imo	375,115	282	4,930	76	2,510	2,420
Jigawa	157,423	543	2,249	70	1,830	419
Kaduna	270,583	366	2,560	106	1,323	1,237
Kano	402,941	1,161	5,659	71	4,452	1,207
Katsina	290,796	262	2,731	106	1,815	916
Kebbi	132,437	280	1,795	74	910	885

State	JS Enrolment	Total JSS	Total Number of Classroom	LCR	Good Classroom	Bad Classroom
Kogi	39,909	460	1,589	25	855	734
Kwara	108,120	458	2,383	45	1,271	1,112
Lagos	363,631	353	4,005	91	3,129	876
Nasarawa	67,087	262	1,281	52	702	579
Niger	170,331	440	2,324	73	1,161	1,163
Ogun	222,154	312	2,537	88	1,634	903
Ondo	124,943	287	2,641	47	1,045	1,596
Osun	110,802	430	2,671	41	1,408	1,263
Oyo	207,230	570	4,154	50	2,123	2,031
Plateau	54,137	275	1,312	41	799	513
Rivers	111,919	300	1,906	59	954	952
Sokoto	100,074	262	1,290	78	757	533
Taraba	51,617	250	1,399	37	783	616
Yobe	90,604	139	899	101	578	321
Zamfara	89,950	191	1,146	78	655	491
National	5,189,093	13,029	82,113	63	48,509	33,604

Matching current enrolments as of the 2018 NPA against available classrooms, Figure 6.40 shows a national LCR of 24 learners to a classroom, indicating that class size in many private JS classrooms was optimal in view of the national minimum standard of 40 learners to a classroom at the JS level. The figure shows that the South-West zone had the lowest LCR at 18 learners to a classroom, followed by the North-Central and North-East zones with 25 learners per classroom a piece. The North-West had the highest LCR at 30 learners to a classroom, followed by the South-East at 27 learners per classroom.

Figure 6.40: Private JSS Learner-Classroom Ratio (LCR) by Zone

A state level analysis can be seen in Figure 6.41 which shows that Ekiti had the lowest LCR of 14 followed by Lagos and FCT with 16 and Bayelsa with 17. Katsina had the highest LCR at 45 followed by Akwa Ibom with 44 and Imo with 35.

Figure 6.41: Private JS School Learner-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.42 and 6.43 present the availability of teachers for learners in private JS schools from the perspective of learner-teacher ratios by zone and state.

Figure 6.42 shows that the national LTR for private JS schools was 11 learners to a teacher, which made it much better than the public schools' LTR of 30 learners to a teacher. From the perspective of teachers, it is evident that private JS schools can accommodate many more children given the gap between the LTR of 11 and the nationwide recommended LTR of 35 learners to a teacher at the JSS level.

A zone by zone analysis of the data on private JS schools LTRs revealed that all the zones had very comfortable LTRs with the North-West having the highest at 14 learners per teacher, while the South-West had the lowest LTR of 8.

Figure 6.42: Private JS Schools' Learner-Teacher Ratios by Zone

At the state level, Figure 6.43 indicates that most of the states and FCT had very low LTRs. Ekiti and FCT had the lowest at six learners per teacher apiece, while Katsina had the highest LTR at 33 learners per teacher.

Figure 6.43: Private JS Schools' Learner-Teacher Ratios by State

6.5.3.3 Public and Junior Secondary Schools

Availability of Schools and Classrooms for Public and Private JS Schools

Table 6.38 shows the number of schools available in both public and private JS schools matched with enrolment, while Table 6.39 indicates the number of required classrooms based on current enrolments, available classrooms and percentage of good classrooms by zone. Table 6.38 reveals that the NPA captured 31,017 public and private JS schools for about 6.8 leaners on roll. The South-West had the highest number of schools at 7,978, while the North-East had the lowest number at 3,416 schools.

Table 6.38: Availability of Public and Private JS Schools by Zone Matched with Enrolments

Zone	NUMBER OF JS SCHOOLS			ENROLMENT					
				PUBLIC			PRIVATE		
	PUBLIC	PRIVATE	BOTH	Male	Female	Total	Male	Female	Total
North-Central	2,595	3,711	6,306	343,948	301,891	645,839	170,413	165,065	335,478
North-East	2,159	1,257	3,416	352,496	281,787	634,283	70,226	69,814	140,040
North West	3,065	1,704	4,769	809,705	634,499	1,444,204	100,002	91,904	191,906
South-East	1,352	2,143	3,495	323,204	338,118	661,322	129,576	134,437	264,013
South-South	1,718	3,335	5,053	347,071	375,001	722,072	161,342	168,279	329,621
South-West	2,140	5,838	7,978	536,772	544,109	1,080,881	191,366	200,307	391,673
National	13,029	17,988	31,017	2,713,196	2,475,405	5,188,601	822,925	829,806	1,652,731

Table 6.39 shows that the total number of classrooms required for public and private JS schools nationwide is 195,484, but the number of available classrooms was 152,028. This left a deficit of 43,456 classrooms, meaning that both public and private schools combined did not have enough classroom spaces for all the learners on roll, indicating limited capacity for access. No zone had surplus classrooms. The challenge of classroom deficits was exacerbated by the fact that only 75 percent of available classrooms were in good condition with the South-East having the least proportion of good classrooms with 68 percent compared with the proportion of good classrooms in the other zones ranging between 70 and 80.

Table 6.39: Number of Public and Private JS Schools Classrooms and their Conditions by Zone

ZONE	Available Classroom	Good Classroom	percent Good Classroom	Total Bad	JSS ENROLMENT	JSS NO OF SCH	Classroom Required
North-Central	26,430	19,527	74	6,903	981,510	6,306	28,043
North-East	16,305	11,386	70	4,919	774,329	3,416	22,124
North West	23,822	17,847	75	5,975	1,636,110	4,769	46,746
South-East	21,538	14,735	68	6,803	925,335	3,495	26,438
South-South	24,700	18,716	76	5,984	1,051,693	5,053	30,048
South-West	39,233	31,280	80	7,953	1,472,976	7,978	42,085
National	152,028	113,491	75	38,537	6,841,953	31,017	195,484

Matching current enrolments as of the 2018 NPA against available classrooms, Figure 6.44 shows a national LCR of 45 learners to a classroom, indicating some form of overcrowding given the national minimum standard of 40 learners to a JS classroom. The figure shows that the North-Central zone had the lowest LCR at 37 learners to a classroom, followed by the South-West with 38 learners to a classroom. The North-West had the highest LCR of 69 learners to a classroom, followed by the North-East at 47 learners per classroom.

Figure 6.44: Public and Private JS Schools Learner-Classroom Ratio (LCR) by Zone

A state level analysis can be seen in Figure 7.45 below. It shows that Kogi and Taraba had the lowest LCR of 25 apiece followed by Abia with a LCR of 26. Katsina had the highest LCR of 88, followed by Yobe with 85 and Kaduna with 71. The data from the figure indicate that many states need to improve LCRs to increase access, especially in public primary schools.

Figure 6.45: Public and Private JS School Learner-Classroom Ratio (LCR) by State

Availability of Teachers

Figures 6.46 and 6.47 below give the outlook of availability of teachers for learners in public and private JS schools combined from the perspective of learner-teacher ratios by zone and state. Figure 6.45 shows that the national LTR for both categories of JS schools was 18 learners to a teacher, which fell below the national minimum standard of 35 learners to a teacher at the JS level. From the perspective of teachers, it is evident that nationwide, JS schools can accommodate many more children given the gap between the LTR of 18 and the minimum standard of 35. However, if all the children who are eligible for access to JS schools are taken into account, many more teachers will need to be in place to increase access to JS given the low GERs, NERs, GIRs and NIRs already revealed by the analyses in this section.

A zone by zone analysis of the data on combined JS schools LTRs revealed that all the six zones had acceptable LTRs with the North-West having the highest at 30 and the North-Central having the lowest at 13 learners to a teacher.

Figure 6.46: Public and Private JS Schools Learner-Teacher Ratios by Zone

At the state level, Figure 6.47 indicates that a few states had unacceptably high LTRs. Katsina led the pack with a LTR of 49 followed by Imo with 44. At the low end, three states, Rivers, Kwara and Ekiti had very low LTRs of 8, 9 and 10 respectively. The unacceptably high LTRs in a few states suggest that more needs to be done by those states to increase access from the perspective of teacher availability.

Figure 6.47: Public and Private junior secondary schools Learner-Teacher Ratios by State

6.6 Out-of-School Children

6.6.1 Overview

This section explores the knotty issue of out-of-school children (OOSC) based on the data on children who are in school as captured by the National Personnel Audit (NPA). It is important to explain that the NPA was primarily concerned with obtaining data on children at the different levels of basic education (ECCDE, primary and JSS) who are enrolled in public and private basic education schools. So, it was not a head count or survey of children who are not in school. Consequently, any statement of the number of OOSC in this section is based on the difference between the projected populations of school age children as provided by the National Population Commission and the number of in-school children as reported by the NPA. So the accuracy of the figures cited in this section is subject to the extent to which all eligible public and private primary schools were covered during the NPA.

The basic education school age populations are ECCDE (3-5 years), primary (6-11 years) and junior secondary (12-14 years). However, the discussion on OOSC in this section is limited to primary school age children (age 6-11 years) who might be out of school based on the number of in-school children presented in Table 6.40.

Basically, out-of-school children are of two categories—children who either never enrolled in formal basic education institutions/programmes at all or those who enrolled and later dropped out for different reasons. However, both categories of children have certain characteristics. The BESDA Programme Appraisal Document (The World Bank, 2017: 35-36) characterizes out-of-school children in the 17 BESDA focal states as:

> (a) Girls—who are either never enrolled in school or withdrawn early from school for early marriage, domestic chores, or hawking (petty trade) on behalf of their mother, among other reasons. (b) Almajiri children—who are pre-adolescent to early-teen learners who attend residential Islamic religious schools common throughout Northern Nigeria, that have only one curriculum, the Qur'an, and led by a teacher (Mallam) who is responsible for the learners. Learners are predominantly male, with many of them having been brought by their parents from other villages to the school, but urban spread has made it possible to have girls as learners, participating as day students and rarely going beyond the elementary grade of schooling. Learners are assessed only on their mastery of the Qur'an, so the Almajiri schools are classified as

> informal schools that fall outside the mainstream structure of education. (c) Children of nomadic pastoralists—whose itinerant lifestyle makes it difficult for them to participate in regular formal education. (d) Internally displaced children—given the recent conflict in the North-East and the continued uncertain security situation in the region…

Other characteristics of out-of-school children in all parts of the country might include street children, orphaned and vulnerable children as well as children affected by extreme poverty or involved in different forms of child labour such as farming, fishing and transportation.

6.6.2 National Level Analysis of Data

Information from Table 6.40 below indicates that out of the projected population of 40,841, 946, 6-11-years old children, only 30,648,028 were found to be enrolled in school (over-aged learners in ECCDE, public and private primary schools nationwide, under-aged learners in JSS and special UBE programmes such as Islamiyah and Integrated Quranic schools and Nomadic schools). This accounts for 75 percent of expected primary school age children in the country.

Table 6.40: Projected Population of Primary age Children Matched against In-School and Out of School Children

Projected Population 6-11 Year Olds			In-School Children			Out of School Children		
Male	Female	Total	Male	Female	Total	Male	Female	Total
21,546,523	19,295,423	40,841,946	15,205,902	15,442,126	30,648,028	6,340,621	3,853,297	10,193,918

Based on data from Table 6.40, it is estimated that 10,193,918 primary age children were not in school. This figure is the difference between the projected population of 6-11 year olds of 40.8 million and the NPA captured in-school enrolment of 30.6 million. In practical terms, one out of four primary age children in the country was out of school and for three children in school, one child was out of school as Figure 6.48 shows.

Figure 6.48 Proportion of Out-of-School Children Compared to Projected population of 6-11 Years Old and In-School Children

When the data were disaggregated by gender, the out of school burden was found to be borne more by boys than girls as the boys' figure of 6,340,621 constituted 62 percent of primary age children without access to primary education. The girls' contribution of OOSC was 3,853,297, about 38 percent of the total as presented in Figure 6.49. It could also indicate that the campaigns for parents, especially in the northern states, to allow their daughters to attend and complete primary schools had started yielding results. The picture might be clearer when the zonal and state outlooks are examined in sub-sections 6.6.3 and 6.6.4.

Figure 6.49 National Distribution of Out- of- School Children by gender

6.6.3 Zonal Level Analysis of OOSC Data

Table 6.41 provides data on out of OOS children by zone. The table shows the raw figures and percentage of children who were out of school within each zone. The column on in-school children was deleted as it had been amply discussed in earlier sections to make the table more readable. The table indicates that the North-West (3,490,671) had the highest number of OOS children followed by the North-East (2, 001,038). The South-East (713,176) had the least number of OOSC children followed by the South-South (1, 208, 182). However, in terms of proportion of OOSC, the North-East (33 percent) had the highest proportion of its children out of school, followed by the North-Central (26 percent) and North-West (25 percent). The South-East (19 percent) had the least proportion of its children out of school followed by the South-West (22 percent) and South-South (24 percent). On gender distribution of OOSC, the table indicates that more boys than girls were out of school in each of the zones. This also runs counter to the often held belief that the OOSC phenomenon, especially in the North-West and North-East, wore a female face.

Table 6.41 Data on Out-of-School Children by Zone and Gender Compared to Projected Population of Primary School Age Population

Zone	School Population Age (6-11)			Out-of- School			Percentage of OOSC		
	Male	F	Total	M	F	Total	M	F	Total
North-Central	2,584,913	2,449,134	5,034,047	700,498	628,613	1,329,111	27	26	26
North-East	3,503,478	2,627,312	6,130,790	1,341,856	659,182	2,001,038	38	25	33
North-West	7,477,041	6,637,247	14,114,288	2,047,532	1,443,139	3,490,671	27	22	25
South-East	1,960,064	1,822,601	3,782,665	542,466	170,710	713,176	28	9	19
South-South	2,490,336	2,572,894	5,063,230	675,820	532,362	1,208,182	27	21	24
South-West	3,530,691	3,186,234	6,716,926	1,032,449	419,290	1,451,740	29	13	22
National	21,546,523	19,295,423	40,841,946	6,340,621	3,853,297	10,193,918	29	20	25

6.6.4 State Level Analysis of OOSC Data

Table 6.6.3 presents the outlook of OOSC relative to the projected school age population (6-11 years) in the various states and the FCT. The table reveals that whereas Kano State (989,234) had the highest number of OOSC, Yobe State (43 percent) had the highest

proportion of its children out of school. In three of the least performing states (Yobe, Taraba and Zamfara states), four out of 10 children were out of school. In six other states (Sokoto, Borno, Rivers, Plateau, Benue and Nasarawa states) one out of three children was not in school for primary education. In nine states (Adamawa, Bauchi, Kogi, Niger, Jigawa, Ebonyi, Bayelsa, Edo, Osun and Ogun states) one in four children was out of school. In 11 other states (Abia, Akwa Ibom, Delta, Enugu, Gombe, Kaduna, Kano, Katsina, Kebbi, Kwara and Oyo states), about one in four children was out of school. Only four states and FCT had less than 20 percent of their primary school age children out of school. The four states were Anambra (15 percent), Imo (17 percent), Ekiti (17 percent) and Lagos (19 percent). As also revealed by the national and zonal analyses, the gender dimension of OOSC in every state revealed that there were more boys among the OOSC than girls. The proportion of girls who were out of school was only higher than that of boys in only eleven out of the 36 states and FCT, as can be observed from the Table below.

Table 6.42 Out of School Children by State and Gender

state	School Age Population (6-11 Years)			Number of Out-of- School Children			Proportion of OOSC (percent)		
	M	F	Total	M	F	Total	M	F	Total
Abia	167,536	225,809	393,345	33,761	57,787	91,548	20	26	23
Adamawa	444,720	488,838	933,558	83,957	143,166	227,123	19	29	24
Akwa Ibom	1,221,859	1,337,795	2,559,654	283,639	298,161	581,800	23	22	23
Anambra	367,039	407,154	774,192	73,682	44,633	118,314	20	11	15
Bauchi	783,409	550,545	1,333,954	269,216	85,157	354,373	34	15	27
Bayelsa	100,268	112,906	213,174	24,344	28,735	53,079	24	25	25
Benue	430,539	447,606	878,145	113,648	138,389	252,037	26	31	29
Borno	595,943	385,298	981,241	269,828	60,561	330,389	45	16	34
Cross River	222,279	199,800	422,079	71,640	26,279	97,919	32	13	23
Delta	408,316	308,560	716,876	142,328	3,668	145,996	35	1	20
Ebonyi	348,043	261,485	609,528	129,919	15,454	145,373	37	6	24
Edo	221,862	374,658	596,520	8,061	132,737	140,798	4	35	24
Ekiti	154,801	145,210	300,011	34,990	15,955	50,945	23	11	17
Enugu	207,563	196,142	403,706	61,672	20,378	82,051	30	10	20
FCT-Abuja	207,906	173,477	381,383	48,294	4,678	52,972	23	3	14
Gombe	415,775	279,008	694,783	130,500	31,500	162,000	31	11	23
Imo	869,884	732,010	1,601,894	243,433	32,457	275,890	28	4	17
Jigawa	692,724	617,278	1,310,002	224,551	113,310	337,861	32	18	26

state	School Age Population (6-11 Years)			Number of Out-of- School Children			Proportion of OOSC (percent)		
	M	F	Total	M	F	Total	M	F	Total
Kaduna	1,245,646	1,179,914	2,425,560	282,570	242,100	524,670	23	21	22
Kano	2,422,211	2,123,871	4,546,082	748,468	240,766	989,234	31	11	22
Katsina	1,309,820	1,233,991	2,543,811	268,990	267,132	536,122	21	22	21
Kebbi	592,722	499,776	1,092,498	100,000	144,000	244,000	17	29	22
Kogi	231,590	283,476	515,066	37,487	86,803	124,290	16	31	24
Kwara	215,259	202,978	418,237	50,392	33,855	84,247	23	17	20
Lagos	681,624	644,210	1,325,834	170,279	84,375	254,654	25	13	19
Nasarawa	351,552	295,417	646,969	117,800	69,200	187,000	34	23	29
Niger	527,431	671,021	1,198,452	35,535	257,165	292,700	7	38	24
Ogun	496,110	444,417	940,528	156,942	87,484	244,427	32	20	26
Ondo	874,831	585,153	1,459,984	309,000	8,700	317,700	35	1	22
Osun	334,139	285,610	619,749	113,138	51,976	165,114	34	18	27
Oyo	989,186	1,081,634	2,070,820	248,100	170,800	418,900	25	16	20
Plateau	620,636	375,160	995,795	297,342	38,524	335,865	48	10	34
Rivers	315,753	239,174	554,927	145,809	42,781	188,590	46	18	34
Sokoto	589,324	580,716	1,170,040	165,984	270,586	436,570	28	47	37
Taraba	629,630	574,155	1,203,785	253,800	246,123	499,923	40	43	42
Yobe	634,002	349,467	983,469	334,556	92,674	427,230	53	27	43
Zamfara	624,593	401,701	1,026,295	256,968	165,245	422,214	41	41	41
National	21,546,523	19,295,423	40,841,946	6,340,621	3,853,297	10,193,918	29	20	25

Note: Discrepancies in the summation of male and female (m+f) are due to rounding-up errors which are insignificant.

6.6.5 Conclusion

The stark reality of the data as presented in this section is that over 10 million Nigerian children were still not able to participate in primary education. The gender analysis made it clear that boys constituted the higher proportion of out of school children. At the zonal level, the North-West had the highest proportion of children out of school, and in each of the six zones at least one out of four school-age children was out of school. At the state level, it can safely be concluded that no state in Nigeria was free from the out of school children syndrome although the intensity varies. This scenario calls for concerted efforts by all the tiers of government to tackle head on the problem of OOSC and ensure that every child of school-age is in school as his or her constitutionally guaranteed right to education.

CHAPTER SEVEN: FACILITIES

7.1 Introduction

Facilities in the context of this report refer to equipment such as computers, structures such as libraries, laboratories and amenities like playground, health, safe water, electricity, waste disposal and furniture. Facilities are important in the school system because they contribute to the creation of learner-friendly environment thereby making learning enjoyable, effective and long lasting. Schools are expected to meet certain standards with respect to availability of facilities before they can function effectively as schools. This chapter reports on the facilities available in schools. The presentation is done for primary (including ECCDE) and junior secondary schools at national, zonal and state levels.

7.2 Facilities in Primary Schools

Analysis of facilities in this section covers both primary schools and ECCDE centres, as ECCDE centres share the same facilities with primary schools.

7.2.1 National Distribution of Facilities in Primary Schools

Figure 7.1 presents data on facilities available in primary schools—computers, laboratories, libraries, incinerators and playgrounds. Although computers assist schools to work more efficiently and effectively, only 5.66 percent of public primary schools have computers. The picture is better for private primary schools where 52.28 percent of schools have computers. For laboratories, only 0.88 percent of public primary schools have laboratories compared to 14.09 percent for private schools. With respect to libraries, whereas 32.15 percent of private primary schools have them, only 8.78 percent of public primary schools have them.

Playgrounds have a much brighter outlook at 56.77 percent and 71.28 percent for public and private schools respectively. Only 3.57 percent of public primary schools have incinerators compared with 24.50 percent of private primary schools. These facilities in public schools are mostly provided by the SUBEBs and sometimes by the PTA/SBMCs. Their absence in schools could be attributed to little importance attached to them by the school proprietors, both public and private. Whatever the case, schools need to have these facilities to make teaching and learning easy to execute.

Figure 7.1 National Distribution of Facilities in Primary Schools

7.2.2 Distribution of Facilities by Zone

7.2.2.1 Public Primary Schools

The proportion of public schools with computers is generally small in the South-West (16.76 percent), while the North-East (2.64 percent) had the smallest figure across the zones. In all the zones, schools with laboratories are generally less than 1 percent. The South-South and South-West with 1.34 percent each had the largest percentage of schools with laboratories, and the North-East with 0.56 percent had the smallest. The South-East (21.91 percent) and North-East (3.52 percent) had the largest and lowest percentage of schools with libraries respectively. The proportion of public schools with playgrounds varies from 73.37 percent for South-East to 48. 46 percent in the North-West. With respect to incinerators, the South-West (7.16 percent) had the largest proportion of schools with incinerators, while the North-East (1.82 percent) had the smallest. These figures are presented in Table 7.1.

Table 7.1 Distribution of Facilities in Public Primary Schools by Zone

Zone	No of schools	Computer		Laboratory		Library		Playground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
North-Central	13,253	472	3.56	119	0.90	753	5.68	8,484	64.02	379	2.86
North-East	10,266	271	2.64	58	0.56	361	3.52	5,752	56.03	187	1.82
North-West	20,274	848	4.18	151	0.74	1,188	5.86	9,825	48.46	672	3.31
South-East	5,491	282	5.14	40	0.73	1203	21.91	4,029	73.37	209	3.81
South-South	5,886	290	4.93	79	1.34	789	13.40	2,924	49.68	212	3.60
South-West	8,628	1446	16.76	116	1.34	1306	15.14	5,207	60.35	618	7.16
National	63,798	3,609	5.66	563	0.88	5,600	8.78	36,221	56.77	2,277	3.57

7.2.2.2 Private Primary Schools

The South-West (65.19 percent) and the North-West (33.12 percent) had the largest and the smallest proportion of schools with computers respectively. With respect to ownership of laboratories, the largest proportion of schools was in the South-South (19.02 percent), while the North-East (9.36 percent) had the smallest. The proportion of schools with playgrounds was generally more than 60 percent except in the North-West where it was 49.30 percent. The proportion of schools in the zones with incinerators was less than 30 percent across the zones except for the South-West. The details are in Table 7.2.

Table 7.2 Distribution of Facilities in Private Schools by Zone

Zone	Number of schools	Computer		Laboratory		Library		P/ground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
North-Central	9,235	4,436	48.03	1,186	12.84	2,302	24.93	7,062	76.47	2,300	24.91
North-East	3,131	1,088	34.75	293	9.36	486	15.52	1,929	61.61	545	17.41
North-West	5,815	1,926	33.12	707	12.16	1,090	18.74	2,867	49.30	1,142	19.64
South-East	6,023	3,182	52.83	710	11.79	2,523	41.89	4,596	76.31	1,506	25.00
South-South	8,097	3,785	46.75	1,540	19.02	2,640	32.60	5,107	63.07	1,369	16.91
South-West	19,150	12,484	65.19	2,816	14.70	7,503	39.18	15,114	78.92	5,742	29.98
National	51,451	26901	52.28	7252	14.09	16544	32.15	36675	71.28	12604	24.50

7.2.2.3 Public and Private Primary Schools

Data from Table 7.3 show that the South-West (50.15 percent) and the North-East (10.14 percent), had the largest and smallest proportions of schools with computers respectively. The South-East with 11.58 percent had the largest proportion of schools with laboratories, while the North-East had the smallest (2.62 percent.) The zone, having the largest proportion of schools with playground is the South-East (74.91 percent), while the smallest is North-West (48.65 percent). The proportion of schools with incinerators varied from 22.90 percent in the South-West to 5.46 percent in the North-East. The proportion of schools with facilities is lowest in the North-East across zones.

Table 7.3 Distribution of Facilities in Public and Private Schools in the Zones

Zone	Number of schools	Computer		Laboratory		Library		Playground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
North-Central	22,488	4,908	21.82	1,305	5.80	3,055	13.59	15,546	69.13	2,679	11.91
North-East	13,397	1,359	10.14	351	2.62	847	6.32	7,681	57.33	732	5.46
North-West	26,089	2,774	10.63	858	3.29	2,278	8.73	12,692	48.65	1,814	6.95
South-East	11,514	3,464	30.09	750	6.51	3,726	32.36	8,625	74.91	1,715	14.89
South-South	13,983	4,075	29.14	1,619	11.58	3,429	24.52	8,031	57.43	1,581	11.31
South-West	27,778	13,930	50.15	2,932	10.56	8,809	31.71	20,321	73.16	6,360	22.90
National	115,249	30,510	26.47	7,815	6.78	22,144	19.21	72,896	63.25	14,881	12.91

7.2.3 Distribution of Facilities by State

7.2.3.1 Public Primary Schools

In public schools across the states, the proportion of schools with computers varied from 0.46 percent in Ebonyi State to 75.59 percent in Ekiti State. The proportion of schools with laboratories varied from 3.16 percent in Akwa Ibom State to 0.07 percent in Osun State. Ekiti State had the highest proportion of schools with libraries (36.06 percent), while Yobe State had the lowest (1.83 percent). Edo State had the largest proportion of schools with playgrounds (75.48 percent), while Akwa Ibom State had the smallest (1.11 percent). The proportion of schools with incinerators varied from 18.17 percent in Lagos to 0.40 percent in Taraba. Table 7.4 provides the details.

Table 7.4 Distribution of Facilities in States' Public Schools

STATE	Number of schools	Computer		Laboratory		Library		Playground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
Abia	885	103	11.64	12	1.36	288	32.54	667	75.37	24	2.71
Adamawa	1,910	74	3.87	27	1.41	121	6.34	1,180	61.78	25	1.31
Akwa-Ibom	1,170	55	4.70	37	3.16	129	11.03	13	1.11	34	2.91
Anambra	1,049	54	5.15	17	1.62	362	34.51	760	72.45	108	10.30
Bauchi	2,879	61	2.12	9	0.31	87	3.02	1,341	46.58	44	1.53
Bayelsa	490	27	5.51	1	0.20	37	7.55	215	43.88	6	1.22
Benue	2,336	42	1.80	4	0.17	172	7.36	1,726	73.89	31	1.33
Borno	950	31	3.26	6	0.63	40	4.21	632	66.53	20	2.11
Cross-River	1,080	21	1.94	8	0.74	207	19.17	671	62.13	22	2.04
Delta	1,100	24	2.18	1	0.09	62	5.64	719	65.36	28	2.55
Ebonyi	1,076	5	0.46	1	0.09	132	12.27	779	72.40	23	2.14
Edo	1,085	21	1.94	3	0.28	100	9.22	819	75.48	91	8.39
Ekiti	893	675	75.59	13	1.46	322	36.06	570	63.83	56	6.27
Enugu	1,201	93	7.74	4	0.33	172	14.32	870	72.44	32	2.66
FCT	597	104	17.42	10	1.68	122	20.44	329	55.11	35	5.86
Gombe	1,465	66	4.51	8	0.55	43	2.94	668	45.60	44	3.00
Imo	1,280	27	2.11	6	0.47	249	19.45	953	74.45	22	1.72
Jigawa	2,350	46	1.96	20	0.85	188	8.00	1,399	59.53	91	3.87
Kaduna	3,727	116	3.11	9	0.24	151	4.05	2,036	54.63	118	3.17
Kano	5,885	322	5.47	76	1.29	369	6.27	2,052	34.87	256	4.35
Katsina	2,744	138	5.03	17	0.62	213	7.76	1,513	55.14	87	3.17
Kebbi	1,876	103	5.49	18	0.96	78	4.16	959	51.12	34	1.81
Kogi	2,054	56	2.73	12	0.58	64	3.12	1,174	57.16	66	3.21
Kwara	1,556	145	9.32	13	0.84	136	8.74	1,029	66.13	111	7.13
Lagos	1,101	223	20.25	22	2.00	331	30.06	599	54.41	200	18.17
Nasarawa	1,168	16	1.37	16	1.37	61	5.22	807	69.09	36	3.08
Niger	3,195	54	1.69	13	0.41	80	2.50	1,833	57.37	37	1.16
Ogun	1,551	259	16.70	23	1.48	204	13.15	1,134	73.11	178	11.48
Ondo	1,285	183	14.24	21	1.63	184	14.32	733	57.04	68	5.29
Osun	1,342	40	2.98	1	0.07	129	9.61	985	73.40	48	3.58
Oyo	2,456	66	2.69	36	1.47	136	5.54	1,186	48.29	68	2.77
Plateau	2,347	55	2.34	51	2.17	118	5.03	1,586	67.58	63	2.68
Rivers	961	142	14.78	29	3.02	254	26.43	487	50.68	31	3.23
Sokoto	2,050	58	2.83	6	0.29	126	6.15	1,136	55.41	45	2.20
Taraba	2,024	28	1.38	6	0.30	51	2.52	1,285	63.49	8	0.40
Yobe	1,038	11	1.06	2	0.19	19	1.83	646	62.24	46	4.43
Zamfara	1,642	65	3.96	5	0.30	63	3.84	730	44.46	41	2.50
National	63,798	3,609	5.66	563	0.88	5,600	8.78	36,221	56.77	2,277	3.57

7.2.3.2 Private Primary Schools

According to Table 8.5, Ogun State had the highest proportion of schools with computers (77.22 percent), libraries (55.05 percent), playgrounds (87.35 percent) and incinerators (38.55 percent). Edo State had the highest proportion for laboratories at 31.5 percent. Akwa Ibom State had the lowest proportion of schools with computers (2.11percent), libraries (0.51 percent), playgrounds (0.70 percent) and incinerators (0.70 percent). Kebbi State had the lowest proportion of schools with laboratories (4.34 percent).

Table 7.5 Distribution of Facilities in Private Primary Schools

State	Number of schools.	Computer		Laboratory		Library		Playground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
Abia	987	610	61.80	224	22.70	417	42.25	737	74.67	293	29.69
Adamawa	721	280	38.83	72	9.99	117	16.23	450	62.41	120	16.64
Akwa-Ibom	1,567	33	2.11	15	0.96	126	8.04	8	0.51	11	0.70
Anambra	1,828	1010	55.25	206	11.27	981	53.67	1309	71.61	549	30.03
Bauchi	584	153	26.20	44	7.53	80	13.70	304	52.05	102	17.47
Bayelsa	773	414	53.56	129	16.69	189	24.45	567	73.35	135	17.46
Benue	1,416	528	37.29	102	7.20	261	18.43	1,037	73.23	177	12.50
Borno	394	129	32.74	50	12.69	64	16.24	258	65.48	112	28.43
Cross-River	1,088	495	45.50	140	12.87	478	43.93	835	76.75	201	18.47
Delta	1,904	1082	56.83	471	24.74	739	38.81	1508	79.20	391	20.54
Ebonyi	713	284	39.83	63	8.84	161	22.58	563	78.96	119	16.69
Edo	1,023	595	58.16	323	31.57	409	39.98	842	82.31	267	26.10
Ekiti	990	551	55.66	108	10.91	342	34.55	702	70.91	310	31.31
Enugu	961	504	52.45	83	8.64	455	47.35	787	81.89	189	19.67
FCT	976	699	71.62	251	25.72	448	45.90	820	84.02	276	28.28
Gombe	503	217	43.14	46	9.15	77	15.31	315	62.62	105	20.87
Imo	1,534	774	50.46	134	8.74	509	33.18	1200	78.23	356	23.21
Jigawa	364	57	15.66	13	3.57	33	9.07	130	35.71	29	7.97
Kaduna	1435	714	49.76	288	20.07	436	30.38	989	68.92	442	30.80
Kano	1,245	564	45.30	225	18.07	299	24.02	770	61.85	320	25.70
Katsina	823	226	27.46	64	7.78	120	14.58	421	51.15	156	18.96
Kebbi	1,406	124	8.82	29	2.06	61	4.34	211	15.01	72	5.12
Kogi	995	502	50.45	127	12.76	280	28.14	795	79.90	336	33.77
Kwara	1,467	760	51.81	137	9.34	296	20.18	1173	79.96	489	33.33
Lagos	8,589	5965	69.45	1313	15.29	3450	40.17	6608	76.94	1910	22.24
Nasarawa	1634	757	46.33	239	14.63	425	26.01	1244	76.13	361	22.09
Niger	1572	654	41.60	195	12.40	305	19.40	1056	67.18	353	22.46
Ogun	3,248	2508	77.22	619	19.06	1788	55.05	2,837	87.35	1252	38.55
Ondo	1,480	668	45.14	127	8.58	405	27.36	1039	70.20	475	32.09
Osun	1,986	965	48.59	213	10.73	500	25.18	1593	80.21	721	36.30
Oyo	2,857	1827	63.95	436	15.26	1018	35.63	2,335	81.73	1074	37.59
Plateau	1175	536	45.62	135	11.49	287	24.43	937	79.74	308	26.21
Rivers	1,742	1166	66.93	462	26.52	699	40.13	1,347	77.32	364	20.90

State	Number of schools.	Computer		Laboratory		Library		Playground		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
Sokoto	192	121	63.02	45	23.44	61	31.77	157	81.77	53	27.60
Taraba	799	245	30.66	65	8.14	116	14.52	512	64.08	74	9.26
Yobe	130	64	49.23	16	12.31	32	24.62	90	69.23	32	24.62
Zamfara	350	120	34.29	43	12.29	80	22.86	189	54.00	70	20.00
National	51,451	26901	52.28	7252	14.09	16544	32.15	36675	71.28	12604	24.50

7.2.3.3 Public and Private Primary Schools

A combination of public and private schools data showed that Ekiti State (65.11 percent) had the largest proportion of schools with computers. Rivers (18.12 percent) and Anambra (46.68 percent) had the largest proportions of schools with laboratories and libraries respectively. Schools with the smallest proportion of computers, laboratories and libraries are in Akwa Ibom State (3.22 percent), Jigawa State (1.22 percent) and Kebbi State (4.24 percent) respectively. Table 7.6 presents the details.

Table 7.6 Distribution of Facilities in Public and Private Primary Schools by State

State	Number of schools	Computers		Laboratories		Libraries		Playgrounds		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
Abia	1872	713	38.09	236	12.61	705	37.66	1404	75.00	317	16.93
Adamawa	2631	354	13.45	99	3.76	238	9.05	1630	61.95	145	5.51
Akwa-Ibom	2737	88	3.22	52	1.90	255	9.32	21	0.77	45	1.64
Anambra	2877	1064	36.98	223	7.75	1343	46.68	2069	71.92	657	22.84
Bauchi	3463	214	6.18	53	1.53	167	4.82	1645	47.50	146	4.22
Bayelsa	1263	441	34.92	130	10.29	226	17.89	782	61.92	141	11.16
Benue	3752	570	15.19	106	2.83	433	11.54	2763	73.64	208	5.54
Borno	1344	160	11.90	56	4.17	104	7.74	890	66.22	132	9.82
Cross-River	2168	516	23.80	148	6.83	685	31.60	1506	69.46	223	10.29
Delta	3004	1106	36.82	472	15.71	801	26.66	2227	74.13	419	13.95
Ebonyi	1789	289	16.15	64	3.58	293	16.38	1342	75.01	142	7.94
Edo	2108	616	29.22	326	15.46	509	24.15	1661	78.80	358	16.98
Ekiti	1883	1226	65.11	121	6.43	664	35.26	1272	67.55	366	19.44
Enugu	2162	597	27.61	87	4.02	627	29.00	1657	76.64	221	10.22
FCT	1573	803	51.05	261	16.59	570	36.24	1149	73.05	311	19.77
Gombe	1968	283	14.38	54	2.74	120	6.10	983	49.95	149	7.57
Imo	2814	801	28.46	140	4.98	758	26.94	2153	76.51	378	13.43
Jigawa	2714	103	3.80	33	1.22	221	8.14	1529	56.34	120	4.42
Kaduna	5162	830	16.08	297	5.75	587	11.37	3025	58.60	560	10.85
Kano	7130	886	12.43	301	4.22	668	9.37	2822	39.58	576	8.08
Katsina	3567	364	10.20	81	2.27	333	9.34	1934	54.22	243	6.81
Kebbi	3282	227	6.92	47	1.43	139	4.24	1170	35.65	106	3.23
Kogi	3049	558	18.30	139	4.56	344	11.28	1969	64.58	402	13.18

State	Number of schools	Computers		Laboratories		Libraries		Playgrounds		Incinerators	
		Number	percent	Number	percent	Number	percent	Number	percent	Number	percent
Kwara	3023	905	29.94	150	4.96	432	14.29	2202	72.84	600	19.85
Lagos	9690	6188	63.86	1335	13.78	3781	39.02	7207	74.38	2110	21.78
Nasarawa	2802	773	27.59	255	9.10	486	17.34	2051	73.20	397	14.17
Niger	4767	708	14.85	208	4.36	385	8.08	2889	60.60	390	8.18
Ogun	4799	2767	57.66	642	13.38	1992	41.51	3971	82.75	1430	29.80
Ondo	2765	851	30.78	148	5.35	589	21.30	1772	64.09	543	19.64
Osun	3328	1005	30.20	214	6.43	629	18.90	2578	77.46	769	23.11
Oyo	5313	1893	35.63	472	8.88	1154	21.72	3521	66.27	1142	21.49
Plateau	3522	591	16.78	186	5.28	405	11.50	2523	71.64	371	10.53
Rivers	2703	1308	48.39	491	18.17	953	35.26	1834	67.85	395	14.61
Sokoto	2242	179	7.98	51	2.27	187	8.34	1293	57.67	98	4.37
Taraba	2823	273	9.67	71	2.52	167	5.92	1797	63.66	82	2.90
Yobe	1168	75	6.42	18	1.54	51	4.37	736	63.01	78	6.68
Zamfara	1992	185	9.29	48	2.41	143	7.18	919	46.13	111	5.57
National	115249	30510	26.47	7815	6.78	22144	19.21	72896	63.25	14881	12.91

7.3 Facilities in Junior Secondary Schools

7.3.1 National Distribution of Facilities in Junior Secondary Schools

Figure 7.2 describes the proportion of schools that had computers, laboratories, libraries, playgrounds and incinerators in JS schools. With respect to computers, 34.32 percent and 77.36 percent of public and private JS schools respectively had computers. Whereas 62.30 percent of private JS schools had laboratories, only 32.38 percent of public JS schools had laboratories. 62.55 percent of private JS schools had libraries as against 34.85 percent public JS schools. The gap in proportion between public and private JS schools facilities, was narrower with respect to playgrounds and incinerators. 84.52 percent of private JS schools and 75.43 percent of public JS schools, respectively had playgrounds. As for incinerators, 34.85 percent of private JS schools and 12.0 percent of public JS schools respectively, had them. On the whole, more private schools had all the facilities compared to the public schools. This is not unconnected with the desire of owners of private schools to attract more learners through the provision of facilities so as to maximize patronage. Figure 7.2 illustrates the distribution.

Figure 7.2 National Distribution of Facilities in Junior Secondary Schools

7.3.2 Zonal Distribution of Facilities in Junior Secondary Schools

7.3.2.1 Distribution of Facilities in Public Junior Secondary Schools

The proportion of public JS schools with computers varied from 56.17 percent in the South-West to 17.14 percent in the North-East. The South-East (53.77 percent) had the largest proportion of schools with laboratories, while the North-East (8.75 percent) had the smallest. The South-East also had the largest proportion of schools with playgrounds (87.13 percent), while the South-West led for incinerators (21.92 percent). The smallest proportion of schools with playground was in the North-East (66.37 percent), while the South-South had the smallest for incinerators (4.71 percent). The zone with the largest proportion of schools having libraries, was the South-West (59.30 percent), while the lowest was the North-East (10.98 percent). Table 7.7 provides the details.

Table 7.7 Zonal Distribution of Facilities in Public Junior Secondary Schools

STATE	No of school.	Computer		Laboratory		Library		Playground		Incinerators	
		number	percent	number	percent	number	percent	number	percent	number	percent
North-Central	2,595	738	28.44	660	25.43	694	26.74	2,006	77.30	272	10.48
North-East	2,159	370	17.14	189	8.75	237	10.98	1,433	66.37	135	6.25
North-West	3,065	1,018	33.21	880	28.71	959	31.29	2,058	67.15	447	14.58
South-East	1,352	693	51.26	727	53.77	796	58.88	1,178	87.13	160	11.83
South-South	1,718	450	26.19	656	38.18	585	34.05	1,335	77.71	81	4.71
South-West	2,140	1,202	56.17	1,107	51.73	1,269	59.30	1,818	84.95	469	21.92
National	13,029	4,471	34.32	4,219	32.38	4,540	34.85	9,828	75.43	1,564	12.00

7.3.2.2 Distribution of Facilities in Private Junior Secondary Schools

As can be seen in Table 7.8, the proportion of private JS schools with computers varied from 85.47 percent in the South-West to 62.61 percent in the North-East. The proportion of schools with laboratories varied from 70.20 percent in the South-West to 38.58 percent in the North-East. The proportion of schools with libraries varied between 71.48 percent and 36.60 percent in the South-West and North-East respectively. Availability of playgrounds ranged from highest proportion of 86.61 percent in the North-Central to lowest of 76.45 percent in the North-East. The proportion of schools with incinerators ranged from 41.14 percent in the North-West to 28.19 percent in the South-South. The North-East had the smallest proportion of schools with all the facilities with the exception of incinerators.

Table 7.8 Zonal Distribution of Facilities in Private Junior Secondary Schools

State	No of School.	Computer	Percent	Laboratory	Percent	Library	Percent	Playround	Percent	Incinerators	Percent
North-Central	3,711	2,688	72.43	2,046	55.13	2,073	55.86	3,214	86.61	1,280	34.49
North-East	1,257	787	62.61	485	38.58	460	36.60	961	76.45	356	28.32
North-West	1,704	1,281	75.18	953	55.93	950	55.75	1,417	83.16	701	41.14
South-East	2,143	1,662	77.55	1,401	65.38	1,463	68.27	1,771	82.64	744	34.72
South-South	3,335	2,508	75.20	2,224	66.69	2,133	63.96	2,837	85.07	940	28.19
South-West	5,838	4,990	85.47	4,098	70.20	4,173	71.48	5,003	85.70	2,247	38.49
National	17,988	13,916	77.36	11,207	62.30	11,252	62.55	15,203	84.52	6,268	34.85

7.3.2.3 Zonal Distribution of Facilities in Public and Private Junior Secondary Schools

In Table 7.10, the combination of public and private JS schools' data shows that the South-West had the highest proportions for all the five facilities in all the six zones. On the other hand, North-East JS schools had the lowest of all the facilities compared to the other five zones.

Table: 7.9 Zonal Distribution of Facilities in Public and Private Junior Secondary Schools

State	No of School.	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
North-Central	6,306	3,426	54.33	2,706	42.91	2,767	43.88	5,220	82.78	1,552	24.61
North-East	3,416	1,157	33.87	674	19.73	697	20.40	2,394	70.08	491	14.37
North-West	4,769	2,299	48.21	1,833	38.44	1,909	40.03	3,475	72.87	1,148	24.07
South-East	3,495	2,355	67.38	2,128	60.89	2,259	64.64	2,949	84.38	904	25.87
South-South	5,053	2,958	58.54	2,880	57.00	2,718	53.79	4,172	82.56	1,021	20.21
South-West	7,978	6,192	77.61	5,205	65.24	5,442	68.21	6,821	85.50	2,716	34.04
National	31,017	18,387	59.28	15,426	49.73	15,792	50.91	25,031	80.70	7,832	25.25

7.3.3 State Distribution of Facilities in Junior Secondary Schools

7.3.3.1 State Distribution of Facilities in Public Junior Secondary Schools

Table 7.10 displays the proportion of schools with the reported facilities in public JS schools by state. It reveals that the proportion of schools with computers varied from 84.29 percent in Ogun State to 7.93 percent in Edo State. Anambra State (79.92 percent) had the highest proportion of public JS schools with laboratories, while Bauchi (4.09 percent) had the lowest. The proportion of schools with libraries varied from 88.83 percent in Ekiti State to 0.61 percent in Bauchi State. The proportion of schools with playgrounds ranged from 93.59 percent in Ogun State to 58.10 percent in Bauchi State. The provision of incinerators in the schools varied from 32.37 percent in Osun State to 1.67 percent in Rivers State.

Table 7.10 Number of Schools with Facilities by State in Public Junior Secondary Schools

State	No of School.	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
Abia	261	87	33.59	120	46.33	121	4.67	213	82.24	12	4.63
Adamawa	499	66	13.23	32	6.41	57	11.42	325	65.13	34	6.81
Akwa-Ibom	250	79	31.60	166	66.40	170	6.86	214	85.60	11	4.40
Anambra	255	198	77.95	203	79.92	221	87.01	216	85.04	64	25.20
Bauchi	685	108	15.77	28	4. 90	42	0.61	398	58.10	37	5.40
Bayelsa	148	67	45.27	61	41.22	38	25.68	99	66.89	4	2.70
Benue	536	140	26.32	124	23.31	167	31.39	447	84.02	26	4.89
Borno	229	34	14.85	17	7.42	19	8.30	191	83.41	9	3.93
Cross-River	304	72	23.68	182	59.87	171	5.63	237	77.96	21	6.91
Delta	427	174	40.56	198	46.15	114	26.57	327	76.22	13	3. 03
Ebonyi	267	150	56.18	99	37.08	118	4.42	237	88.76	28	10.49
Edo	289	23	7.93	28	9.66	44	1.52	238	82.07	27	9.31
Ekiti	188	114	60.64	146	77.66	167	88.83	171	90.96	36	19.15

State	No of School.	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
Enugu	287	199	69.34	178	62.02	181	63.07	254	88.50	29	10.10
FCT	164	60	36.81	51	31.29	52	3.19	102	62.58	21	12.88
Gombe	357	64	17.93	22	6.16	41	1.15	223	62.46	29	8.12
Imo	282	59	21.07	127	45.36	155	5.54	258	92.14	27	9.64
Jigawa	543	89	16.39	30	5.52	72	1.33	334	61.51	37	6.81
Kaduna	366	103	28.14	146	39.89	126	34.43	287	78.42	59	16.12
Kano	1,161	452	38.97	356	30.69	406	3.50	706	60.86	230	19.83
Katsina	262	88	33.59	145	55.34	150	57.25	220	83.97	54	20.61
Kebbi	280	113	40.36	82	29.29	64	2.29	195	69.64	25	8.93
Kogi	460	66	14.29	32	6.93	54	11.69	305	66.02	44	9.52
Kwara	458	182	39.74	108	23.58	131	2.86	361	78.82	81	17.69
Lagos	353	294	83.52	193	54.83	258	7.33	275	78.13	79	22.44
Nasarawa	262	37	14.12	66	25.19	50	19.08	197	75.19	23	8.78
Niger	440	84	19.09	105	23.86	103	2.34	360	81.82	34	7.73
Ogun	312	263	84.29	137	43.91	165	52.88	292	93.59	101	32.37
Ondo	287	159	55.40	224	78.05	236	8.22	260	90.59	55	19.16
Osun	430	108	25.12	84	19.53	152	35.35	350	81.4	64	14.88
Oyo	570	264	46.32	323	56.67	291	5.11	470	82.46	134	23.51
Plateau	275	169	61.45	174	63.27	137	49.82	234	85.09	43	15.64
Rivers	300	35	11.67	21	7.00	48	16.00	220	73.33	5	1.67
Sokoto	262	125	47.71	72	27.48	89	33.97	179	68.32	29	11.07
Taraba	250	59	23.6	77	30.80	61	24.4	196	78.4	10	4.00
Yobe	139	39	28.06	13	9.35	17	1.22	100	71.94	16	11.51
Zamfara	191	48	25.13	49	25.65	52	2.72	137	71.73	13	6.81
National	13,029	4,471	34.33	4,219	32.40	4,540	3.49	9,828	75.47	1564	12.01

7.3.3.2 State Distribution of Facilities in Private Junior Secondary Schools

The proportion of schools with computers in private JS schools varied from 92.67 percent in Ogun State to 52.36 percent in Taraba State. Ogun State (82.33 percent) also had the largest proportion of private JS schools with laboratories, while Taraba State (32.98 percent) had the smallest. With respect to libraries, the proportion ranged from 85.34 percent in Ogun State to 32.72 percent in Taraba State. The proportion of schools with playgrounds varied from 91.07 percent in Ogun State to 58.97 percent in Jigawa State. Borno State (52.82 percent) had the largest proportion of schools with incinerators, while Bayelsa State (6.83 percent) had the smallest. Details can be seen in Table 7.11.

Table 7.11 Number and Proportion of Schools with Facilities by State in Private Junior Secondary Schools

State	No of School	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
Abia	537	417	77.37	338	62.71	328	60.85	418	77.55	191	35.44
Adamawa	248	173	69.76	108	43.55	93	37.50	188	75.81	66	26.61
Akwa-ibom	374	297	79.41	278	74.33	319	85.29	335	89.57	116	31.02
Anambra	611	492	80.39	429	70.10	479	78.27	477	77.94	236	38.56
Bauchi	225	130	57.78	76	33.78	77	34.22	156	69.33	64	28.44
Bayelsa	315	230	73.02	125	39.68	120	38.10	254	80.63	53	16.83
Benue	707	473	66.53	398	55.98	405	56.96	597	83.97	151	21.24
Borno	142	93	65.49	71	50.00	58	40.85	117	82.39	75	52.82
Cross-River	456	289	63.38	300	65.79	311	68.20	384	84.21	108	23.68
Delta	742	565	76.35	540	72.97	484	65.41	638	86.22	204	27.57
Ebonyi	334	240	71.86	189	56.59	188	56.29	288	86.23	85	25.45
Edo	733	536	73.22	496	67.76	428	58.47	628	85.79	240	32.79
Ekiti	284	238	83.80	176	61.97	199	70.07	233	82.04	129	45.42
Enugu	255	194	76.08	183	71.76	196	76.86	227	89.02	71	27.84
FCT	257	233	90.31	195	75.58	214	82.95	231	89.53	113	43.80
Gombe	186	136	73.12	75	40.32	79	42.47	148	79.57	64	34.41
Imo	406	319	78.19	262	64.22	272	66.67	361	88.48	161	39.46
Jigawa	39	31	79.49	15	38.46	14	35.90	23	58.97	11	28.21
Kaduna	546	447	81.87	371	67.95	355	65.02	481	88.10	278	50.92
Kano	523	407	77.67	297	56.68	297	56.68	407	77.67	205	39.12
Katsina	288	157	54.51	121	42.01	132	45.83	246	85.42	95	32.99
Kebbi	90	74	82.22	43	47.78	44	48.89	75	83.33	34	37.78
Kogi	406	293	72.35	249	61.48	263	64.94	347	85.68	181	44.69
Kwara	399	314	78.70	248	62.16	264	66.17	353	88.47	194	48.62
Lagos	2477	2,151	86.80	1,758	70.94	1,713	69.13	2,054	82.89	663	26.76
Nasarawa	634	470	74.13	321	50.63	319	50.32	548	86.44	199	31.39
Niger	514	381	74.12	239	46.50	237	46.11	450	87.55	193	37.55
Ogun	1064	986	92.67	876	82.33	908	85.34	969	91.07	495	46.52
Ondo	378	275	72.75	195	51.59	226	59.79	317	83.86	181	47.88
Osun	617	475	76.99	345	55.92	374	60.62	531	86.06	286	46.35
Oyo	1018	865	84.97	748	73.48	753	73.97	899	88.31	493	48.43
Plateau	794	524	65.99	396	49.87	371	46.73	688	86.65	249	31.36
Rivers	715	591	82.66	485	67.83	471	65.87	598	83.64	219	30.63
Sokoto	82	68	82.93	48	58.54	46	56.10	73	89.02	34	41.46
Taraba	382	200	52.36	126	32.98	125	32.72	297	77.75	65	17.02
Yobe	74	55	74.32	29	39.19	28	37.84	55	74.32	22	29.73
Zamfara	136	97	71.32	58	42.65	62	45.59	112	82.35	44	32.35
National	17,988	13,916	77.33	11207	62.27	11,252	62.53	15,203	84.48	6,268	34.83

7.3.3.3 State Distribution of Facilities in Public and Private Junior Secondary Schools

Table 7.12 provides information on the proportion of schools with facilities in public and private JS schools. The table indicates that the highest proportion of schools with computers (90.77 percent), laboratories (73.63 percent) and playgrounds (91.64 percent) were from Ogun State. Anambra (80.83 percent) had the largest proportion of schools with libraries. The smallest number of schools with computers (20.62 percent), laboratories (7.73 percent) and incinerators (8.25 percent) were in Jigawa State.

Table 7.12 Number of Schools with Facilities by State in Public and Private Junior Secondary Schools

State	No of School	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
Abia	798	504	63.16	458	57.39	449	56.27	631	79.07	203	25.44
Adamawa	747	239	31.99	140	18.74	150	20.08	513	68.67	100	13.39
Akwa-ibom	624	376	60.26	444	71.15	489	78.37	549	87.98	127	20.35
Anambra	866	690	79.68	632	72.98	700	80.83	693	80.02	300	34.64
Bauchi	910	238	26.15	104	11.43	119	13.08	554	60.88	101	11.10
Bayelsa	463	297	64.15	186	40.17	158	34.13	353	76.24	57	12.31
Benue	1,243	613	49.32	522	42.00	572	46.02	1044	83.99	177	14.24
Borno	371	127	34.23	88	23.72	77	20.75	308	83.02	84	22.64
Cross-River	760	361	47.50	482	63.42	482	63.42	621	81.71	129	16.97
Delta	1,169	739	63.22	738	63.13	598	51.15	965	82.55	217	18.56
Ebonyi	601	390	64.89	288	47.92	306	50.92	525	87.35	113	18.80
Edo	1,022	559	54.70	524	51.27	472	46.18	866	84.74	267	26.13
Ekiti	472	352	74.58	322	68.22	366	77.54	404	85.59	165	34.96
Enugu	542	393	72.51	361	66.61	377	69.56	481	88.75	100	18.45
FCT	421	293	69.6	246	58.43	266	63.18	333	79.10	134	31.83
Gombe	543	200	36.83	97	17.86	120	22.10	371	68.32	93	17.13
Imo	688	378	54.94	389	56.54	427	62.06	619	89.97	188	27.33
Jigawa	582	120	20.62	45	7.73	86	14.78	357	61.34	48	8.25
Kaduna	912	550	60.31	517	56.69	481	52.74	768	84.21	337	36.95
Kano	1,684	859	51.01	653	38.78	703	41.75	1113	66.09	435	25.83
Katsina	550	245	44.55	266	48.36	282	51.27	466	84.73	149	27.09
Kebbi	370	187	50.54	125	33.78	108	29.19	270	72.97	59	15.95
Kogi	866	359	41.41	281	32.41	317	36.56	652	75.20	225	25.95
Kwara	857	496	57.88	356	41.54	395	46.09	714	83.31	275	32.09
Lagos	2,830	2445	86.40	1951	68.94	1971	69.65	2329	82.30	742	26.22
Nasarawa	896	507	56.58	387	43.19	369	41.18	745	83.15	222	24.78
Niger	954	465	48.74	344	36.06	340	35.64	810	84.91	227	23.79
Ogun	1,376	1249	90.77	1013	73.62	1073	77.98	1261	91.64	596	43.31
Ondo	665	434	65.26	419	63.01	462	69.47	577	86.77	236	35.49
Osun	1,047	583	55.68	429	40.97	526	50.24	881	84.15	350	33.43

State	No of School	Computer	Percent	Laboratory	Percent	Library	Percent	Playground	Percent	Incinerators	Percent
Oyo	1,588	1129	71.10	1071	67.44	1044	65.74	1369	86.21	627	39.48
Plateau	1,069	693	64.83	570	53.32	508	47.52	922	86.25	292	27.32
Rivers	1,015	626	61.67	506	49.85	519	51.13	818	80.59	224	22.07
Sokoto	344	193	56.10	120	34.88	135	39.24	252	73.26	63	18.31
Taraba	632	259	40.98	203	32.12	186	29.43	493	78.01	75	11.87
Yobe	213	94	44.13	42	19.72	45	21.13	155	72.77	38	17.84
Zamfara	327	145	44.34	107	32.72	114	34.86	249	76.15	57	17.43
National	31,017	18387	59.28	15426	49.73	15792	50.91	25031	80.70	7832	25.25

7.4 Water, Electricity and Health Facilities in Primary Schools

7.4.1 National Distribution of Water, Electricity Sources and Health Facilities in Public and Private Primary Schools

Figure 7.3 displays the proportion of public and private primary schools with access to water, electricity and health facilities. Nationwide, 30.82 percent, 14.10 percent and 39.08 percent of public primary schools had access to safe water, electricity and a health facility respectively, while 83.35 percent, 75.41 percent and 85.67 percent of private primary schools respectively had safe water, electricity and a health facility. The proportion of private primary schools that had safe water, electricity and a health facility was more than twice that of public primary schools that did not. Figure 7.3 illustrates the disparity. Thus, the learning environment in private primary schools was more likely to be more child friendly than that of public primary schools.

Figure 7.3: National Distribution of Safe water, Electricity and Health Facility in Public and Private Primary Schools

7.4.2 Zonal Distribution of Water, Electricity and Health Facilities in Primary Schools

7.4.2.1 Zonal Distribution of Water, Electricity and Health Facilities in Public Primary Schools

Among the zones as Table 7.13 shows, the South-South (40.81 percent) had the largest proportion of public schools with safe water, while the South-East (16.75 percent) had the smallest. The South-South (31.91 percent) also had the largest proportion of public schools with electricity, while the North-East (6.50 percent) had the smallest. With respect to health facilities, the South-West (53.54 percent) and North-East (25.48 percent) had the largest and smallest proportions respectively.

Table 7.13: Zonal Distribution of Water, Electricity and Health Facilities in Public Primary Schools

Zone	No of schools	Safe water		Electricity		Health facility	
		Number	percent	Number	percent	Number	percent
North-Central	13,253	3043	22.96	928	7.00	4055	30.60
North-East	10,266	2692	26.22	667	6.50	2616	25.48
North-West	20,274	7,923	39.08	2897	14.29	8,905	43.92
South-East	5,491	920	16.75	447	8.14	2231	40.63
South-South	5,886	2,402	40.81	1,878	31.91	2,508	42.61
South-West	8,628	2684	31.11	2177	25.23	4619	53.54
National	63,798	19,664	30.82	8,994	14.10	24,934	39.08

7.4.2.2 Zonal Distribution of Water, Electricity and Health Facilities in Private Primary Schools

Table 7.14 indicated that private primary schools in the South-West (90.19 percent) and North-West (3.34 percent) had the largest and smallest proportions respectively of schools with safe water. The South-South (85.07 percent) had the largest proportion of schools with electricity, while the North-East had the smallest (51.84 percent). The topmost spot of health facilities went to schools in the South-West (94.14 percent), while the lowest spot was taken by the North-West (64.69 percent).

Table 7.14: Number of Schools with Facilities by Zone in Private Primary Schools

Zone	Number of schools	Safe water		Electricity		Health facility	
		Number	percent	Number	percent	Number	percent
North-Central	9,235	7374	79.85	5932	64.23	7552	81.78
North-East	3,131	2183	69.72	1623	51.84	2294	73.27
North-West	5,815	194	3.34	3697	63.58	3762	64.69
South-East	6,023	4647	77.15	4379	72.70	5068	84.14
South-South	8,097	6,772	83.63	6,888	85.07	7,375	91.08
South-West	19,150	17272	90.19	16278	85.00	18027	94.14
National	51,451	42883	83.35	38797	75.41	44078	85.67

7.4.2.3 Zonal Distribution of Water, Electricity and Health Facilities in Public and Private Primary Schools

The data for public and private schools as per Table 8.15 show that the South-West (71.84 percent) had the largest proportion of schools with safe water, while the North-East (36.39 percent) had the smallest. The largest proportion of schools with electricity (66.44 percent) and health facility (81.52 percent) were in the South-West. On the other hand, the smallest proportion of schools with electricity (17.09 percent) and health facility (36.65 percent) were in the North-East.

Table 7.15 Number of Schools with Facilities by Zone in Public and Private Primary Schools

Zone	No of Schools	Safe Water		Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
North-Central	22,488	10,417	46.32	6,860	30.51	11,607	51.61
North-East	13,397	4,875	36.39	2,290	17.09	4,910	36.65
North-West	26,089	12,016	46.06	6,594	25.28	12,667	48.55
South-East	11,514	5,567	48.35	4,826	41.91	7,299	63.39
South-South	13,983	9,716	69.48	8,766	62.69	9,883	70.68
South-West	27,778	19,956	71.84	18,455	66.44	22,646	81.52
National	115,249	62,547	54.27	47,791	41.47	69,012	59.88

7.4.3 State Distribution of Water, Electricity and Health Facilities in Primary Schools

Analysis of facilities in this section covers both primary schools and ECCDE centres (ECCDE centres share the same facilities with primary schools).

7.4.3.1 Distribution of Water, Electricity and Health Facilities in Public Primary Schools by State

Table 7.16 presents the proportion of schools with access to safe water, electricity and health facilities by state. As can be seen in the table, all public primary schools in Akwa Ibom State had safe drinking water, sources of electricity and health facilities. Imo State had only 7.73 percent of schools with safe drinking water, while only 3.06 percent of schools in Taraba had sources of electricity. Taraba State (9.73 percent) had the smallest proportion of schools with health facility. Only four states had more than 50 percent of schools with safe drinking water, Akwa Ibom (100 percent), Lagos (68.39 percent), Jigawa (56.81 percent) and Kano (50.71 percent). The situation with respect to health facilities was better as more than 50 percent of schools in twelve states had health facilities.

Table 7.16 Number of Schools with Facilities by State in Public Primary Schools

State	No of Schools	Safe Water		Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
Abia	885	89	10.06	96	10.85	169	19.10
Adamawa	1,910	604	31.62	202	10.58	486	25.45
Akwa-Ibom	1,170	1,170	100.00	1,170	100.00	1,170	100.00
Anambra	1,049	236	22.50	149	14.20	607	57.86
Bauchi	2,879	836	29.04	125	4.34	917	31.85
Bayelsa	490	64	13.06	78	15.92	72	14.69
Benue	2,336	586	25.09	74	3.17	489	20.93
Borno	950	233	24.53	107	11.26	321	33.79
Cross-River	1,080	276	25.56	72	6.67	374	34.63
Delta	1,100	325	29.55	132	12.00	286	26.00
Ebonyi	1,076	352	32.71	E36	3.35	168	15.61
Edo	1,085	210	19.35	115	10.60	309	28.48
Ekiti	893	235	26.32	232	25.98	593	66.41
Enugu	1,201	144	11.99	107	8.91	827	68.86
FCT	597	218	36.52	161	26.97	367	61.47
Gombe	1,465	400	27.30	109	7.44	423	28.87
Imo	1,280	99	7.73	59	4.61	460	35.94
Jigawa	2,350	1,335	56.81	163	6.94	1,291	54.94
Kaduna	3,727	964	25.87	257	6.90	931	24.98
Kano	5,885	2,984	50.71	1,944	33.03	3,414	58.01
Katsina	2,744	1,063	38.74	172	6.27	1,736	63.27
Kebbi	1,876	526	28.04	143	7.62	453	24.15
Kogi	2,054	371	18.06	113	5.50	449	21.86
Kwara	1,556	469	30.14	262	16.84	945	60.73
Lagos	1,101	753	68.39	862	78.29	886	80.47
Nasarawa	1,168	189	16.18	46	3.94	299	25.60
Niger	3,195	540	16.90	183	5.73	542	16.96

State	No of Schools	Safe Water		Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
Ogun	1,551	450	29.01	505	32.56	980	63.19
Ondo	1,285	309	24.05	239	18.60	598	46.54
Osun	1,342	438	32.64	179	13.34	930	69.30
Oyo	2,456	499	20.32	160	6.51	632	25.73
Plateau	2,347	670	28.55	89	3.79	964	41.07
Rivers	961	357	37.15	311	32.36	297	30.91
Sokoto	2,050	611	29.80	124	6.05	539	26.29
Taraba	2,024	355	17.54	62	3.06	197	9.73
Zamfara	1,642	440	26.80	94	5.72	541	32.95
National	63,798	19,664	30.82	8,994	14.10	24,934	39.08

7.4.3.2 Distribution of Water, Electricity and Health Facilities in Private Primary Schools

From Table 7.17, all private primary schools in Akwa Ibom State had safe water, sources of electricity and health facilities. Schools with the smallest proportion of safe drinking water (44.95 percent), source of electricity (38.92 percent) and health facility (26.1 percent) were in Kebbi State, Taraba State and Kebbi State respectively.

Table 7.17 Number of Schools with Facilities by State and Type in Private Primary Schools

State	Number of Schools	Safe Water		Source of Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
Abia	987	798	80.85	819	82.98	857	86.83
Adamawa	721	534	74.06	387	53.68	546	75.73
Akwa-Ibom	1,567	1,567	100.00	1,567	100.00	1,567	100.00
Anambra	1,828	1368	74.84	1334	72.98	1508	82.49
Bauchi	584	349	59.76	268	45.89	370	63.36
Bayelsa	773	642	83.05	624	80.72	657	84.99
Benue	1,416	933	65.89	721	50.92	958	67.66
Borno	394	309	78.43	241	61.17	337	85.53
Cross-River	1,088	855	78.58	728	66.91	932	85.66
Delta	1,904	1736	91.18	1593	83.67	1703	89.44
Ebonyi	713	521	73.07	424	59.47	531	74.47
Edo	1,023	902	88.17	818	79.96	942	92.08
Ekiti	990	809	81.72	668	67.47	898	90.71
Enugu	961	714	74.30	672	69.93	829	86.26
FCT-Abuja	976	897	91.91	864	88.52	930	95.29
Gombe	503	379	75.35	307	61.03	415	82.50
Imo	1,534	1246	81.23	1130	73.66	1343	87.55

State	Number of Schools	Safe Water		Source of Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
Jigawa	364	194	53.30	153	42.03	152	41.76
Kaduna	1435	194	86.83	1086	75.68	1168	81.39
Kano	1,245	194	84.18	932	74.86	1103	88.59
Katsina	823	194	67.07	449	54.56	551	66.95
Kebbi	1,406	194	44.95	678	48.22	367	26.10
Kogi	995	815	81.91	655	65.83	875	87.94
Kwara	1,467	1264	86.16	984	67.08	1357	92.50
Lagos	8,589	7881	91.76	8068	93.93	8149	94.88
Nasarawa	1634	1328	81.27	1017	62.24	1330	81.40
Niger	1572	1190	75.70	988	62.85	1184	75.32
Ogun	3,248	3087	95.04	2999	92.33	3131	96.40
Ondo	1,480	1,209	81.69	961	64.93	1,341	90.61
Osun	1,986	1719	86.56	1329	66.92	1829	92.09
Oyo	2,857	2567	89.85	2253	78.86	2679	93.77
Plateau	1175	947	80.60	703	59.83	918	78.13
Rivers	1,742	1,070	92.54	1558	89.44	1574	90.36
Sokoto	192	194	89.58	167	86.98	177	92.19
Taraba	799	495	61.95	311	38.92	507	63.45
Yobe	130	117	90.00	109	83.85	119	91.54
Zamfara	350	194	71.14	232	66.29	244	69.71
National	51,451	42,883	83.35	38,797	75.41	44,078	85.67

7.4.3.3 Distribution of Water, Electricity and Health Facilities in Public and Private Primary Schools

A combination of data for public and private schools showed that all schools in Akwa Ibom State had safe drinking water, sources of electricity and health facilities. The smallest proportion of schools with safe drinking water (30.11 percent), electricity (11.35 percent) and health facility (24.94 percent) were in Taraba, Bauchi and Taraba States respectively.

Table 7.18 Number of Schools with Facilities by State in Public and Private Primary Schools

State	No of School	Safe Water		Source of Electricity		Health Facility	
		Number	Percent	Number	Percent	Number	Percent
Abia	1,872	887	47.38	915	48.88	1,026	54.81
Adamawa	2,631	1,138	43.25	589	22.39	1,032	39.22
Akwa-Ibom	2,737	2,737	100.00	2,737	100.00	2,737	100.00
Anambra	2,877	1,604	55.75	1,483	51.55	2,115	73.51
Bauchi	3,463	1,185	34.22	393	11.35	1,287	37.16
Bayelsa	1,263	706	55.90	702	55.58	729	57.72
Benue	3,752	1,519	40.49	795	21.19	1,447	38.57
Borno	1,344	542	40.33	348	25.89	658	48.96
Cross-River	2,168	1,131	52.17	800	36.90	1,306	60.24
Delta	3,004	2,061	68.61	1,725	57.42	1,989	66.21
Ebonyi	1,789	873	48.80	460	25.71	699	39.07
Edo	2,108	1,112	52.75	933	44.26	1,251	59.35
Ekiti	1,883	1,044	55.44	900	47.80	1,491	79.18
Enugu	2,162	858	39.69	779	36.03	1,656	76.60
FCT-Abuja	1,573	1,115	70.88	1,025	65.16	1,297	82.45
Gombe	1,968	779	39.58	416	21.14	838	42.58
Imo	2,814	1,345	47.80	1,189	42.25	1,803	64.07
Jigawa	2,714	1,529	56.34	316	11.64	1,443	53.17
Kaduna	5,162	2,210	42.81	1,343	26.02	2,099	40.66
Kano	7,130	4,032	56.55	2,876	40.34	4,517	63.35
Katsina	3,567	1,615	45.28	621	17.41	2,287	64.12
Kebbi	3,282	1,158	35.28	821	25.02	820	24.98
Kogi	3,049	1,186	38.89	768	25.19	1,324	43.42
Kwara	3,023	1,733	57.33	1,246	41.22	2,302	76.15
Lagos	9,690	8,634	89.10	8,930	92.16	9,035	93.24
Nasarawa	2,802	1,517	54.14	1,063	37.94	1,629	58.14
Niger	4,767	1,730	36.29	1,171	24.56	1,726	36.21
Ogun	4,799	3,537	73.70	3,504	73.02	4,111	85.66
Ondo	2,765	1,518	54.90	1,200	43.40	1,939	70.13
Osun	3,328	2,157	64.81	1,508	45.31	2,759	82.90
Oyo	5,313	3,066	57.71	2,413	45.42	3,311	62.32
Plateau	3,522	1,617	45.91	792	22.49	1,882	53.44
Rivers	2,703	1,969	72.84	1,869	69.15	1,871	69.22
Sokoto	2,242	783	34.92	291	12.98	716	31.94
Taraba	2,823	850	30.11	373	13.21	704	24.94
Yobe	1,168	381	32.62	171	14.64	391	33.48
Zamfara	1,992	689	34.59	326	16.37	785	39.41
National	115,249	62,547	54.27	47,791	41.47	69,012	59.88

7.5 Distribution of Water, Electricity and Health Facilities in Junior Secondary Schools

7.5.1 National Distribution of Water, Electricity and Health Facilities in Junior Secondary Schools

Figure 7.5 provides data on the proportion of public and private JS schools with safe water, electricity and health facilities. Nationwide, 90.04 percent, 86.73 percent and 93.3 percent of private JS schools had safe drinking water, sources of electricity and health facilities respectively, while 53.40 percent, 45.21 percent and 64.03 percent of public JS schools had safe drinking water, sources of electricity and health facilities respectively. There is, thus a wide disparity in favour of private schools in the provision of safe water, electricity and health facilities.

Figure 7.4 National Distribution of Water, Electricity and Health Facilities in private and public Junior Secondary Schools

7.5.2 Zonal Distribution of Water, Electricity and Health Facilities in Junior Secondary Schools

7.5.2.1 Distribution of Water, Electricity and Health Facilities in Public Junior Secondary Schools by Zone

Table 7.19 indicates that, the North-West (73.44 percent) had the largest proportion of public JS schools with safe drinking water, while the South-East (33.8 percent) had the smallest. The proportion of public JS schools with sources of electricity varied from 78.27 percent in the South-West to 23.62 percent in the North-East. With regard to health facilities, the

proportion of schools having them varied from 78.93 percent in the South-West to 37.37 percent in the South-South.

Table 7.19 Zonal Distribution of Water, Electricity and Health Facilities in Public Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Electricity	Percent	Health Facility	Percent
North-Central	2,595	1,182	45.55	996	38.38	1,548	59.65
North-East	2,159	967	44.79	510	23.62	1,292	59.84
North-West	3,065	2,251	73.44	1,393	45.45	2,504	81.70
South-East	1,352	457	33.80	608	44.97	667	49.33
South-South	1,718	722	42.03	708	41.21	642	37.37
South-West	2,140	1,378	64.39	1,675	78.27	1,689	78.93
National	13,029	6,957	53.40	5,890	45.21	8,342	64.03

7.5.2.2 Zonal Distribution of Water, Electricity and Health Facilities in Private Junior Secondary Schools

Table 7.20 indicates that the North-West (95.13 percent) had the largest proportion of private JS schools with safe drinking water, while the South-East (79.61 percent) had the smallest. The South-West (94.16 percent) had the largest proportion of private JS schools with sources of electricity, while the North-East (71.92 percent) had the smallest. With respect to health facilities, the South-West (97.33 percent) had the largest proportion of private JS schools with health facilities, while the South-East (87.17 percent) had the smallest.

Table 7.20 Zonal Distribution of Water, Electricity and Health Facilities in Private Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Electricity	Percent	Health Facility	Percent
North-Central	3,711	3,236	87.20	2,987	80.49	3,360	90.54
North-East	1,257	1,047	83.29	904	71.92	1,101	87.59
North-West	1,704	1,621	95.13	1,482	86.97	1,653	97.01
South-East	2,143	1,706	79.61	1,764	82.31	1,868	87.17
South-South	3,335	3,034	90.97	2,967	88.97	3,118	93.49
South-West	5,838	5,552	95.10	5,497	94.16	5,682	97.33
National	17,988	16,196	90.04	15,601	86.73	16,782	93.30

7.5.2.3 Distribution of Water, Electricity and Health Facilities in Public and Private by Zone

Table 7.20 shows that, the South-West had the largest proportion of schools with safe drinking water, sources of electricity and health facilities of 86.86 percent, 89.9 percent and 92.39 percent respectively. The North-East had the smallest proportion of schools with safe water, sources of electricity and health facilities at 58.96 percent, 41.39 percent and 70.05 percent schools respectively.

Table 7.20 Zonal Distribution of Water, Electricity and Health Facilities in Public and Private Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Electricity	Percent	Health Facility	Percent
North-Central	6,306	4,418	70.06	3,983	63.16	4,908	77.83
North-East	3,416	2,014	58.96	1,414	41.39	2,393	70.05
North-West	4,769	3,872	81.19	2,875	60.29	4,157	87.17
South-East	3,495	2,163	61.89	2,372	67.87	2,535	72.53
South-South	5,053	3,756	74.33	3,675	72.73	3,760	74.41
South-West	7,978	6,930	86.86	7,172	89.90	7,371	92.39
National	31,017	23,153	74.65	21,491	69.29	25,124	81.00

7.5.3 States Distribution of Water, Electricity and Health Facilities

7.5.3.1 States' Distribution of Water, Electricity and Health Facilities in Public Junior Secondary Schools

Table 7.21 shows that in public JS schools, Kebbi State (84.29 percent) had the highest proportion of schools with safe water, whereas Lagos State had the highest proportions of schools with electricity (99.15 percent) and health facilities (94.9 percent). Edo State had the smallest proportion of schools with safe water (21.11 percent) and health facilities (21.11) percent each. Jigawa State had the smallest proportion of schools with electricity (14.73 percent).

Table 7.21 Number and Proportion of Schools with Facilities by State in Public Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Power	Percent	Health Facility	Percent
Abia	261	94	36.02	105	40.23	65	24.9
Adamawa	499	237	47.49	120	24.05	277	55.51
Akwa-ibom	250	143	57.20	141	56.40	75	30.00
Anambra	255	116	45.49	183	71.76	216	84.71
Bauchi	685	321	46.86	136	19.85	388	56.64
Bayelsa	148	41	27.70	57	38.51	44	29.73
Benue	536	213	39.74	155	28.92	248	46.27
Borno	229	89	38.86	67	29.26	139	60.70
Cross-River	304	130	42.76	113	37.17	195	64.14
Delta	427	197	46.14	186	43.56	148	34.66
Ebonyi	267	111	41.57	93	34.83	88	32.96
Edo	289	61	21.11	66	22.84	61	21.11
Ekiti	188	108	57.45	175	93.09	175	93.09
Enugu	287	69	24.04	165	57.49	145	50.52
FCT	164	106	64.63	108	65.85	137	83.54
Gombe	357	138	38.66	81	22.69	217	60.78
Imo	282	67	23.76	62	21.99	153	54.26
Jigawa	543	351	64.64	80	14.73	362	66.67
Kaduna	366	258	70.49	171	46.72	299	81.69
Kano	1,161	923	79.50	690	59.43	1,054	90.78
Katsina	262	212	80.92	144	54.96	246	93.89
Kebbi	280	236	84.29	142	50.71	213	76.07
Kogi	460	124	26.96	82	17.83	162	35.22
Kwara	458	247	53.93	275	60.04	387	84.50
Lagos	353	293	83.00	350	99.15	335	94.90
Nasarawa	262	104	39.69	58	22.14	141	53.82
Niger	440	211	47.95	154	35.00	271	61.59
Ogun	312	222	71.15	299	95.83	276	88.46
Ondo	287	200	69.69	248	86.41	236	82.23
Osun	430	240	55.81	222	51.63	290	67.44
Oyo	570	315	55.26	381	66.84	377	66.14
Plateau	275	177	64.36	164	59.64	202	73.45
Rivers	300	150	50.00	145	48.33	119	39.67
Sokoto	262	143	54.58	104	39.69	172	65.65
Taraba	250	112	44.80	64	25.60	182	72.80
Yobe	139	70	50.36	42	30.22	89	64.03
Zamfara	191	128	67.02	62	32.46	158	82.72
National	13,029	6,957	53.4	5,890	45.21	8,342	64.03

7.5.3.2 States' Distribution of Water, Electricity and Health Facilities in Private Junior Secondary Schools

Table 7.22, shows that in private JS schools, Ogun State (98.03 percent), FCT (98.83 percent) and Sokoto State (100 percent) had the largest proportion of schools with safe drinking water, source of electricity and health facilities respectively. Taraba State had the smallest proportion of schools with safe drinking water (74.61 percent) and source of power (57.33 percent), while Bauchi State (79.11 percent) had the smallest proportion of schools with health facilities.

Table 7.22 Number of Schools with Facilities by State in Private Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Power	Percent	Health Facility	Percent
Abia	537	432	80.45	467	86.96	482	89.76
Adamawa	248	225	90.73	197	79.44	228	91.94
Akwa-Ibom	374	308	82.35	332	88.77	319	85.29
Anambra	611	476	77.91	499	81.67	521	85.27
Bauchi	225	176	78.22	151	67.11	178	79.11
Bayelsa	315	279	88.57	279	88.57	292	92.70
Benue	707	532	75.25	521	73.69	586	82.89
Borno	142	128	90.14	117	82.39	138	97.18
Cross-River	456	372	81.58	334	73.25	418	91.67
Delta	742	717	96.63	696	93.80	709	95.55
Ebonyi	334	269	80.54	251	75.15	278	83.23
Edo	733	667	91.00	642	87.59	691	94.27
Ekiti	284	259	91.20	252	88.73	270	95.07
Enugu	255	196	76.86	197	77.25	222	87.06
FCT	257	251	97.67	254	98.83	255	99.22
Gombe	186	164	88.17	154	82.80	179	96.24
Imo	406	333	82.02	350	86.21	365	89.90
Jigawa	39	37	94.87	35	89.74	34	87.18
Kaduna	546	529	96.89	501	91.76	528	96.70
Kano	523	500	95.60	481	91.97	520	99.43
Katsina	288	261	90.63	187	64.93	273	94.79
Kebbi	90	87	96.67	82	91.11	84	93.33
Kogi	406	336	82.76	320	78.82	364	89.66
Kwara	399	373	93.48	344	86.22	383	95.99
Lagos	2,477	2,370	95.68	2,414	97.46	2,430	98.10
Nasarawa	634	572	90.22	526	82.97	589	92.90
Niger	514	481	93.58	440	85.60	498	96.89
Ogun	1,064	1,043	98.03	1,033	97.09	1,049	98.59
Ondo	378	333	88.10	320	84.66	356	94.18

State	No of School	Safe Water	Percent	Source of Power	Percent	Health Facility	Percent
Osun	617	576	93.35	524	84.93	590	95.62
Oyo	1,018	971	95.38	954	93.71	987	96.95
Plateau	794	691	87.03	582	73.30	685	86.27
Rivers	715	691	96.64	684	95.66	689	96.36
Sokoto	82	80	97.56	80	97.56	82	100.00
Taraba	382	285	74.61	219	57.33	308	80.63
Yobe	74	69	93.24	66	89.19	70	94.59
Zamfara	136	127	93.38	116	85.29	132	97.06
National	17,988	16,196	90.04	15,601	86.73	16,782	93.30

7.5.3.3 States' Distribution of Water, Electricity and Health Facilities in Public and Private Junior Secondary Schools

A combined data of public and private JS schools show that Lagos State had the largest proportion of schools with safe drinking water (94.1 percent), source of electricity (97.67 percent) and health facilities (97.70 percent). The states with the smallest proportions of schools are Enugu (48.89 percent), Jigawa (19.76 percent) and Kogi (60.74 percent) for safe water, source of electricity and health facilities respectively.

Table 7.23 Number of Schools with Facilities by State and Type in Public and Private Junior Secondary Schools

State	No of School	Safe Water	Percent	Source of Power	Percent	Health Facility	Percent
Abia	798	526	65.91	572	71.68	547	68.55
Adamawa	747	462	61.85	317	42.44	505	67.60
Akwa-ibom	624	451	72.28	473	75.80	394	63.14
Anambra	866	592	68.36	682	78.75	737	85.10
Bauchi	910	497	54.62	287	31.54	566	62.20
Bayelsa	463	320	69.11	336	72.57	336	72.57
Benue	1,243	745	59.94	676	54.38	834	67.10
Borno	371	217	58.49	184	49.60	277	74.66
Cross-River	760	502	66.05	447	58.82	613	80.66
Delta	1,169	914	78.19	882	75.45	857	73.31
Ebonyi	601	380	63.23	344	57.24	366	60.90
Edo	1,022	728	71.23	708	69.28	752	73.58
Ekiti	472	367	77.75	427	90.47	445	94.28
Enugu	542	265	48.89	362	66.79	367	67.71
FCT	421	357	84.80	362	85.99	392	93.11
Gombe	543	302	55.62	235	43.28	396	72.93
Imo	688	400	58.14	412	59.88	518	75.29
Jigawa	582	388	66.67	115	19.76	396	68.04
Kaduna	912	787	86.29	672	73.68	827	90.68
Kano	1,684	1,423	84.50	1,171	69.54	1,574	93.47

State	No of School	Safe Water	Percent	Source of Power	Percent	Health Facility	Percent
Katsina	550	473	86.00	331	60.18	519	94.36
Kebbi	370	323	87.30	224	60.54	297	80.27
Kogi	866	460	53.12	402	46.42	526	60.74
Kwara	857	620	72.35	619	72.23	770	89.85
Lagos	2,830	2,663	94.10	2,764	97.67	2,765	97.70
Nasarawa	896	676	75.45	584	65.18	730	81.47
Niger	954	692	72.54	594	62.26	769	80.61
Ogun	1,376	1,265	91.93	1,332	96.80	1,325	96.29
Ondo	665	533	80.15	568	85.41	592	89.02
Osun	1,047	816	77.94	746	71.25	880	84.05
Oyo	1,588	1,286	80.98	1,335	84.07	1,364	85.89
Plateau	1,069	868	81.20	746	69.78	887	82.97
Rivers	1,015	841	82.86	829	81.67	808	79.61
Sokoto	344	223	64.83	184	53.49	254	73.84
Taraba	632	397	62.82	283	44.78	490	77.53
Yobe	213	139	65.26	108	50.70	159	74.65
Zamfara	327	255	77.98	178	54.43	290	88.69
National	31,017	23,153	74.65	21,491	69.29	25,124	81.00

7.6 Learner Furniture

Furniture is an essential component of a child-friendly school environment. Learners need comfortable chairs and writing desks to be able to enjoy and learn effectively. Furniture in this section, therefore, refers to the provision of seating capacity for learners in a school. Hence, furniture is defined as a chair and a writing desk for each learner. This section analyses the capacity of schools nationwide, in zones and states, to provide a seat and a writing space for each child. In practice, a three or four seater piece of pupils' furniture could provide seating space for three or four learners, but the focus here is the individual learner. A school qualified as having pupil furniture where both a seat and a desk owned by the school, were available for the use of a learner.

7.6.1 Distribution of Learners Furniture in ECCDE

7.6.1.1 National Distribution of Furniture for ECCDE Learners in Public and Private ECCDE Centres

Table 7.24 below reveals a total of 1,571,800 learners' furniture in ECCDE centres nationwide with 537,017 in public ECCDE centres and 1,034,783 for private. This shows that private ECCDE centres were better off in the provision of furniture for learners than their public counterparts.

7.6.1.2 Distribution of Learner Furniture in Public and Private ECCDE Centres by Zone

Among the zones, the number of furniture for learners in public ECCDE ranged from 136,287 in the South-West to 32,077 in the North-East. In Private ECCDE, the number varied from 401,841 in the South-West to 44,658 in the North-East. It was only in the North-West that Public ECCDE had more learner furniture than private ones.

Table 7.24 Distribution of Learner Furniture in ECCDE by Zone and School Type

Zone	Public		Private		Total
	Number	Percent	Number	Percent	
North-Central	82,122	33.64	162,024	66.36	244,146
North-East	32,077	41.80	44,658	58.20	76,735
North-West	98,783	57.64	72,582	42.36	171,365
South-East	107,289	42.31	146,276	57.69	253,565
South-South	80,459	27.95	207,402	72.05	287,861
South-West	136,287	25.33	401,841	74.67	538,128
National	537,017	34.17	1,034,783	65.83	1,971,800

7.6.1.3 Distribution of Learner Furniture in ECCDE by States

According to information in Table 7.25 below, in public ECCDE, the number of learner furniture varied from 45,326 in Imo to 721 in Osun. In private ECCDE, the number varied from 182,907 in Lagos to 2,538 in Jigawa. There was more furniture in public ECCDE than private ones in Bauchi, Gombe, Imo, Jigawa, Kaduna, Kano, Kebbi, Ondo, Plateau, Sokoto and Zamfara States. In the other states, private ECCDE centres had more furniture.

7.25 States' Distribution of Learner Furniture in ECCDE by Type of School

State	Public	Private
Abia	10,516	26,041
Adamawa	8,974	13,676
Akwa-Ibom	21,316	62,540
Anambra	32,825	55,460
Bauchi	9,687	7,346
Bayelsa	3,250	13,957
Benue	7,069	26,050
Borno	2,423	6,953
Cross-River	16,221	24,074
Delta	15,380	46,889
Ebonyi	7,260	14,703
Edo	15,662	24,377
Ekiti	14,935	19,366
Enugu	11,362	18,106
FCT	11,942	22,498
Gombe	5,735	5,203
Imo	45,326	31,966
Jigawa	14,117	2,538
Kaduna	30,726	25,195
Kano	24,086	15,698
Katsina	13,867	16,085
Kebbi	5,252	3,795
Kogi	6,344	15,586
Kwara	14,699	28,717
Lagos	30,015	182,907
Nasarawa	3,059	20,270
Niger	10,692	25,417
Ogun	28,111	75,037
Ondo	32,307	27,495
Osun	721	40,550
Oyo	30,198	56,486
Plateau	28,317	23,486
Rivers	8,630	35,565
Sokoto	6,207	5,308
Taraba	3,934	8,755
Yobe	1,324	2,725
Zamfara	4,528	3,963
National	537,017	1,034,783

7.6.2 Distribution of Pupil Furniture in Primary Schools

7.6.2.1 National Distribution of Learner Furniture across Classes

The distribution of furniture nationwide across classes is presented in Figure 7.5. There was a gradual increase in number of furniture from primary one to primary four which decreased slightly in primary five and again increased in primary six.

Figure 7. 5: Distribution of Learner Furniture in Primary Classes

7.6.2.2 Distribution of Public Primary Learner Furniture in Zones by Class

Table 7.26 shows that among the zones, the public primary schools in the North-West (1,108,499) had the largest number of furniture while those in the North-East (434,295) had the least. Primary Six had the largest number of furniture and Primary One had the least. There was also no match between classroom enrolment size and furniture taking into consideration what was contained in chapter five.

Table 7.26 Number of Furniture in Public Schools in Zones by Class

Zone	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
North-Central	106,898	107,267	126,240	129,093	118,326	119,911	707,735
North-East	52,947	60,072	76,057	80,902	80,646	83,671	434,295
North-West	142,719	163,935	206,112	208,579	192,565	194,589	1,108,499
South-East	89,464	88,591	93,111	96,314	96,980	102,278	566,738
South-South	85,803	86,551	92,696	96,845	105,348	159,628	626,834
South-West	147,196	142,326	151,209	157,964	162,019	169,648	930,362
National	625,027	648,742	745,425	769,660	755,884	829,725	4,374,463

7.6.2.3 Distribution of Learner Furniture in Private Primary Schools in Zones by Class

In private schools across zones, the South-West (840,101) had the largest number of furniture. It can be recalled that it also had the largest enrolment in private schools. The North-East (160,130) had the lowest number of furniture while it also had the lowest enrolment as shown in Table 7.27.

Table 7.27: Distribution of Furniture in Private Primary Schools by Zone and Class

Zone	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
North-Central	93,256	90,097	95,296	86,440	67,169	31,756	464,014
North-East	31,767	31,059	31,176	28,773	22,662	14,693	160,130
North-West	48,573	47,361	50,984	46,374	34,325	16,817	244,434
South-East	66,183	63,477	61,410	59,072	51,830	38,650	340,622
South-South	73,226	87,702	84,938	79,838	68,271	29,941	423,921
South-West	172,349	164,063	159,228	149,912	127,408	67,141	840,101
National	485,354	483,764	483,032	450,409	371,665	198,998	2,473,222

7.6.2.4 Distribution of Furniture in Public and Private Schools by Zone and Class

In Table 8.28, primary schools in the South-West (1,770,463) had the largest number of furniture while those in the North-East (594,425) had the smallest. Primary three had the largest number of furniture, while primary six had the lowest.

Table 7.28: Distribution of Learner Furniture in Public and Private Primary Schools in Zones by Class

Zone	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
North-Central	200,154	197,364	221,536	215,533	185,495	151,667	1,171,749
North-East	84,714	91,131	107,233	109,675	103,308	98,364	594,425
North-West	191,292	211,296	257,096	254,953	226,890	211,406	1,352,933
South-East	155,647	152,068	154,521	155,386	148,810	140,928	907,360
South-South	159,029	174,258	177,634	176,646	173,619	189,569	1,050,755
South-West	319,545	306,389	310,437	307,876	289,427	236,789	1,770,463
National	1,110,381	1,132,506	1,228,457	1,220,069	1,127,549	1,028,723	6,847,685

7.6.2.5 Distribution of Learner Furniture in Public Primary Schools in States by Class

Among the states, Imo State had the largest number of furniture, while Nasarawa had the smallest. Among the classes, primary six had the largest number of furniture, while primary one had the lowest. Table 7.29 presents the details.

Table 7.29 Number of Learner Furniture in Public Primary Schools by State and Class

State	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
Abia	7,957	8,028	8,696	9,522	9,700	10,143	54,046
Adamawa	12,131	13,012	15,420	18,175	20,253	21,558	100,549
Akwa-Ibom	18,161	18,348	19,878	20,397	21,013	79,636	177,433
Anambra	17,996	17,998	19,251	19,594	19,494	19,740	114,073
Bauchi	11,192	13,879	19,719	20,499	19,918	20,867	106,074
Bayelsa	7,273	6,959	7,133	7,350	13,583	6,612	48,910
Benue	18,016	18,734	21,749	21,020	17,708	17,278	114,505
Borno	5,360	6,124	11,078	10,844	7,861	7,760	49,027
Cross-River	14,325	14,315	14,710	14,967	15,256	15,458	89,031
Delta	17,966	18,452	20,450	21,943	22,636	24,032	125,479
Ebonyi	12,879	12,507	12,169	10,867	10,062	10,794	69,278
Edo	17,051	17,199	18,514	19,598	20,354	22,043	114,759
Ekiti	11,528	11,338	12,509	12,335	12,776	13,802	74,288
Enugu	8,006	8,484	9,036	9,731	10,707	12,020	57,984
FCT	14,741	15,869	16,969	18,023	17,293	16,625	99,520
Gombe	10,358	10,970	11,808	11,756	12,350	13,028	70,270
Imo	42,626	41,574	43,959	46,600	47,017	49,581	271,357
Jigawa	19,003	22,713	32,412	32,909	27,851	26,049	160,937
Kaduna	31,826	33,621	35,448	34,690	34,046	35,630	205,261
Kano	27,812	32,350	45,552	48,939	45,523	47,533	247,709
Katsina	28,216	35,602	41,900	45,653	49,793	52,821	253,985
Kebbi	8,350	9,344	13,461	14,333	10,745	10,832	67,065
Kogi	11,224	10,886	14,200	14,384	11,311	12,595	74,600
Kwara	19,140	17,359	17,173	16,944	15,721	16,451	102,788
Lagos	20,278	21,777	25,153	28,372	32,434	34,977	162,991
Nasarawa	5,275	6,262	9,023	9,327	7,961	8,343	46,191
Niger	17,354	18,002	22,357	21,732	20,655	20,490	120,590
Ogun	20,619	19,799	20,854	22,080	22,302	22,317	127,971
Ondo	34,901	33,565	34,934	36,094	37,456	38,339	215,289
Osun	23,084	18,907	19,176	19,747	18,389	18,870	118,173
Oyo	36,786	36,940	38,583	39,336	38,662	41,343	231,650
Plateau	21,148	20,155	24,769	27,663	27,677	28,129	149,541
Rivers	11,027	11,278	12,011	12,553	12,506	11,847	71,222

State	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
Sokoto	14,185	16,057	20,615	17,462	12,874	10,945	92,138
Taraba	8,626	9,114	9,766	10,663	10,923	10,621	59,713
Yobe	5,280	6,973	8,266	8,965	9,341	9,837	48,662
Zamfara	13,327	14,248	16,724	14,593	11,733	10,779	81,404
National	625,027	648,742	745,425	769,660	755,834	829,725	4,374,463

7.6.2.6 Distribution of Learner Furniture in Private Primary Schools by State and Class

In Table 7.30, there appears to be a match between class enrolment size and number of furniture in private primary schools. For example, primary one had the largest enrolment and it also has the largest number of furniture, while primary six had both the smallest enrolment and the smallest number of furniture. Lagos with the largest enrolment in private primary schools also had the largest number of furniture.

Table 7.30: Number of Furniture in Private Primary Schools by State and Class

State	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
Abia	13,350	12,920	12,602	12,512	11,183	6,461	69,028
Adamawa	8,184	7,906	7,203	7,066	5,450	3,300	39,109
Akwa-Ibom	2,919	20,028	19,294	18,220	16,464	8,562	85,487
Anambra	20,928	19,981	19,090	18,180	15,542	13,212	106,933
Bauchi	5,369	5,285	5,976	4,990	3,576	2,005	27,201
6Bayelsa	6,444	6,235	6,068	5,787	4,923	1,693	31,150
Benue	16,625	16,680	17,256	16,937	13,783	9,930	91,211
Borno	4,311	4,181	4,592	4,682	3,579	2,446	23,791
Cross-river	10,832	10,274	9,221	7,719	5,452	1,983	45,481
Delta	22,801	22,320	21,625	20,489	17,416	8,142	112,793
Ebonyi	8,369	8,084	7,726	7,379	6,596	5,389	43,543
Edo	11,992	11,474	11,480	11,302	9,780	4,535	60,563
Ekiti	8,705	7,938	7,640	6,646	5,109	1,855	37,893
Enugu	7,488	6,996	6,878	6,555	6,089	4,564	38,570
FCT	11,271	10,431	10,454	9,524	7,619	2,931	52,230
Gombe	4,659	4,343	4,315	3,808	3,182	2,493	22,800
Imo	16,048	15,496	15,114	14,446	12,420	9,024	82,548
Jigawa	2,003	2,029	2,282	2,087	1,505	736	10,642
Kaduna	15,397	14,954	15,661	14,528	11,724	6,034	78,298
Kano	12,238	11,448	12,534	11,514	7,751	3,728	59,213
Katsina	10,544	10,553	10,181	9,090	7,040	3,106	50,514
Kebbi	3,210	3,369	4,642	4,149	2,528	1,325	19,223
Kogi	10,479	10,481	12,272	10,683	8,086	5,565	57,566
Kwara	16,168	15,286	14,608	13,347	11,193	3,683	74,285
Lagos	73,119	69,213	67,994	64,650	55,751	31,197	361,924

State	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Total
Nasarawa	12,868	12,421	14,254	12,614	7,986	2,701	62,844
Niger	14,122	13,481	14,622	12,563	9,878	4,878	69,544
Ogun	30,561	29,092	27,944	27,289	24,693	17,171	156,750
Ondo	14,307	13,711	13,600	12,417	10,739	6,317	71,091
Osun	19,260	18,167	17,088	15,653	11,679	3,496	85,343
Oyo	26,397	25,942	24,962	23,257	19,437	7,105	127,100
Plateau	11,723	11,317	11,830	10,772	8,624	2,068	56,334
Rivers	18,238	17,376	17,250	16,321	14,236	5,026	88,447
Sokoto	2,600	2,569	3,035	2,542	2,050	986	13,782
Taraba	7,078	7,239	7,246	6,616	5,462	3,474	37,115
Yobe	2,166	2,105	1,844	1,611	1,413	975	10,114
Zamfara	2,581	2,439	2,649	2,464	1,727	902	12,762
National	485,354	483,764	483,032	450,409	371,665	198,998	2,473,222

7.7.3 Distribution of Furniture in Junior Secondary Schools

7.7.3.1 National Distribution of Learner Furniture in JS Schools

Table 7.31 indicates that there were more furniture in public JS schools (1,713,163) than in private JS schools (1,018,982). Overall, JS1 (931,969) had more furniture than JS2 (904,738) which had more furniture than JS 3 (895,438). However, in public JSS, JS 3 had more furniture than the other classes.

Table 8.31: National Distribution of Furniture in private and public Junior Secondary Schools

School Type	JSS 1	JSS 2	JSS 3	Total
Public	566,874	566,879	579,410	1,713,163
Private	365,095	337,859	316,028	1,018,982
National	931,969	904,738	895,438	2,732,145

7.7.3.2 Distribution of Learner Furniture in Public Junior Secondary Schools in Zones by Class

Table 7.32 showed that public JS schools in the North-West (372,493) had the largest number of furniture, while those in the North-East (177,529) had the least. The table also reveals that JS3 had more furniture than either JS1 or JS2.

Table 7.32 Distribution of Furniture in Public Junior Secondary Schools by Zone and Class

State	JSS 1	JSS 2	JSS 3	TOTAL
North-Central	97,273	99,417	103,432	300,122
North-East	56,975	60,357	60,197	177,529
North-West	119,729	121,984	130,780	372,493
South-East	86,685	82,320	81,999	251,004
South-South	67,313	65,705	65,377	198,395
South-West	138,899	137,096	137,625	413,620
National	566,874	566,879	579,410	1,713,163

7.7.3.3 Distribution of Learner Furniture in Private Junior Secondary Schools by Zone and Class

Among private JS schools, the ones in the South-West (308,470) had the largest number of furniture, while those in the North-East (61,049) had the least. JS 1 had more furniture than JS2 which had more furniture than JS3. Table 8.33 shows the details.

Table 7.33 Distribution of Furniture in Private Junior Secondary Schools by Zone and Class

Zone	JSS 1	JSS 2	JSS 3	TOTAL
North-Central	74,110	69,499	62,485	206,094
North-East	22,867	20,208	17,974	61,049
North-West	39,796	33,619	29,451	102,866
South-East	59,374	55,104	51,163	165,641
South-South	62,008	57,915	54,939	174,862
South-West	106,940	101,514	100,016	308,470
National	365,095	337,859	316,028	1,018,982

7.7.3.4 Distribution of Furniture in Public and Private Junior Secondary Schools by Zone

Table 8.34 indicates that JS1 (931,969) had more furniture than JS2 (904,738) which, in turn, had more furniture than JS3 (895,438). The schools in the South-West (722,090) had the largest number of furniture, while those in the North-East (238,578) had the least.

Table 7.34 Distribution of Learner Furniture in Public and Private Junior Secondary Schools

Zone	JSS 1	JSS 2	JSS 3	TOTAL
North-Central	171,383	168,916	165,917	506,216
North-East	79,842	80,565	78,171	238,578
North-West	159,525	155,603	160,231	475,359
South-East	146,059	137,424	133,162	416,645
South-South	129,321	123,620	120,316	373,257
South-West	245,839	238,610	237,641	722,090
National	931,969	904,738	895,438	2,732,145

7.7.3.5 Distribution of Furniture of in Public Junior Secondary Schools by State and Class

As seen in Table 7.35, the public JS schools in Imo State (168,714) had the largest number of furniture, while those in Abia (12,616) had the smallest number. Nationwide, JS3 (579,410) had more furniture than either JS2 (566,879) or JS1 (566,874).

Table 7.35: Distribution of Furniture in Junior Secondary Schools by State and Class

State	JSS 1	JSS 2	JSS 3	Total
Abia	4,247	4,147	4,222	12,616
Adamawa	12,857	16,955	14,041	43,853
Akwa-Ibom	10,454	9,739	10,213	30,406
Anambra	12,227	11,728	11,339	35,294
Bauchi	15,235	15,318	16,473	47,026
Bayelsa	5,443	5,232	4,910	15,585
Benue	13,319	13,293	13,443	40,055
Borno	8,042	7,870	8,016	23,928
Cross-River	8,749	8,580	7,976	25,305
Delta	19,560	19,263	17,722	56,545
Ebonyi	7,696	5,920	5,561	19,177
Edo	11,241	10,555	11,417	33,213
Ekiti	9,292	8,279	8,766	26,337
Enugu	5,339	4,922	4,942	15,203
FCT	20,148	21,188	22,993	64,329
Gombe	9,588	9,267	10,110	28,965
Imo	57,176	55,603	55,935	168,714

State	JSS 1	JSS 2	JSS 3	Total
Jigawa	21,869	21,902	19,026	62,797
Kaduna	16,050	18,248	19,618	53,916
Kano	34,932	34,233	33,827	102,992
Katsina	20,520	21,879	25,535	67,934
Kebbi	13,646	12,623	19,562	45,831
Kogi	7,140	6,339	6,544	20,023
Kwara	20,112	20,554	21,253	61,919
Lagos	34,813	34,491	34,530	103,834
Nasarawa	7,283	8,189	8,982	24,454
Niger	18,058	18,275	18,607	54,940
Ogun	28,367	28,896	28,222	85,485
Ondo	27,645	27,504	26,849	81,998
Osun	16,678	16,976	16,892	50,546
Oyo	22,104	20,950	22,366	65,420
Plateau	11,213	11,579	11,610	34,402
Rivers	11,866	12,336	13,139	37,341
Sokoto	7,210	6,693	6,091	19,994
Taraba	6,915	6,371	6,201	19,487
Yobe	4,338	4,576	5,356	14,270
Zamfara	5,502	6,406	7,121	19,029
National	566,874	566,879	579,410	1,713,163

7.7.3.6 Distribution of Furniture in Private Junior Secondary Schools by State and Class

Private Junior Secondary Schools in Lagos (117,302) had the largest number of furniture, while those in Jigawa (1,618) had the lowest. Nationwide, JS1 (365,095) had more furniture than JS2 (337,859), which in turn, had more furniture than JS3 (316,028). Details are presented in Table 7.36.

Table 7.36: Distribution of Furniture in Private Junior Secondary Schools by State and Class

State	JSS 1	JSS 2	JSS 3	TOTAL
Abia	11,405	10,841	9,983	32,229
Adamawa	4,632	3,708	3,171	11,511
Akwa-Ibom	11,977	11,488	11,157	34,622
Anambra	18,646	17,068	16,024	51,738
Bauchi	4,014	3,507	3,287	10,808
Bayelsa	3,535	3,267	2,922	9,724
Benue	16,841	15,932	14,730	47,503
Borno	3,482	3,342	2,790	9,614
Cross-River	8,991	8,468	7,471	24,930
Delta	14,362	12,753	11,908	39,023
Ebonyi	9,152	8,152	7,947	25,251
Edo	12,185	11,610	11,489	35,284
Ekiti	4,830	4,134	3,648	12,612
Enugu	6,062	5,914	5,232	17,208
FCT	5,333	4,915	4,429	14,677
Gombe	2,764	2,689	2,415	7,868
Imo	14,109	13,129	11,977	39,215
Jigawa	587	528	503	1,618
Kaduna	10,483	10,366	9,071	29,920
Kano	8,184	7,620	7,392	23,196
Katsina	13,857	8,942	7,080	29,879
Kebbi	2,391	2,225	1,948	6,564
Kogi	8,863	8,537	8,102	25,502
Kwara	7,209	6,462	5,819	19,490
Lagos	40,005	38,688	38,609	117,302
Nasarawa	10,876	10,141	8,980	29,997
Niger	8,132	7,311	5,992	21,435
Ogun	22,844	22,166	22,824	67,834
Ondo	8,986	8,733	7,908	25,627
Osun	11,177	10,360	9,816	31,353
Oyo	19,098	17,433	17,211	53,742
Plateau	16,856	16,201	14,433	47,490
Rivers	10,958	10,329	9,992	31,279
Sokoto	1,882	1,729	1,486	5,097
Taraba	6,382	5,574	4,833	16,789
Yobe	1,593	1,388	1,478	4,459
Zamfara	2,412	2,209	1,971	6,592
National	365,095	337,859	316,028	1,018,982

7.8 Distribution of Toilets

Toilets are very important in schools, apart from guaranteeing hygiene and good health, the presence of toilets in schools, especially for girls, is known to encourage school attendance and the reverse encourages dropout. It is probably for this reason that toilets are considered as one of the facilities that contribute to the creation of child-friendly schools.

7.8.1 National Distribution of Toilets in Public Primary Schools

Table 7.37 shows that 50 percent of public primary schools in Nigeria did not have toilets. In private schools, the situation was better with 85 percent having toilets. Overall, 66 percent of primary schools had toilets, this translates into 34 percent of primary schools not having toilets.

Table 7.37: National Distribution of Toilets in Primary Schools

School type	No. of Schools	Number of schools with Toilets	Percentage of schools with Toilets (rounded up)
Public	63,798	31,910	50
Private	51,451	43,862	85
National	115,249	75,772	66

Figure 7.5: National Distribution of Toilets in Primary Schools

7.8.2 Zonal Distribution of Toilets in Public Primary Schools

Amongst the zones, the South-West (64 percent) had the largest percentage of schools with toilets while the North-Central (38 percent) had the least. Table 7.38 presents the details.

Table 7.38 Zonal Distribution of Toilets in Public Primary Schools

Zone	No. of Schools	Number of schools with Toilets	Percentage of schools with Toilets (rounded-up)
North-Central	13,253	5,019	38
North-East	10,266	4,486	44
North-West	20,274	10,823	53
South-East	5,491	3,013	55
South-South	5,886	3,048	52
South-West	8,628	5,521	64
National	63,798	31,910	50

7.8.3 States' Distribution of Toilets in Public Primary Schools

Many states had very low percentage of public primary schools with toilets (See Table 7.39). Plateau (24 percent) had the lowest percentage of schools without toilets. States with less than 40 percent of schools with toilets include Akwa Ibom, Ebonyi, Kogi, Nasarawa, Niger, Sokoto, Taraba, Zamfara, while Anambra, Katsina and Lagos are the only states with over 70 percent of schools with toilets.

Table 7.39: Distribution of Toilets in Public Primary Schools in States

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (Rounded-up)
Abia	885	547	62
Adamawa	1,910	957	50
Akwa-Ibom	1,170	373	32
Anambra	1,049	791	75
Bauchi	2,879	1,283	45
Bayelsa	490	213	43
Benue	2,336	1,228	53
Borno	950	407	43
Cross-River	1,080	671	62
Delta	1,100	579	53
Ebonyi	1,076	385	36
Edo	1,085	660	61
Ekiti	893	598	67
Enugu	1,201	539	45
FCT	597	374	63

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (Rounded-up)
Gombe	1,465	622	42
Imo	1,280	751	59
Jigawa	2,350	1,238	53
Kaduna	3,727	1,721	46
Kano	5,885	3,568	61
Katsina	2,744	2,140	78
Kebbi	1,876	816	43
Kogi	2,054	747	36
Kwara	1,556	632	41
Lagos	1,101	987	90
Nasarawa	1,168	376	32
Niger	3,195	1,095	34
Ogun	1,551	1,035	67
Ondo	1,285	789	61
Osun	1,342	836	62
Oyo	2,456	1,276	52
Plateau	2,347	567	24
Rivers	961	552	57
Sokoto	2,050	712	35
Taraba	2,024	694	34
Yobe	1,038	523	50
Zamfara	1,642	628	38
National	63,798	31,910	50

7.8.4 Zonal Distribution of Toilets in Private Primary Schools

The distribution of toilets in private primary schools in the Zones is higher than that of primary schools as none of the zones had less than 71 percent of toilets as presented in Table 7.40. This contrasts with the public primary schools where none of the zones had more than 64 percent of toilets.

Table 7.40: Zonal Distribution of Toilets in Private Primary Schools

Zone	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
North-Central	9,235	7,534	82
North-East	3,131	2,489	79
North-West	5,815	4,156	71
South-East	6,023	5,254	87
South-South	8,097	6,238	77
South-West	19,150	18,191	95
National	51,451	43,862	85

7.8.5 States Distribution of Toilets in Private Primary Schools

In Table 7.41, the percentage of states with toilets in private primary schools varied from 98 in Ogun to 11 percent in Akwa Ibom. In all the states with exception of Akwa Ibom, Jigawa and Kebbi, the percentage of schools with toilets in private schools were higher than in public schools. In many states such as Abia, Kano and Lagos, the percentage of schools with toilets were over 90.

Table 7.41 States' Distribution of Toilets in Private Primary Schools

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets Rounded-up
Abia	987	931	94
Adamawa	721	596	83
Akwa-Ibom	1,567	179	11
Anambra	1,828	1,630	89
Bauchi	584	415	71
Bayelsa	773	694	90
Benue	1,416	1,130	80
Borno	394	375	95
Cross-River	1,088	997	92
Delta	1,904	1,806	95
Ebonyi	713	495	69
Edo	1,023	962	94
Ekiti	990	851	86
Enugu	961	751	78
FCT	976	930	95
Gombe	503	413	82
Imo	1,534	1,447	94
Jigawa	364	203	56
Kaduna	1,435	1,267	88
Kano	1,245	1,153	93
Katsina	823	629	76
Kebbi	1,406	472	34
Kogi	995	832	84
Kwara	1,467	1,198	82
Lagos	8,589	8,373	97
Nasarawa	1,634	1,305	80
Niger	1,572	1,205	77

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets Rounded-up
Ogun	3,248	3,199	98
Ondo	1,480	1,294	87
Osun	1,986	1,860	94
Oyo	2,857	2,614	91
Plateau	1,175	934	79
Rivers	1,742	1,600	92
Sokoto	192	182	95
Taraba	799	571	71
Yobe	130	119	92
Zamfara	350	250	71
National	**51,451**	**43,862**	**85**

7.8.6 Zonal Distribution of Toilets in Public and Private Primary Schools

Table 7.42 presents the total number and percentage of toilets in both private and public primary schools by zone. The table shows that the South-West had not only the highest number of schools with toilets but also the highest percentage while the North-East had the lowest number and percentage of schools with toilets in the country.

Table 7.42 Zonal Distribution of Toilets in Public and Private Primary Schools

Zone	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
North-Central	22,488	12,553	56
North-East	13,397	6,975	52
North-West	26,089	14,979	57
South-East	11,514	8,267	72
South-South	13,983	9,286	66
South-West	27,778	23,712	85
National	115,249	75,772	66

7.8.7 States Distribution of Toilets in Public and Private Schools

Table 7.43 shows that Lagos (97 percent) and Akwa Ibom (20 percent), had the largest and smallest percentages of Primary Schools with toilets respectively. Most states had less than 80 percent of schools with toilets; the only exceptions are Anambra, FCT, Lagos, Ogun, Osun and Rivers.

Table 7.43 States' Distribution of Toilets in Public and Private Primary Schools

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Abia	1,872	1,478	79
Adamawa	2,631	1,553	59
Akwa-Ibom	2,737	552	20
Anambra	2,877	2,421	84
Bauchi	3,463	1,698	49
Bayelsa	1,263	907	72
Benue	3,752	2,358	63
Borno	1,344	782	58
Cross-River	2,168	1,668	77
Delta	3,004	2,385	79
Ebonyi	1,789	880	49
Edo	2,108	1,622	77
Ekiti	1,883	1,449	77
Enugu	2,162	1,290	60
FCT	1,573	1,304	83
Gombe	1,968	1,035	53
Imo	2,814	2,198	78
Jigawa	2,714	1,441	53
Kaduna	5,162	2,988	58
Kano	7,130	4,721	66
Katsina	3,567	2,769	78
Kebbi	3,282	1,288	39
Kogi	3,049	1,579	52
Kwara	3,023	1,830	61
Lagos	9,690	9,360	97
Nasarawa	2,802	1,681	60
Niger	4,767	2,300	48
Ogun	4,799	4,234	88
Ondo	2,765	2,083	75
Osun	3,328	2,696	81
Oyo	5,313	3,890	73
Plateau	3,522	1,501	43
Rivers	2,703	2,152	80
Sokoto	2,242	894	40
Taraba	2,823	1,265	45
Yobe	1,168	642	55
Zamfara	1,992	878	44
National	115,249	75,772	66

7.8.8 National Distribution of Toilets in Junior Secondary Schools

In the JSS, the distribution of toilets appeared slightly better than in Primary Schools as illustrated in Figure 7.6. However, the percentage of private JSS with toilets (95 percent) was higher than that of public (74 percent) as was the case with primary schools. The relatively higher percentage of JSS with toilets suggests that the JS schools were more likely to be child- friendly than Primary Schools.

Table 7.44: National Distribution of Toilets in JS Schools

School type	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Public	13,029	9,682	74
Private	17,988	17,008	95
National	31,017	26,690	86

Figure 7.6: National Distribution of Toilets in JS Schools

7.8.9 Zonal Distribution of Toilets in Public JS Schools

As in public primary schools, the North-West (85 percent) had the largest percentage of JS Schools with toilets. Unlike public primary schools, the South-East (62 percent) had the smallest percentage of public JS Schools with toilets.

Table 7.45 Zonal Distribution of Toilets in Public JS Schools

ZONE	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
North-Central	2,595	1,737	67
North-East	2,159	1,567	73
North-West	3,065	2,608	85
South-East	1,352	836	62
South-South	1,718	1,141	66
South-West	2,140	1,793	84
National	13,029	9,682	74

7.8.10 States Distribution of Toilets in Public JS Schools

The public JS schools with toilets varied from 99 percent in Katsina and Lagos to 44 percent in Ebonyi and Edo. In thirteen states, the percentage of JS schools with toilets was equal to or more than 80 percent. In many States, the percentage Public JS schools was higher than the percentage of Public Primary Schools with toilets.

7.46: Distribution of Toilets in Public JS Schools in States

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Abia	261	179	69
Adamawa	499	380	76
Akwa-Ibom	250	216	86
Anambra	255	218	85
Bauchi	685	454	66
Bayelsa	148	84	57
Benue	536	411	77
Borno	229	168	73
Cross-River	304	241	79
Delta	427	284	67
Ebonyi	267	118	44
Edo	289	126	44
Ekiti	188	146	78
Enugu	287	170	59
FCT	164	133	81
Gombe	357	244	68
Imo	282	151	54
Jigawa	543	331	61
Kaduna	366	337	92
Kano	1,161	1,070	92
Katsina	262	259	99
Kebbi	280	248	89
Kogi	460	240	52
Kwara	458	275	60
Lagos	353	350	99
Nasarawa	262	166	63
Niger	440	315	72
Ogun	312	289	93
Ondo	287	236	82
Osun	430	328	76
Oyo	570	444	78
Plateau	275	197	72

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Rivers	300	190	63
Sokoto	262	194	74
Taraba	250	201	80
Yobe	139	120	86
Zamfara	191	169	88
National	13,029	9,682	74

7.8.11 Zonal Distribution of Toilets in Private JSS

In private JS schools as contained in Table 7.46, schools with toilets varied from 98 percent in the North-West to 91 percent in the North-Central. It is thus, obvious that in all the zones, schools had at least 91 percent of schools with which toilets was higher than those of public JS schools.

Table 7.46 Zonal Distribution of Toilets in Private JSS

Zone	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
North-Central	3,711	3,365	91
North-East	1,257	1,153	92
North-West	1,704	1,665	98
South-East	2,143	1,962	92
South-South	3,335	3,184	95
South-West	5,838	5,679	97
National	17,988	17,008	95

7.8.12 States' Distribution of Toilets in Private JS schools

In the FCT and Sokoto state, all private JS schools had toilets. This could be an indication that they were enforcing the regulations governing the establishing of JS schools, that every school must have toilets. In Borno, Lagos, Ogun and Yobe states, 99 percent of private JS schools had toilets. Among the states, Ebonyi (78 percent) had the lowest percentage of private JS schools with toilets. Overall, a greater percentage of private JS schools have toilets than public JS schools. Table 7.47 provides the details.

Table 7.47: States' Distribution of Toilets in Private JSS

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Abia	537	519	97
Adamawa	248	241	97
Akwa-Ibom	374	365	98
Anambra	611	573	94
Bauchi	225	196	87
Bayelsa	315	301	96
Benue	707	646	91
Borno	142	140	99
Cross-River	456	424	93
Delta	742	727	98
Ebonyi	334	262	78
Edo	733	693	95
Ekiti	284	256	90
Enugu	255	218	85
FCT	257	258	100
Gombe	186	178	96
Imo	406	390	96
Jigawa	39	37	95
Kaduna	546	535	98
Kano	523	515	98
Katsina	288	280	97
Kebbi	90	86	96
Kogi	406	361	89
Kwara	399	354	89
Lagos	2,477	2,451	99
Nasarawa	634	581	92
Niger	514	501	97
Ogun	1,064	1,051	99
Ondo	378	343	91
Osun	617	595	96
Oyo	1,018	983	97
Plateau	794	664	84
Rivers	715	674	94
Sokoto	82	82	100
Taraba	382	325	85
Yobe	74	73	99
Zamfara	136	130	96
National	17,988	17,008	95

7.8.13 Zonal Distribution of Toilets in Public and Private Junior Secondary Schools

Table 7.48 shows that the South-West (94 percent) had the largest percentage of JS schools with toilets, while the North-East and South-East (80 percent each) had the smallest. In the zones, therefore, none had less than 80 percent of JS schools with toilets.

Table 7.48: Zonal Distribution of Toilets in Public and Private Junior Secondary Schools

Zone	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
North-Central	6,306	5,102	81
North-East	3,416	2,720	80
North-West	4,769	4,273	90
South-East	3,495	2,798	80
South-South	5,053	4,325	86
South-West	7,978	7,472	94
National	31,017	26,690	86

7.8.14 States Distribution of Toilets in Public and Private Junior Secondary Schools

The percentage of schools with toilets varied from 99 percent in Lagos to 63 percent in Ebonyi and Jigawa. Twelve states had at least 90 percent of JS schools with toilets. Sixteen states had between 80-88 percent of JS schools with toilets. No state in the country, therefore, had all JS school without toilets. Table 7.49 presents details for each state.

Table 7.49: States Distribution of Toilets in Public and Private Junior Secondary Schools

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Abia	798	698	87
Adamawa	747	621	83
Akwa-Ibom	624	581	93
Anambra	866	791	91
Bauchi	910	650	71
Bayelsa	463	385	83
Benue	1,243	1,057	85
Borno	371	308	83
Cross-River	760	665	88
Delta	1,169	1,011	86

State	No. of Schools	Number of Schools with Toilets	Percentage of Schools with Toilets (rounded-up)
Ebonyi	601	380	63
Edo	1,022	819	80
Ekiti	472	402	85
Enugu	542	388	72
FCT	421	391	93
Gombe	543	422	78
Imo	688	541	79
Jigawa	582	368	63
Kaduna	912	872	96
Kano	1,684	1,585	94
Katsina	550	539	98
Kebbi	370	334	90
Kogi	866	601	69
Kwara	857	629	73
Lagos	2,830	2,801	99
Nasarawa	896	747	83
Niger	954	816	86
Ogun	1,376	1,340	97
Ondo	665	579	87
Osun	1,047	923	88
Oyo	1,588	1,427	90
Plateau	1,069	861	81
Rivers	1,015	864	85
Sokoto	344	276	80
Taraba	632	526	83
Yobe	213	193	91
Zamfara	327	299	91
National	31,017	26,690	86

7.9 Conclusion

Computers have become inevitable tools in teaching and learning and indeed every aspect of human existence. Learners need to be taught using computers and they need to learn how to use them. The fact that they are not available in most schools suggests that many learners are deprived of the enormous benefits accruing from the use of computers. The near absence of libraries meant that learners would find it difficult to develop good reading habits, to carry out assignments and projects. Inadequate laboratories may spell doom for the development of scientific knowledge, attitudes and processes in learners, and could have

negative consequences on the country's desire for scientific and technological development. The schools fared better with respect to availability of playgrounds. This means the nation's children will have the opportunity, if equipment is available, to realise their sporting potentials.

Toilets are very important in schools, apart from guaranteeing hygiene and good health, the availability of toilets in schools encourages attendance. Open defecation and urination should be discouraged in our schools, as it is detrimental to the learner's health and teacher's wellbeing.

CHAPTER EIGHT: PERSONNEL IN BASIC EDUCATION INSTITUTIONS

8.1 Introduction

Issues of personnel in any organization are very important. These are the human resources that drive whatever happens within the organization. The peculiarities of the organization normally determine the mix of the personnel that the organization is expected to engage for purposes of rendering services. Basic education is organized administratively with UBEC at the apex, then the SUBEBs and LGEAs levels in delivering quality services for the realization of the goals and objectives of the basic education programme in Nigeria. The personnel at these three levels can be categorized into Technical and Services Departments. The Technical Departments include Planning, Research and Statistics, Academic Services, Quality Assurance/Monitoring and Evaluation/School Service/Inspectorate, Physical Planning, and Social Mobilization. The Services Departments are Administration and Supplies, and Finance and Account. The business of basic education that focuses on teaching and learning normally takes place within the schools. Teachers and support staff drive what happens within the school. This chapter focused on the personnel at SUBEBs, LGEAs and school levels. These personnel were examined at national, zonal level and state levels. Tables and graphs were used as appropriate.

8.2 Personnel in SUBEBs

In this section, personnel at SUBEBs level were presented nationwide, zonally, and by state.

8.2.1 Personnel in SUBEBs Nationwide

In this subsection, personnel distribution across the nation, by gender, grade level, work experience, training within the last 5 years and computer literacy were presented. Table 8.1 showed the distribution by departments. There were 7,841 personnel across the departments in SUBEBs nationwide. Department of Administration and Supplies, and Finance and accounts had personnel strength of 4,030 while the technical related departments' staff were 3,811. This situation was worrisome as the technical staff were expected to be more as they were involved in field-related functions. In a situation as this, personnel not adequately prepared for field work would have to be used as the exigencies of the situation dictated.

Table 8.1: Distribution of Staff across Departments

Department	Number of SUBEB Staff	Percent
Physical Planning/ Project	556	7.09
Planning, Research and Statistics/ Planning	297	3.79
Planning, Research and Statistics / Research & Publication	185	2.36
Planning, Research and Statistics / EMIS-Statistics	188	2.40
Planning, Research and Statistics / ICT	96	1.22
Administration & Supplies	2975	37.94
Finance & Accounts	1055	13.45
Academic Services	345	4.40
Monitoring & Evaluation/ Quality Assurance	1381	17.61
Social Mobilisation	404	5.15
SUBEB Chairman/ ES office	359	4.58
Total	7841	100.00

As can be seen in Table 8.1, Administration and Supplies had the largest number of staff (37.94 percent), next was Monitoring and Evaluation/Quality Assurance (17.61 percent), and Finance and Accounts (13.45 percent); PRS/ICT had the lowest number of personnel (1.22 percent). In all, Planning Research and Statistics (PRS) related departments had a staff strength of 9.77 percent.

Figure 8.1 shows that there were more male employees (4,944) than female (2,897); variation in parity reflected in all departments. This was also true of Physical Planning/Project (9.65 percent male versus 2.73 percent female), among others. The situation was worse, as revealed by figure 8.2, in several other departments.

Figure 8.1: Distribution of Staff across departments by gender

Figure 8.2: Staff Distribution across Departments by Gender

Figure 8.3 shows that 18 percent of SUBEBs' staff were involved in supervision of schools. Since this was one of the basic functions of SUBEB for assuring quality, the number seemed inadequate.

Figure 8.3: SUBEB Staff in School Supervision

From Figure 8.4, it was noted that 47.20 percent of employees were within salary grade levels of GL 0-6 (3,701) and 10.71 percent number of employees were within salary grade level GL 15-17 (840). Thus, the distribution was bottom-heavy and top light (47.20 percent to 42.09 percent to 10.71 percent) which suggested the possibility of getting quality staff to fill the higher levels when staff of higher rank retire.

Figure 8.4: Distribution of Employees by Salary Grade

In Figure 8.5, there was a gradual decrease in the number of experienced employees. Nonetheless, there were staff with as much as 30-year experience implying that filling positions as top level employees retire would not be difficult.

Figure 8.5: Distribution of Employees by Length of Service

Figure 8.6 shows the distribution of employees who attended staff development training within the last 5 years. As can be seen, 52.37 percent attended training while 47.63 percent did not attend training within the period under review. This result was worrisome as staff development is central to organizational success. Employers must buy into this if attainment of organizational goals and objectives is to be guaranteed.

Figure 8.6: Distribution of Employees' Attendance at Training

ICT is a driving force in modern organizations. Employees must be conversant with ICT usage in order to drive organizational effectiveness and efficiency. Training in ICT is therefore necessary and computer literacy is one measure of ICT knowledge. Figure 8.7 shows that 4,547 (57.99 percent) were computer literate while 3,294 (42.01 percent) were not.

Figure 8.6: Distribution of Employees' with Computer Literacy Skills

8.2.2 Personnel in SUBEBs across the Zones

In this section, personnel distribution across the zones by gender, grade level, work experience, training within the last 5 years and computer was presented.

Results in Table 8.2 indicate that in the North-Central, the largest number of employees was in Department of Administration and Supply (749) followed by Department of Monitoring & Evaluation/Quality Assurance (446) then Department of Physical Planning/Project (149). The same trend was observed for all other zones. Employees in the departments of Physical planning/project, Administration and Supplies, Finance and Accounts, Monitoring & Evaluation/Quality Assurance, Mobilization were more in North-Central than in other zones; the lowest number of employees was in the South-West in the departments of PRS/Research and Publications, PRS/ICT and Social Mobilization. North-West had the largest number of employees in the departments of PRS/Planning, PRS/Research and Publications while North-East had largest number of employees in the Department of PRS/EMIS-statistics. On

the whole, the largest number of employees was in North-Central (2004), followed by North-West (1258) while the least number of employees was in South-South (1096). The fact that a large proportion of the employees was in the departments of Administration & Supplies, Finance & Accounts and Physical Planning/project may not be healthy for the system because, with the exception of the department of Physical planning/projects, the other departments were mainly involved in in-house schedules.

Table 8.2: Distribution of SUBEBs Staff according to Departments in Zones

ZONE	PHYSICAL PLANNING/ PROJECT	PRS/ PLANNING	PRS/ RESEARCH & PUBLICATION	PRS/ EMIS-STATISTICS	PRS/ ICT	ADMIN & SUPPLIES	FINANCE & ACCOUNTS	ACADEMIC SERVICES	MONITORING & EVALUATION / QUALITY ASSURANCE	SOCIAL MOBILISATION	SUBEB CHAIRMAN/ ES OFFICE	TOTAL
NC	149	33	26	53	29	749	274	79	446	98	68	2004
NE	92	72	60	55	25	483	154	22	177	55	48	1243
NW	94	79	66	20	13	402	110	61	323	65	25	1258
SE	57	23	15	21	20	446	151	80	145	66	81	1105
SS	83	27	14	15	9	434	176	66	124	86	62	1096
SW	81	63	4	24	0	461	190	37	166	34	75	1135
National	556	297	185	188	96	2975	1055	345	1381	404	359	7,841

As can be seen in Table 8.3, there were more male than female employees in all zones for the departments of physical planning/projects and PRS/EMIS-statistics. Among the northern zones, there were more male than female employees in all departments. On the other hand, there were more females as shown in other departments in the southern zones. The lack of parity here could be attributable to cultural factors, among others.

Table 8.3: Zonal Distribution of SUBEBS Staff by Departments and Gender

Zone	PHYSICAL PLANNING / PROJECT		PRS/ PLANNING		PRS/ RESEARCH & PUBLICATION		PRS/ EMIS-STATISTICS		PRS/ ICT		ADMIN & SUPPLIES		FINANCE & ACCOUNTS		ACADEMIC SERVICES		MONITORING & EVALUATION/ QUALITY ASSURANCE		SOCIAL MOBILISATION		SUBEB CHAIRMAN/ ES OFFICE	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
NC	133	16	22	11	12	14	37	16	18	11	467	282	179	95	54	25	230	216	53	45	51	17
NE	90	2	61	11	59	1	46	9	24	1	372	111	104	50	15	7	133	44	39	16	29	19
NW	86	8	72	7	66	0	19	1	13	0	373	29	103	7	55	6	296	27	53	12	20	5
SE	44	13	9	14	5	10	11	10	12	8	180	266	50	101	15	65	40	105	10	56	33	48
SS	68	15	13	14	7	7	11	4	6	3	211	223	91	85	24	42	44	80	41	45	31	31
SW	56	25	31	32	1	3	12	12	0	0	259	202	95	95	12	25	77	89	13	21	48	27
National	477	79	208	89	150	35	136	52	73	23	1862	1113	622	433	175	170	820	561	209	195	212	147

School Supervision

Table 8.4 shows that nationwide 17.61 percent of SUBEBs' staff were involved in school supervision. Among the zones, the North-West had the largest percentage of SUBEB staff 25.68 percent involved in school supervision, while the South-South had only 11.31 percent, the smallest number.

Table 8.4: SUBEB Staff in School Supervision According to Zones

Zone	Number of SUBEB Staff	SUBEB Staff in School Supervision	
		Number	Percent
North-Central	2004	446	22.26
North-East	1243	177	14.24
North-West	1258	323	25.68
South-East	1105	145	13.12
South-South	1096	124	11.31
South-West	1135	166	14.63
National	7,841	1,381	17.61

Figure 8.7 shows that the largest number of employees who are on salary GL 1-6 were in South-West (57.44 percent), followed by North-East (53.98 percent); the smallest number of employees were in South-East (37.38 percent). With salary grade level GL 7-14, the largest number were in South-East (49.68 percent) followed by South-South (44.62 percent) and the smallest were in South-West (34.27 percent). At salary GL 15-17, the highest proportion was in North-Central, followed by South-East (12.94 percent) with the smallest being in North-West (7.15 percent). The distribution of employees was pyramidal in the South-West, North-West and North-East, but not in the South-South, South-East and North-Central. In the former, recruitment immediately filled vacant positions as employees retired or were promoted. Such promotion and recruitment may have been halted in the latter.

Figure 8.7: SUBEB Staff Distribution by Salary Grade Level in zones

In Figure 8.8, situation analysis as captured in the various Statistics clearly showed that more employees need to be employed to fill vacancies that may emerge as a result of the retirements.

Figure 8.8: SUBEB Staff Distribution by Work Experience in Zones

In Figure 8.9, more than 54 percent of the employees attended training within the last five years in South-South (64.32 percent), North-Central (58.93 percent) and South-East (56.2 percent).This situation is good as the employees are likely to be exposed to some new developments for actualizing organizational goals. More than 60 percent did not attend any training in South-West (62.73 percent) and North-East (60.18 percent). This is worrisome as benefits expected from staff development programmes may be difficult to actualize. The reasons for non-participation in training programmes can only be guessed at; it is likely that the budget for training was limited or the value of training programmes was not quite well appreciated and thus emphasis was not laid on it.

Figure 8.9: Zonal SUBEB Staff Distribution by Attendance of Training

In Figure 8.10, staff with computer literacy was more than 50 percent in the zones with the exception of North-East (47.06 percent). The low computer literacy in the North-East may not be unconnected with the insurgency therein leading to migration and unsettled life thereby not allowing employees to engage in learning how to use the computer.

Figure 8.10: SUBEB Staff Computer Literacy in Zones

8.2.3 Personnel in SUBEBs across the states

In this section, personnel distribution across the states by gender, grade level, work experience, training within the last 5 years and computer literacy were examined. Generally, as presented in Table 8.5, the largest number of employees was in Benue (521), FCT-Abuja (493) and Abia (332) and the smallest in Gombe (36), Sokoto (44) and Kaduna (71)

respectively. The largest number of employees was in Administration and Supplies in all states, except in Gombe, Kaduna and Sokoto, all as in the nation- wide data. The implication deduced there was relevant here.

Table 8.5: Distribution of Employees by Departments across States

STATE	PHYSICAL PLANNING /PROJECT	PRS/ PLANNING	PRS/RESEARCH AND PUBLICATION	PRS/ EMIS-STATISTICS	PES/ ICT	ADMIN & SUPPLIES	FINANCE & ACCOUNTS	ACADEMIC SERVICES	MONITORING & EVALUATION/ QUALITY ASSURANCE	SOCIAL MOBILIZATION	SUBEB CHAIRMAN/ ES OFFICE	TOTAL
Abia	12	10	0	4	3	105	40	9	83	34	32	332
Adamawa	25	10	2	15	2	123	38	4	39	22	16	296
Akwa-ibom	5	6	4	4	1	43	20	12	22	13	13	143
Anambra	4	4	4	10	11	70	25	26	15	9	11	189
Bauchi	26	16	34	12	2	126	18	1	43	10	2	290
Bayelsa	24	6	0	4	0	89	56	12	29	15	23	258
Benue	26	10	9	20	8	228	71	29	75	40	5	521
Borno	6	2	3	4	0	49	19	3	10	0	0	96
Cross-River	11	5	0	0	1	76	27	9	12	8	2	151
Delta	7	7	6	4	5	73	28	15	13	27	12	197
Ebonyi	19	2	5	2	1	94	34	17	29	9	9	221
Edo	5	3	2	1	0	53	19	7	19	6	2	117
Ekiti	22	21	1	10	0	90	38	7	14	7	13	223
Enugu	10	0	3	2	2	89	22	3	7	7	3	148
FCT	58	4	1	5	9	142	44	32	154	12	32	493
Gombe	3	9	0	0	0	5	7	1	7	0	4	36
Imo	12	7	3	3	3	88	30	25	11	7	26	215
Jigawa	2	22	1	1	2	42	18	7	109	13	4	221
Kaduna	11	12	10	1	2	7	1	5	17	5	0	71
Kano	30	9	49	1	6	81	7	23	54	9	1	270
Katsina	22	11	4	7	1	103	29	20	53	11	14	275
Kebbi	12	18	2	3	1	82	37	0	43	7	3	208
Kogi	24	2	1	7	1	89	60	0	79	4	7	274
Kwara	18	5	0	8	6	115	35	0	38	15	1	241
Lagos	21	14	1	5	0	41	24	8	62	11	20	207
Nasarawa	0	3	7	0	2	47	14	4	22	1	8	108
Niger	17	5	3	7	0	63	23	3	48	14	5	188
Ogun	10	8	0	1	0	70	25	21	23	9	15	182
Ondo	5	15	1	2	0	86	43	0	34	0	10	196
Osun	5	2	1	1	0	115	26	0	12	0	10	172
Oyo	18	3	0	5	0	59	34	1	21	7	7	155
Plateau	6	4	5	6	3	65	27	11	30	12	10	179
Rivers	31	0	2	2	2	100	26	11	29	17	10	230
Sokoto	4	1	0	0	0	7	0	0	32	0	0	44
Taraba	10	18	1	9	4	134	57	12	53	16	7	321
Yobe	22	17	20	15	17	46	15	1	25	7	19	204
Zamfara	13	6	0	7	1	80	18	6	15	20	3	169
National	**556**	**297**	**185**	**188**	**96**	**2975**	**1055**	**345**	**1381**	**404**	**359**	**7,841**

Table 8.6, shows that there were generally more female employees than male ones in the southern states, including Abia, Anambra, Delta, Imo, Lagos, Ogun and Rivers. However, in most of the northern states, there was generally a higher representation of male employees compared to female employees, e.g in Jigawa, Kano, Bauchi, Sokoto and Katsina states. This may be due to low emphasis on girl-child education and cultural practices there unlike the south. In the South-East low emphasis on boy-child education may have contributed.

Table 8.6: Administrative personnel in SUBEBs by State and Gender

STATE	MALE		FEMALE		TOTAL
	Number	percent	Number	percent	
Abia	120	36.14	212	63.86	332
Adamawa	191	64.53	105	35.47	296
Akwa-ibom	75	52.45	68	47.55	143
Anambra	47	24.87	142	75.13	189
Bauchi	274	94.48	16	5.52	290
Bayelsa	145	56.20	113	43.80	258
Benue	357	68.52	164	31.48	521
Borno	69	71.88	27	28.13	96
Cross-River	79	52.32	72	47.68	151
Delta	81	41.12	116	58.88	197
Ebonyi	95	42.99	126	57.01	221
Edo	57	48.72	60	51.28	117
Ekiti	112	50.22	111	49.78	223
Enugu	67	45.27	81	54.73	148
FCT	292	59.23	201	40.77	493
Gombe	29	80.56	7	19.44	36
Imo	80	37.21	135	62.79	215
Jigawa	210	95.02	11	4.98	221
Kaduna	63	88.73	8	11.27	71
Kano	253	93.70	17	6.30	270
Katsina	258	93.82	17	6.18	275
Kebbi	176	84.62	32	15.38	208
Kogi	141	51.46	133	48.54	274
Kwara	151	62.66	90	37.34	241
Lagos	101	48.79	106	51.21	207
Nasarawa	68	62.96	40	37.04	108
Niger	143	76.06	45	23.94	188
Ogun	85	46.70	97	53.30	182
Ondo	111	56.63	85	43.37	196
Osun	103	59.88	69	40.12	172
Oyo	92	59.35	63	40.65	155
Plateau	104	58.10	75	41.90	179
Rivers	110	47.83	120	52.17	230
Sokoto	43	97.73	1	2.27	44
Taraba	233	72.59	88	27.41	321
Yobe	176	86.27	28	13.73	204
Zamfara	153	90.53	16	9.47	169
National	4,944	63.05	2,897	36.95	7,841

Variable number of SUBEBs staff were involved in supervision of schools to ensure quality. Sokoto state had 72.73 percent of its staff involved in supervision, the highest, while Enugu had only 4.73 percent, the lowest. Details are presented in Table 8.7.

Table 8.7: Distribution of SUBEB Staff in School Supervision by State

State	Number of Staff in SUBEB	SUBEB Staff in School Supervision	
		Number	Percent
Abia	332	83	25.00
Adamawa	296	39	13.18
Akwa-ibom	143	22	15.38
Anambra	189	15	7.94
Bauchi	290	43	14.83
Bayelsa	258	29	11.24
Benue	521	75	14.40
Borno	96	10	10.42
C/river	151	12	7.95
Delta	197	13	6.60
Ebonyi	221	29	13.12
Edo	117	19	16.24
Ekiti	223	14	6.28
Enugu	148	7	4.73
FCT	493	154	31.24
Gombe	36	7	19.44
Imo	215	11	5.12
Jigawa	221	109	49.32
Kaduna	71	17	23.94
Kano	270	54	20.00
Katsina	275	53	19.27
Kebbi	208	43	20.67
Kogi	274	79	28.83
Kwara	241	38	15.77
Lagos	207	62	29.95
Nasarawa	108	22	20.37
Niger	188	48	25.53
Ogun	182	23	12.64
Ondo	196	34	17.35
Osun	172	12	6.98
Oyo	155	21	13.55
Plateau	179	30	16.76
Rivers	230	29	12.61

State	Number of Staff in SUBEB	SUBEB Staff in School Supervision	
		Number	Percent
Sokoto	44	32	72.73
Taraba	321	53	16.51
Yobe	204	25	12.25
Zamfara	169	15	8.88
National	7,841	1381	17.61

Table 8.8 shows that the number of employees on Grade Levels 1-6 ranged from 80.23 percent (Osun) to 26.90 percent (Delta). For employees on Grade Levels 7-14, the number range was from 59.39 percent (Delta) to 15.31 percent (Ondo). The distribution of employees across the salary grade levels was pyramidal (few employees at the top and the number increased substantially at the lower level) for states such as Bauchi, Benue and Cross-River. In other states such as Abia, Delta and Gombe, there was largest concentration of employees on Grade Levels 7-14. It is likely that states that exhibited a pyramidal distribution continued to employ while others stopped employment for a while.

Table 8.8: SUBEB Staff Salary Grade Level by State

State	GL 1-6		GL 7-14		GL 15-17		Total
	Number	Percent	Number	Percent	Number	Percent	
Abia	118	35.54	183	55.12	31	9.34	332
Adamawa	120	40.54	149	50.34	27	9.12	296
Akwa-Ibom	48	33.57	63	44.06	32	22.38	143
Anambra	59	31.22	89	47.09	41	21.69	189
Bauchi	216	74.48	71	24.48	3	1.03	290
Bayelsa	98	37.98	128	49.61	32	12.40	258
Benue	321	61.61	161	30.90	39	7.49	521
Borno	55	57.29	35	36.46	6	6.25	96
Cross-River	77	50.99	60	39.74	14	9.27	151
Delta	53	26.90	117	59.39	27	13.71	197
Ebonyi	85	38.46	106	47.96	30	13.57	221
Edo	71	60.68	36	30.77	10	8.55	117
Ekiti	70	31.39	122	54.71	31	13.90	223
Enugu	79	53.38	54	36.49	15	10.14	148
FCT	166	33.67	224	45.44	103	20.89	493
Gombe	10	27.78	19	52.78	7	19.44	36
Imo	72	33.49	117	54.42	26	12.09	215
Jigawa	103	46.61	108	48.87	10	4.52	221
Kaduna	43	60.56	25	35.21	3	4.23	71
Kano	156	57.78	106	39.26	8	2.96	270
Katsina	128	46.55	120	43.64	27	9.82	275

State	GL 1-6		GL 7-14		GL 15-17		Total
	Number	Percent	Number	Percent	Number	Percent	
Kebbi	110	52.88	80	38.46	18	8.65	208
Kogi	85	31.02	158	57.66	31	11.31	274
Kwara	92	38.17	108	44.81	41	17.01	241
Lagos	88	42.51	86	41.55	33	15.94	207
Nasarawa	50	46.30	44	40.74	14	12.96	108
Niger	70	37.23	84	44.68	34	18.09	188
Ogun	98	53.85	73	40.11	11	6.04	182
Ondo	157	80.10	30	15.31	9	4.59	196
Osun	138	80.23	32	18.60	2	1.16	172
Oyo	101	65.16	46	29.68	8	5.16	155
Plateau	69	38.55	88	49.16	22	12.29	179
Rivers	124	53.91	85	36.96	21	9.13	230
Sokoto	20	45.45	23	52.27	1	2.27	44
Taraba	172	53.58	123	38.32	26	8.10	321
Yobe	98	48.04	82	40.20	24	11.76	204
Zamfara	81	47.93	65	38.46	23	13.61	169
National	3,701	47.20	3,300	42.09	840	10.71	7,841

Table 8.9 shows the distribution of SUBEB staff by length of service according to states. Employees with 0-5 years in service ranged from 7.11 percent (Delta) to 77.33 percent (Osun). Employees who had spent 31 years and above in service ranged from 0.58 percent (Osun) to 14.93 percent (Jigawa). On the whole, there was no discernible trend across all the states with respect to the distribution of employees by length of service. However, the proportion of employees who had worked for 26 years and above was generally small.

Table 8.9: SUBEB Staff Length of Service by State

State	0 -5 Years		6 -10 Years		11-15 Years		16 -20 Years		21-25 Years		26 - 30 Years		31 Years and Above		Total
	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	
ABIA	47	14.16	52	15.66	73	21.99	51	15.36	80	24.10	17	5.12	12	3.61	332
ADAMAWA	60	20.27	73	24.66	69	23.31	23	7.77	34	11.49	23	7.77	14	4.73	296
AKWA-IBOM	12	8.39	34	23.78	29	20.28	30	20.98	13	9.09	13	9.09	12	8.39	143
ANAMBRA	40	21.16	35	18.52	34	17.99	41	21.69	21	11.11	11	5.82	7	3.70	189
BAUCHI	110	37.93	121	41.72	19	6.55	15	5.17	8	2.76	14	4.83	3	1.03	290
BAYELSA	84	32.56	2	0.78	68	26.36	48	18.60	28	10.85	16	6.20	12	4.65	258
BENUE	161	30.90	70	13.44	85	16.31	61	11.71	49	9.40	61	11.71	34	6.53	521
BORNO	23	23.96	10	10.42	21	21.88	12	12.50	14	14.58	9	9.38	7	7.29	96
CROSS-RIVER	37	24.50	3	1.99	8	5.30	42	27.81	34	22.52	24	15.89	3	1.99	151
DELTA	14	7.11	30	15.23	61	30.96	33	16.75	43	21.83	10	5.08	6	3.05	197
EBONYI	33	14.93	3	1.36	25	11.31	92	41.63	35	15.84	21	9.50	12	5.43	221
EDO	46	39.32	20	17.09	14	11.97	6	5.13	21	17.95	6	5.13	4	3.42	117
EKITI	56	25.11	39	17.49	31	13.90	39	17.49	27	12.11	21	9.42	10	4.48	223
ENUGU	64	43.24	12	8.11	6	4.05	12	8.11	27	18.24	18	12.16	9	6.08	148
FCT	52	10.55	125	25.35	29	5.88	96	19.47	58	11.76	87	17.65	46	9.33	493

State	0 -5 Years		6 -10 Years		11-15 Years		16 -20 Years		21-25 Years		26 - 30 Years		31 Years and Above		Total
	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent	
GOMBE	7	19.44	11	30.56	6	16.67	4	11.11	2	5.56	3	8.33	3	8.33	36
IMO	32	14.88	45	20.93	49	22.79	38	17.67	30	13.95	11	5.12	10	4.65	215
JIGAWA	49	22.17	18	8.14	42	19.00	49	22.17	15	6.79	15	6.79	33	14.93	221
KADUNA	39	54.93	3	4.23	4	5.63	9	12.68	5	7.04	9	12.68	2	2.82	71
KANO	104	38.52	47	17.41	28	10.37	45	16.67	13	4.81	20	7.41	13	4.81	270
KATSINA	119	43.27	24	8.73	29	10.55	27	9.82	23	8.36	32	11.64	21	7.64	275
KEBBI	49	23.56	20	9.62	31	14.90	42	20.19	36	17.31	15	7.21	15	7.21	208
KOGI	32	11.68	11	4.01	67	24.45	65	23.72	45	16.42	31	11.31	23	8.39	274
KWARA	40	16.60	53	21.99	39	16.18	17	7.05	44	18.26	21	8.71	27	11.20	241
LAGOS	20	9.66	11	5.31	31	14.98	81	39.13	18	8.70	28	13.53	18	8.70	207
NASARAWA	21	19.44	15	13.89	20	18.52	25	23.15	17	15.74	6	5.56	4	3.70	108
NIGER	57	30.32	12	6.38	33	17.55	20	10.64	22	11.70	27	14.36	17	9.04	188
OGUN	37	20.33	35	19.23	26	14.29	33	18.13	20	10.99	29	15.93	2	1.10	182
ONDO	66	33.67	41	20.92	36	18.37	29	14.80	14	7.14	6	3.06	4	2.04	196
OSUN	133	77.33	7	4.07	13	7.56	5	2.91	7	4.07	6	3.49	1	0.58	172
OYO	41	26.45	4	2.58	28	18.06	39	25.16	26	16.77	15	9.68	2	1.29	155
PLATEAU	36	20.11	31	17.32	34	18.99	30	16.76	35	19.55	7	3.91	6	3.35	179
RIVERS	45	19.57	5	2.17	78	33.91	45	19.57	23	10.00	20	8.70	14	6.09	230
SOKOTO	20	45.45	2	4.55	2	4.55	2	4.55	6	13.64	6	13.64	6	13.64	44
TARABA	142	44.24	33	10.28	38	11.84	31	9.66	42	13.08	21	6.54	14	4.36	321
YOBE	41	20.10	43	21.08	31	15.20	18	8.82	36	17.65	27	13.24	8	3.92	204
ZAMFARA	81	47.93	15	8.88	25	14.79	10	5.92	11	6.51	14	8.28	13	7.69	169
National	26.14	1115	14.22	1262	16.09	1265	16.13	982	12.52	720	9.18	447	5.70	7841	26.14

With respect to staff development programmes within the last five years as presented in Table 8.10, more than 50 percent of the employees in twenty states attended training programmes. The best performing states in this regard were Akwa Ibom (91.61 percent), Imo (86.05 percent), and Anambra (80.42 percent). States that did not do very well in that regard were Osun (78.49 percent), Ekiti (75.34 percent) and Ondo (71.94 percent).

Table 8.10: Distribution of SUBEB Staff Exposed to Training by State

State	Staff with training in the last 5 years		Staff without training for the last 5 years		Total
	Number	Percent	Number	Percent	
Abia	120	36.14	212	63.86	332
Adamawa	128	43.24	168	56.76	296
Akwa-Ibom	131	91.61	12	8.39	143
Anambra	152	80.42	37	19.58	189
Bauchi	82	28.28	208	71.72	290
Bayelsa	97	37.60	161	62.40	258
Benue	273	52.40	248	47.60	521

State	Staff with training in the last 5 years		Staff without training for the last 5 years		Total
	Number	Percent	Number	Percent	
Borno	40	41.67	56	58.33	96
Cross-River	110	72.85	41	27.15	151
Delta	155	78.68	42	21.32	197
Ebonyi	93	42.08	128	57.92	221
Edo	51	43.59	66	56.41	117
Ekiti	55	24.66	168	75.34	223
Enugu	71	47.97	77	52.03	148
FCT	256	51.93	237	48.07	493
Gombe	23	63.89	13	36.11	36
Imo	185	86.05	30	13.95	215
Jigawa	130	58.82	91	41.18	221
Kaduna	35	49.30	36	50.70	71
Kano	119	44.07	151	55.93	270
Katsina	143	52.00	132	48.00	275
Kebbi	117	56.25	91	43.75	208
Kogi	167	60.95	107	39.05	274
Kwara	155	64.32	86	35.68	241
Lagos	160	77.29	47	22.71	207
Nasarawa	83	76.85	25	23.15	108
Niger	105	55.85	83	44.15	188
Ogun	56	30.77	126	69.23	182
Ondo	55	28.06	141	71.94	196
Osun	37	21.51	135	78.49	172
Oyo	60	38.71	95	61.29	155
Plateau	142	79.33	37	20.67	179
Rivers	161	70.00	69	30.00	230
Sokoto	35	79.55	9	20.45	44
Taraba	123	38.32	198	61.68	321
Yobe	99	48.53	105	51.47	204
Zamfara	102	60.36	67	39.64	169
National	4,106	52.37	3,735	47.63	7,841

With respect to computer literacy of employees, Table 8.11 shows that in twenty-nine states, more than 50 percent of the employees were computer literate, the best being Abia (58.13 percent), Delta (57.87 percent) and Kogi (55.84 percent). States with the least computer literacy were Nasarawa (65.74 percent), Kaduna (61.97) and Jigawa (59.73 percent).

Table 8.11: SUBEB Staff Computer Literacy by State

State	With Computer Literacy		No Computer Literacy		Total
	Number	Percent	Number	Percent	
Abia	193	58.13	139	41.87	332
Adamawa	135	45.61	161	54.39	296
Akwa-Ibom	85	59.44	58	40.56	143
Anambra	153	80.95	36	19.05	189
Bauchi	125	43.10	165	56.90	290
Bayelsa	139	53.88	119	46.12	258
Benue	360	69.10	161	30.90	521
Borno	48	50.00	48	50.00	96
Cross-River	119	78.81	32	21.19	151
Delta	114	57.87	83	42.13	197
Ebonyi	99	44.80	122	55.20	221
Edo	77	65.81	40	34.19	117
Ekiti	134	60.09	89	39.91	223
Enugu	101	68.24	47	31.76	148
FCT	346	70.18	147	29.82	493
Gombe	23	63.89	13	36.11	36
Imo	110	51.16	105	48.84	215
Jigawa	89	40.27	132	59.73	221
Kaduna	27	38.03	44	61.97	71
Kano	143	52.96	127	47.04	270
Katsina	149	54.18	126	45.82	275
Kebbi	94	45.19	114	54.81	208
Kogi	153	55.84	121	44.16	274
Kwara	171	70.95	70	29.05	241
Lagos	187	90.34	20	9.66	207
Nasarawa	37	34.26	71	65.74	108
Niger	94	50.00	94	50.00	188
Ogun	121	66.48	61	33.52	182
Ondo	118	60.20	78	39.80	196
Osun	86	50.00	86	50.00	172
Oyo	111	71.61	44	28.39	155
Plateau	97	54.19	82	45.81	179
Rivers	127	55.22	103	44.78	230
Sokoto	24	54.55	20	45.45	44
Taraba	163	50.78	158	49.22	321
Yobe	91	44.61	113	55.39	204
Zamfara	104	61.54	65	38.46	169
National	4547	57.99	3,294	42.01	7,841

8.3 Personnel in LGEAs

In this section, personnel at LGEAs level are presented nationwide, according to zones and by state.

8.3.1 Personnel in LGEAs Nationwide

This subsection, presents personnel distribution nationally, by gender, grade level, work experience, training within the last 5 years and computer literacy. Table 8.12 shows the distribution according to departments. There were 66,173 personnel across all the departments in LGEAs nationwide. Administration and Supplies, and Finance and Accounts had a personnel strength of 30,172, while the technical departments' staff were 36,001. Though the technical staff were more than those in the Departments of Administration and Supplies, and Finance and Accounts, the difference was not substantial. In a situation as this, personnel not adequately prepared for field work would have to be used as the exigencies of the situation dictates.

Table 8.12: Distribution of LGEA Staff by Department

Department	Total	
	Number	Percent
Academic Services	3,178	4.80
Admin & Supplies	21,088	31.87
Finance & Accounts	9,084	13.73
Monitoring & evaluation/ Quality assurance	17,742	26.81
Physical planning/ Project	2,769	4.18
Planning, Research and Statistics/ EMIS-Statistics	1,729	2.61
Planning, Research and Statistics / ICT	521	0.79
Planning, Research and Statistics / Planning	3,849	5.82
Planning, Research and Statistics / Research & Publication	1,058	1.60
Social Mobilisation	3,408	5.15
Chairman/ Education Secretary	1,747	2.64
Total	66,173	100.00

The distribution of staff across the different departments is presented in Figure 8.11 where the Department of Administration and Supplies (31.87 percent) had the largest number of staff, followed by Department of Monitoring and Evaluation/Quality Assurance (26.81

percent), and the Department of Finance and Accounts (13.73 percent); the Department of Planning, Research and Statistics/ICT had the lowest number of personnel (0.79 percent). In all, Planning Research and Statistics (PRS) departments had a staff strength of 10.82 percent.

Figure 8.11: Staff Distribution across Departments

There were more male (46,384) than female employees (19,789). This numerical variation was reflected in all the departments, i.e, there was no parity in the distribution of male and female employees.

Figure 8.12: Staff Distribution across Departments by Gender

With regard to schools supervision, the total percentage of LGEA staff relative to the staff engaged in school supervision was only 27 percent.

Figure 8.13: LGEA Staff Engaged in School Supervision

Figure 8.14: shows that the salary of employees was pyramidal, with more employees at the lower grade levels and decreased at higher levels. The largest number of employees were at grade GL 1-6 and the smallest at salary grade level GL 15-17.

Figure 8.14: Staff Distribution According to Salary Grade Levels

In Figure 8.15, 57 percent of the LGEAs employees had not attended any training within the last 5 years. This is not good for the system as new techniques and innovations that are normally learnt at such staff development programmes would not be acquired by employees.

Figure 8.15: Staff Attendance at Training in Last 5 Years

Figure 8.16 shows that, only 47 percent of the employees were computer literate. This is one of the things that training should focus on, if efficiency and effectiveness are to be achieved.

Figure 8.16: Staff Distribution According to Computer Literacy

8.3.2 Personnel in LGEAs across the Zones

In this section, personnel in LGEAs across the zones are presented. Table 8.13 shows that the largest number of employees were in the Department of Administration and Supplies in all the zones. This was followed by Monitoring & Evaluation/Quality Assurance Department in the Northern zones. The southern zones (South-West (9.00 percent), South-South (6.60 percent) and the South-East (4.10 percent)) had larger proportion of employees in the Chairman/Education Secretary's office compared to the northern zones (North-West (1.11 percent)). The smallest number of employees were in PRS/ICT department in all the zones.

Table 8.13: Zonal Distribution of LGEA Staff Distribution by Departments

ZONES	ACADEMIC SERVICES	ADMIN & SUPPLIES	FINANCE & ACCOUNTS	MONITORING & EVALUATION/ QUALITY ASSURANCE	PHYSICAL PLANNING/ PROJECT	PRS/ EMIS-STATISTICS	PRS/ ICT	PRS/ PLANNING	PRS/ RESEARCH & PUBLICATION	SOCIAL MOBILISATION	CHAIRMAN/ EDU SEC	TOTAL
NORTH-CENTRAL	1166	6036	2870	5108	1150	431	214	639	372	1194	371	19551
NORTH-EAST	434	4425	1742	2498	299	259	96	886	169	440	205	11453
NORTH-WEST	1071	5239	2042	7856	955	414	54	1653	218	1117	232	20851
SOUTH-EAST	152	1320	737	641	87	312	108	231	141	222	169	4120
SOUTH-SOUTH	226	2726	1031	893	86	195	30	217	107	236	406	6153
SOUTH-WEST	129	1342	662	746	192	118	19	223	51	199	364	4045
National	3,178	21,088	9,084	17,742	2,769	1,729	521	3,849	1,058	3,408	1,747	66,173

Table 8.14: shows that at the zonal level, the North-West had the largest percentage of LGEA staff involved in school supervision (37.68 percent), while the South-South (14.51 percent) had the lowest.

Table 8.14: Distribution of LGEA Staff in School Supervision According to Zones

Zone	Number of LGEA Staff	LGEA Staff In School Supervision	
		Number	Percent
North-Central	19,551	5108	26.13
North-East	11,453	2498	21.81
North-West	20,851	7856	37.68
South-East	4,120	641	15.56
South-South	6,153	893	14.51
South-West	4,045	746	18.44
National	66,173	17742	26.81

Figure 8.17 shows that there were generally more males across all the zones, with the exception of the South-East (male 35.56 percent). The preponderance of male employees was greater than 65 percent in all of the northern zones. The situation in the South-East could be due to the male folks being more interested in business-related activities than in the civil service.

Figure 8.17: Zonal Distribution of LGEAS Administrative Staff by Gender

In Figure 8.18, the largest number of employees on salary scale of GL 1-6 were in the North-East (54.82 percent) followed by the South-West (53.40 percent). The smallest number of employees was in the North-Central (41.50 percent). With salary grade level GL 7-14, the largest number were in the North-West (46.49 percent) followed by the North-Central (46.14

percent) and the smallest were in the North-East (38.81 percent). At salary level GL 15-17, the highest proportion was in South-East (13.76 percent), followed by the North-Central (12.37 percent) with the smallest being in the North-West (2.38 percent). The distribution of employees was pyramidal in South-West, North-West, South-South, and North-East. This was not the case in the North-Central. The situation in the South-West, North-West, South-South and North-East could have been as a result of recruitment to fill lower level grades as employees retired and/or promoted while in the other zones, recruitment might have been halted.

Figure 8.18: Zonal Distribution of LGEA Staff by Grade Level

From Figure 8.19, the employees with experience of 0- 5 years was largest for North-West (26.84 percent), followed by North-East (21.43 percent) and South-South (16.76 percent). At the 6-10 years of working experience, the range was 4.37 percent (South-South) to 18.61 percent (North-East) while the range for 11-15 years, 16-20 years and 21-25 years were 11.31 percent (South-East) to 26.33 percent (South-South), 22.43 percent (South-South) to 13.24 percent (North-Central) and 10.68 percent (South-West) to 22.26 percent (South-East) respectively. For 26-30 years and 31 years and above experience, the range were 7.16 percent (South-East) to 12.77 percent (North-Central) and 5.74 percent (South-West) to 8.67 percent (North-West) respectively. It seems more employees were engaged within the last 10 years in North-Central and North-East while the least number was employed in South-South and South-East. Thus, within the next 10 years, the number of employees that may retire

would vary from 13.48 percent (North-West) to 24.18 percent (North-West). This has implications as more employees need to be employed to fill vacancies that would emerge as a result of retirements.

Figure 8.19: Zonal Distribution of LGEA Staff Length of Service

Figure 8.20 shows that except in the North-West, the percentage of LGEA staff who did not attend any training in the last 5 years were more than those who did. The percentage of LGEA staff who did varied from 53.49 percent in the North-West to 28.05 percent in the South-South. As for those who did not attend any training, the percentage varied from 71.95

percent in the South-South to 46.51 percent in the North-West. The high percentage of those who did not attend training is worrisome. The reasons for this could range from limited funds to lack of appreciation of the value of such training.

Figure 8.20: LGEA Staff Training by Zone

Figure 8.21 shows the percentage of LGEAs staff who were computer literate. With the exception of the South-East (54.88 percent) and the South-West (60.74 percent) the number was less than 50 percent.

Figure 8.21: LGEA Staff Computer Literacy by Zone

8.3.3 Personnel in LGEAs by States

In this section, LGEAs personnel distribution by gender, grade level, work experience, training within the last 5 years, involvement in supervision and computer literacy across the states are presented. It is observed in Table 9.15 that generally, the largest numbers of employees were in Kano (4113), Katsina (4031) and Nasarawa (3821) and the smallest in Enugu (357), Ondo (415) and Osun (438). The largest numbers of employees were in the Department of Administration and Supplies in all the states except, in Gombe, Kaduna, Katsina, Jigawa, Bauchi, Kano, Kebbi, Kwara, Niger, Plateau and Sokoto, and in the Department of Monitoring & Evaluation/Quality Assurance. This may be because of the important role quality assurance plays in the implementation of basic education.

Table 8.15: Distribution of LGEA Staff by State and Department

STATE	ACADEMIC SERVICES	ADMIN & SUPPLIES	FINANCE & ACCOUNTS	MONITORING & EVALUATION/ QUALITY ASSURANCE	PHYSICAL PLANNING/ PROJECT	PRS/ EMIS-STATISTICS	PRS/ ICT	PRS/ PLANNING	PRS/ RESEARCH & PUBLICATION	SOCIAL MOBILISATIO N	CHAIRMAN/ EDU SEC	TOTAL
Abia	87	483	225	284	38	107	32	116	45	125	35	1577
Adamawa	118	753	246	255	65	105	47	51	36	124	51	1851
Akwa-Ibom	47	405	219	97	19	30	6	67	24	1	64	979
Anambra	29	123	32	41	32	96	73	39	58	31	43	597
Bauchi	34	763	397	1237	103	81	3	240	44	128	32	3062
Bayelsa	15	548	209	159	7	27	4	41	29	85	74	1198
Benue	108	831	470	441	71	47	17	57	30	114	39	2225
Borno	104	1335	322	160	41	12	10	217	26	13	55	2295
Cross-River	5	316	173	81	21	20	2	34	10	0	8	670
Delta	17	541	82	61	3	17	5	20	5	21	88	860
Ebonyi	10	241	177	128	7	29	2	26	19	15	29	683
Edo	66	236	159	187	14	42	3	25	3	45	71	851
Ekiti	34	101	40	45	28	39	13	40	32	45	39	456
Enugu	6	118	92	34	6	31	1	11	6	17	35	357
Fct-Abuja	139	1091	319	532	240	21	30	55	47	139	58	2671
Gombe	45	305	164	355	18	16	5	206	23	11	12	1160
Imo	20	355	211	154	4	49	0	39	13	34	27	906
Jigawa	74	486	255	996	82	52	5	251	14	224	21	2460
Kaduna	120	373	214	946	47	121	7	280	54	426	16	2604
Kano	258	1039	229	1715	253	80	6	277	35	160	61	4113
Katsina	412	1069	417	1292	323	83	16	114	75	171	59	4031
Kebbi	46	525	373	1305	136	41	11	336	28	6	15	2822
Kogi	98	1084	574	742	192	81	59	145	113	29	73	3190
Kwara	3	459	249	516	39	83	33	34	33	162	16	1627
Lagos	19	441	226	420	52	67	2	99	11	150	141	1628
Nasarawa	630	1340	386	716	70	53	43	59	48	413	63	3821
Niger	95	745	484	1395	226	78	23	75	67	256	43	3487
Ogun	58	231	129	44	52	3	0	10	0	3	8	538
Ondo	12	191	44	57	11	2	3	39	4	0	52	415
Osun	3	128	85	88	17	1	0	17	0	1	98	438
Oyo	3	250	138	92	32	6	1	18	4	0	26	570
Plateau	93	486	388	766	312	68	9	214	34	81	79	2530
Rivers	76	680	189	308	22	59	10	30	36	84	101	1595
Sokoto	110	1070	380	1249	99	22	4	371	12	49	42	3408
Taraba	43	790	460	333	50	18	7	145	5	122	28	2001
Yobe	90	479	153	158	22	27	24	27	35	42	27	1084
Zamfara	51	677	174	353	15	15	5	24	0	81	18	1413
National	3178	21088	9084	17742	2769	1729	521	3849	1058	3408	1747	66173

Table 8.16, reveals that there were generally more male employees than female in all the states with the exception of certain southern states. In northern states such as Sokoto, Jigawa and Zamfara, female employees were almost not represented partly due to low emphasis on girl-child education and cultural practices.

Table 8.16: Administrative Personnel in LGEAS by State and Gender

State	Male		Female		Total
	Number	Percent	Number	Percent	
Abia	563	36	1,014	64	1,577
Adamawa	1,140	62	711	38	1,851
Akwa-Ibom	472	48	507	52	979
Anambra	136	23	461	77	597
Bauchi	2,667	87	395	13	3,062
Bayelsa	596	50	602	50	1,198
Benue	1,494	67	731	33	2,225
Borno	1,455	63	840	37	2,295
Cross-River	436	65	234	35	670
Delta	420	49	440	51	860
Ebonyi	323	47	360	53	683
Edo	471	55	380	45	851
Ekiti	252	55	204	45	456
Enugu	131	37	226	63	357
Fct-Abuja	1,532	57	1,139	43	2,671
Gombe	862	74	298	26	1,160
Imo	312	34	594	66	906
Jigawa	2,323	94	137	6	2,460
Kaduna	1,774	68	830	32	2,604
Kano	3,615	88	498	12	4,113
Katsina	3,619	90	412	10	4,031
Kebbi	2,272	81	550	19	2,822
Kogi	1,886	59	1,304	41	3,190
Kwara	1,067	66	560	34	1,627
Lagos	806	50	822	50	1,628
Nasarawa	2,716	71	1,105	29	3,821
Niger	2,770	79	717	21	3,487
Ogun	280	52	258	48	538
Ondo	245	59	170	41	415
Osun	263	60	175	40	438
Oyo	345	61	225	39	570
Plateau	1,551	61	979	39	2,530
Rivers	753	47	842	53	1,595
Sokoto	3,194	94	214	6	3,408
Taraba	1,402	70	599	30	2,001
Yobe	862	80	222	20	1,084
Zamfara	1,379	98	34	2	1,413
National	46,384	70	19,789	30	66,173

It could be seen that the statistics in this table only confirms the staffing or employment pattern previously analysed and the conclusion is therefore similar.

Table 8.17: Distribution LGEA Staff Salary Grade Level by State

State	GL 1-6		GL 7-14		GL 15-17		Total
	Number	Percent	Number	Percent	Number	Percent	
Abia	865	54.85	473	29.99	239	15.16	1,577
Adamawa	778	42.03	746	40.30	327	17.67	1,851
Akwa-Ibom	467	47.70	474	48.42	38	3.88	979
Anambra	255	42.71	241	40.37	101	16.92	597
Bauchi	1,627	53.14	1,369	44.71	66	2.16	3,062
Bayelsa	700	58.43	433	36.14	65	5.43	1,198
Benue	1,606	72.18	571	25.66	48	2.16	2,225
Borno	1,785	77.78	406	17.69	104	4.53	2,295
Cross-River	378	56.42	225	33.58	67	10.00	670
Delta	140	16.28	677	78.72	43	5.00	860
Ebonyi	350	51.24	282	41.29	51	7.47	683
Edo	410	48.18	370	43.48	71	8.34	851
Ekiti	190	41.67	233	51.10	33	7.24	456
Enugu	111	31.09	135	37.82	111	31.09	357
Fct-Abuja	1,629	60.99	809	30.29	233	8.72	2,671
Gombe	618	53.28	509	43.88	33	2.84	1,160
Imo	330	36.42	511	56.40	65	7.17	906
Jigawa	970	39.43	1,409	57.28	81	3.29	2,460
Kaduna	1,076	41.32	1,517	58.26	11	0.42	2,604
Kano	1,933	47.00	2,074	50.43	106	2.58	4,113
Katsina	1,755	43.54	2,158	53.54	118	2.93	4,031
Kebbi	1,691	59.92	1,018	36.07	113	4.00	2,822
Kogi	1,284	40.25	1,425	44.67	481	15.08	3,190
Kwara	505	31.04	869	53.41	253	15.55	1,627
Lagos	703	43.18	731	44.90	194	11.92	1,628
Nasarawa	1,103	28.87	2,065	54.04	653	17.09	3,821
Niger	1,089	31.23	2,141	61.40	257	7.37	3,487
Ogun	299	55.58	231	42.94	8	1.49	538
Ondo	340	81.93	41	9.88	34	8.19	415
Osun	272	62.10	141	32.19	25	5.71	438
Oyo	356	62.46	199	34.91	15	2.63	570
Plateau	897	35.45	1,140	45.06	493	19.49	2,530
Rivers	994	62.32	424	26.58	177	11.10	1,595
Sokoto	2,543	74.62	832	24.41	33	0.97	3,408
Taraba	1,033	51.62	906	45.28	62	3.10	2,001
Yobe	437	40.31	509	46.96	138	12.73	1,084
Zamfara	693	49.04	685	48.48	35	2.48	1,413
National	29,201	44.13	24,525	37.06	3,495	5.28	66,173

Table 8.18 shows the distribution of length of service of LGEA staff by states. The range for 0-5 years was 1.74 Percent (Delta) to 44.42 percent (Sokoto). States with large number of employees at the grade level were Sokoto (44.42 percent), Osun (44.29 percent), and FCT (43.88 percent). States with small number of employees included Delta (1.74 percent), Ekiti (6.58 percent) and Kogi (10.03 percent). With 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, and 31years and above the range of distribution were 0.03 percent (Cross River) to 45.13 percent (Yobe), 0.99 percent (Imo) to 42.7 percent (Rivers), 3.26 percent (Rivers) to 51.07 percent Akwa Ibom, 4.52 percent (Yobe) to 32.36 percent (Adamawa), 2.65 percent (Ondo) to 22.97 percent (Enugu), and 0.34 percent (Nasarawa) to 17.2 percent (Jigawa). On the whole, there was no discernible trend across all the states with respect to the distribution of employees. However, the proportion of employees who had worked for 26 years and above was generally smaller compared to those with fewer years of experience.

Table 8.18: LGEA Staff Length of Service by State

STATE	0 -5 YEARS		6 -10 YEARS		11-15 YEARS		16 -20 YEARS		21-25 YEARS		26 - 30 YEARS		31 YEARS and ABOVE		TOTAL
	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	Number	percent	
ABIA	203	12.87	227	14.39	296	18.77	260	16.49	470	29.80	61	3.87	60	3.80	1,577
ADAMAWA	223	12.05	225	12.16	192	10.37	304	16.42	599	32.36	239	12.91	69	3.73	1,851
AKWA-IBOM	199	20.33	56	5.72	17	1.74	500	51.07	148	15.12	39	3.98	20	2.04	979
ANAMBRA	142	23.79	128	21.44	116	19.43	96	16.08	50	8.38	43	7.20	22	3.69	597
BAUCHI	537	17.54	631	20.61	274	8.95	584	19.07	256	8.36	407	13.29	373	12.18	3,062
BAYELSA	253	21.12	66	5.51	444	37.06	253	21.12	76	6.34	71	5.93	35	2.92	1,198
BENUE	474	21.30	71	3.19	677	30.43	359	16.13	211	9.48	232	10.43	201	9.03	2,225
BORNO	448	19.52	596	25.97	400	17.43	295	12.85	236	10.28	170	7.41	150	6.54	2,295
CROSS-RIVER	83	12.39	2	0.30	43	6.42	276	41.19	200	29.85	52	7.76	14	2.09	670
DELTA	15	1.74	25	2.91	317	36.86	216	25.12	115	13.37	87	10.12	85	9.88	860
EBONYI	201	29.43	96	14.06	31	4.54	152	22.25	155	22.69	28	4.10	20	2.93	683
EDO	219	25.73	82	9.64	118	13.87	83	9.75	148	17.39	128	15.04	73	8.58	851
EKITI	30	6.58	68	14.91	153	33.55	76	16.67	66	14.47	49	10.75	14	3.07	456
ENUGU	115	32.21	2	0.56	14	3.92	23	6.44	81	22.69	82	22.97	40	11.20	357
FCT-ABUJA	1172	43.88	501	18.76	229	8.57	199	7.45	156	5.84	272	10.18	142	5.32	2,671
GOMBE	346	29.83	115	9.91	82	7.07	242	20.86	116	10.00	153	13.19	106	9.14	1,160
IMO	146	16.11	17	1.88	9	0.99	376	41.50	161	17.77	81	8.94	116	12.80	906
JIGAWA	436	17.72	88	3.58	387	15.73	560	22.76	249	10.12	317	12.89	423	17.20	2,460
KADUNA	709	27.23	150	5.76	315	12.10	472	18.13	325	12.48	509	19.55	124	4.76	2,604
KANO	720	17.51	439	10.67	724	17.60	790	19.21	354	8.61	547	13.30	539	13.10	4,113
KATSINA	964	23.91	394	9.77	448	11.11	577	14.31	482	11.96	823	20.42	343	8.51	4,031
KEBBI	927	32.85	404	14.32	249	8.82	365	12.93	382	13.54	382	13.54	113	4.00	2,822
KOGI	320	10.03	400	12.54	811	25.42	461	14.45	430	13.48	409	12.82	359	11.25	3,190
KWARA	405	24.89	138	8.48	230	14.14	154	9.47	238	14.63	272	16.72	190	11.68	1,627
LAGOS	258	15.85	186	11.43	383	23.53	377	23.16	75	4.61	213	13.08	136	8.35	1,628
NASARAWA	402	10.52	830	21.72	803	21.02	447	11.70	851	22.27	475	12.43	13	0.34	3,821
NIGER	857	24.58	209	5.99	426	12.22	518	14.86	521	14.94	525	15.06	431	12.36	3,487
OGUN	117	21.75	118	21.93	68	12.64	117	21.75	61	11.34	49	9.11	8	1.49	538
ONDO	125	30.12	76	18.31	111	26.75	53	12.77	36	8.67	11	2.65	3	0.72	415
OSUN	194	44.29	25	5.71	53	12.10	16	3.65	35	7.99	57	13.01	58	13.24	438
OYO	127	22.28	9	1.58	123	21.58	111	19.47	159	27.89	28	4.91	13	2.28	570
PLATEAU	325	12.85	213	8.42	522	20.63	450	17.79	343	13.56	311	12.29	366	14.47	2,530
RIVERS	262	16.43	38	2.38	681	42.70	52	3.26	172	10.78	246	15.42	144	9.03	1,595
SOKOTO	1514	44.42	316	9.27	252	7.39	429	12.59	315	9.24	384	11.27	198	5.81	3,408
TARABA	686	34.28	75	3.75	300	14.99	323	16.14	225	11.24	235	11.74	157	7.85	2,001
YOBE	214	19.74	489	45.11	170	15.68	97	8.95	49	4.52	42	3.87	23	2.12	1,084
ZAMFARA	327	23.14	68	4.81	259	18.33	208	14.72	211	14.93	272	19.25	68	4.81	1,413
National	13654	20.63	5770	8.72	8998	13.60	9590	14.49	6737	10.18	7436	11.24	5036	7.61	66,173

Table 8.19 shows there was variation among the states in the percentage of LGEA staff involved in schools supervision. The range of LGEA staff involved in supervision varied from 46.24 percent in Kebbi to 6.87 percent in Anambra. In Bauchi, Jigawa, Kano and Niger States up to 40 percent of LGEA staff were involved in schools supervision.

Table 8.19: Number of LGEA Staff in School Supervision by State

Zones	Number of LGEA Staff	LGEA Staff in School Supervision	
		Number	Percent
Abia	1,577	284	18.01
Adamawa	1,851	255	13.78
Akwa-Ibom	979	97	9.91
Anambra	597	41	6.87
Bauchi	3,062	1237	40.40
Bayelsa	1,198	159	13.27
Benue	2,225	441	19.82
Borno	2,295	160	6.97
Cross River	670	81	12.09
Delta	860	61	7.09
Ebonyi	683	128	18.74
Edo	851	187	21.97
Ekiti	456	45	9.87
Enugu	357	34	9.52
Fct-Abuja	2,671	532	19.92
Gombe	1,160	355	30.60
Imo	906	154	17.00
Jigawa	2,460	996	40.49
Kaduna	2,604	946	36.33
Kano	4,113	1715	41.70
Katsina	4,031	1292	32.05
Kebbi	2,822	1305	46.24
Kogi	3,190	742	23.26
Kwara	1,627	516	31.71
Lagos	1,628	420	25.80
Nasarawa	3,821	716	18.74
Niger	3,487	1395	40.01
Ogun	538	44	8.18
Ondo	415	57	13.73
Osun	438	88	20.09
Oyo	570	92	16.14
Plateau	2,530	766	30.28

Zones	Number of LGEA Staff	LGEA Staff in School Supervision	
		Number	Percent
Rivers	1,595	308	19.31
Sokoto	3,408	1249	36.65
Taraba	2,001	333	16.64
Yobe	1,084	158	14.58
Zamfara	1,413	353	24.98
National	66,173	17742	26.81

With respect to computer literacy of employees as presented in Table 8.20, more than 50 percent of the employees in sixteen states were computer literate. The best performing states in this regard were Imo (79.91 percent), Kaduna (74.88 percent) and Oyo (73.88 percent). States that had high percentage or staff without computer literacy were Nasarawa (70.85 percent), Bayelsa (75.54 percent) and Delta (75.0 percent).

Table 8.20: LGEA staff computer literacy by state

State	Staff With Computer Literacy		Staff Without Computer Literacy		Total
	Number	Percent	Number	Percent	
Abia	731	46.35	846	53.65	1,577
Adamawa	929	50.19	922	49.81	1,851
Akwa-Ibom	388	39.63	591	60.37	979
Anambra	336	56.28	261	43.72	597
Bauchi	1,984	64.79	1,078	35.21	3,062
Bayelsa	293	24.46	905	75.54	1,198
Benue	1,096	49.26	1,129	50.74	2,225
Borno	745	32.46	1,550	67.54	2,295
Cross-River	348	51.94	322	48.06	670
Delta	215	25.00	645	75.00	860
Ebonyi	308	45.10	375	54.90	683
Edo	290	34.08	561	65.92	851
Ekiti	207	45.39	249	54.61	456
Enugu	162	45.38	195	54.62	357
Fct-Abuja	1,343	50.28	1,328	49.72	2,671
Gombe	608	52.41	552	47.59	1,160
Imo	724	79.91	182	20.09	906
Jigawa	1,203	48.90	1,257	51.10	2,460
Kaduna	1,950	74.88	654	25.12	2,604
Kano	1,895	46.07	2,218	53.93	4,113
Katsina	2,040	50.61	1,991	49.39	4,031

State	Staff With Computer Literacy		Staff Without Computer Literacy		Total
	Number	Percent	Number	Percent	
Kebbi	878	31.11	1,944	68.89	2,822
Kogi	1,827	57.27	1,363	42.73	3,190
Kwara	1,159	71.24	468	28.76	1,627
Lagos	1,087	66.77	541	33.23	1,628
Nasarawa	1,114	29.15	2,707	70.85	3,821
Niger	1,128	32.35	2,359	67.65	3,487
Ogun	272	50.56	266	49.44	538
Ondo	213	51.33	202	48.67	415
Osun	258	58.90	180	41.10	438
Oyo	420	73.68	150	26.32	570
Plateau	1,163	45.97	1,367	54.03	2,530
Rivers	704	44.14	891	55.86	1,595
Sokoto	1,296	38.03	2,112	61.97	3,408
Taraba	602	30.08	1,399	69.92	2,001
Yobe	340	31.37	744	68.63	1,084
Zamfara	536	37.93	877	62.07	1,413
National	27,516	41.58	38,657	58.42	66,173

When staff development programmes within the last five years was considered as presented in Table 8.21, it was observed that more than 50 percent of the employees in eight states had attended training programmes. The best performing states in this regard were Kaduna (75.84 percent), Jigawa (60.81 percent) and Bauchi (56.76 percent). States that did not do very well with respect to training programmes were Ogun (83.27 percent), Bayelsa (82.39 percent) and Oyo (81.4 percent).

Table 8.21: LGEA staff training by state

State	Staff That Have Attended Training In The Last 5 Years		Staff Without Training For The Last 5 Years		Total
	Number	Percent	Number	Percent	
Abia	394	24.98	1,183	75.02	1,577
Adamawa	1,032	55.75	819	44.25	1,851
Akwa-Ibom	285	29.11	694	70.89	979
Anambra	308	51.59	289	48.41	597
Bauchi	1,738	56.76	1,324	43.24	3,062
Bayelsa	211	17.61	987	82.39	1,198
Benue	742	33.35	1,483	66.65	2,225
Borno	863	37.60	1,432	62.40	2,295
Cross River	179	26.72	491	73.28	670

State	Staff That Have Attended Training In The Last 5 Years		Staff Without Training For The Last 5 Years		Total
	Number	Percent	Number	Percent	
Delta	190	22.09	670	77.91	860
Ebonyi	269	39.39	414	60.61	683
Edo	251	29.49	600	70.51	851
Ekiti	116	25.44	340	74.56	456
Enugu	178	49.86	179	50.14	357
Fct-Abuja	606	22.69	2,065	77.31	2,671
Gombe	543	46.81	617	53.19	1,160
Imo	416	45.92	490	54.08	906
Jigawa	1,496	60.81	964	39.19	2,460
Kaduna	1,975	75.84	629	24.16	2,604
Kano	2,212	53.78	1,901	46.22	4,113
Katsina	1,922	47.68	2,109	52.32	4,031
Kebbi	1,122	39.76	1,700	60.24	2,822
Kogi	968	30.34	2,222	69.66	3,190
Kwara	792	48.68	835	51.32	1,627
Lagos	864	53.07	764	46.93	1,628
Nasarawa	1,705	44.62	2,116	55.38	3,821
Niger	1,215	34.84	2,272	65.16	3,487
Ogun	90	16.73	448	83.27	538
Ondo	103	24.82	312	75.18	415
Osun	213	48.63	225	51.37	438
Oyo	106	18.60	464	81.40	570
Plateau	1,105	43.68	1,425	56.32	2,530
Rivers	610	38.24	985	61.76	1,595
Sokoto	1,686	49.47	1,722	50.53	3,408
Taraba	774	38.68	1,227	61.32	2,001
Yobe	539	49.72	545	50.28	1,084
Zamfara	740	52.37	673	47.63	1,413
National	28,558	43.16	37,615	56.84	66,173

8.4 Teaching Staff in Basic Education Schools

This section articulates data on personnel, both teaching and non-teaching available in the various basic education institutions with respect to the number of teachers, gender parity index (GPI), percentage of qualified teachers, years of experience, computer literacy, registration with Teachers Registration Council of Nigeria (TRCN) and professional development of teachers in the basic education system in the different zones of the country

and school ownership. This report provides policy makers, educators, practitioners and other stakeholders in education an overview of the situation in terms of the number and percentage of qualified teachers in basic education in Nigeria.

8.4.1 Teaching Staff Nationwide by Gender and Ownership

Data on the number and percentage of teachers available in basic education schools is useful as it helps in planning and may be indicative of the types of interactions that take place in the classroom. In this section, teaching staff in basic education in terms of number and qualifications, years of teaching experience, registration with the Teachers' Registration Council of Nigeria (TRCN) and computer literacy are presented.

Figure 8.22 shows the distribution of male and female teachers nationwide irrespective of school ownership. It also shows a high number and percentage of female teachers i.e. 55 percent than their male counterparts 45 percent in basic education institutions. The same trend was evident in private schools with 64 percent being females and 36 percent males, while the reverse was the case in public schools with slightly more males (51 percent) than female (49 percent) teaching staff.

Figure 8.22: National Distribution of Teachers by School Ownership and Gender

Figure 8.23 presents the number of male and female teaching staff in both public and private ECCDE centres, primary and JS schools in the country. The breakdown shows a total of 154,217, 913,579 and 382,346 teachers at the ECCDE centres, primary and JSS

respectively with more teachers at the primary schools than the other categories of schools. Except at the JSS, there were more female than male teachers at the different school levels.

Figure 8.23: National Distribution of Teachers by Levels and Gender

Gender parity showed an imbalance in favour of female teachers. For every male teacher, there were about 1.22 female teachers in the nation. Figure 8.24 depicts the gender parity index of teachers at the three levels of basic education, glaringly showing that at the ECCDE and primary schools, there were more female than male teachers, while the opposite was the case at the JSS level.

Figure 8.24: Gender Parity Index of Teaching Staff by Level

8.4.2 Zonal Distribution of Teaching Staff by School Ownership

Figure 8.25 shows the zonal distribution of teaching staff by ownership, the North-West (222,654) recorded the highest number of teachers in public schools followed by North-Central (169,009), North-East (139,805), South-West (138,468) and South-South (113,263), while the South-East (83,309) had the lowest. On the other hand, the South-West (189,220) had the highest number of teachers in private schools with the North-East having the lowest.

Figure 8.25: National Distribution of Teachers by Zone and School Ownership

8.4.3 Teaching Staff by State and Gender

Figure 8.26 shows the distribution of teachers across the 36 states of the federation and FCT. Seven states including Lagos (108,718), Kano (87,951), Oyo (63,831), Rivers (56,552), Ogun (52,286), Kaduna (51,527) and Niger (51,209) had more than 50,000 teachers with Lagos state recording the highest number of teachers. Two states, Bayelsa and Yobe had less than 20,000 teachers. Generally, states with more teaching staff were those located in the Northern zones, while states in the Southern zones had less number of teaching staff.

Figure 8.26: Distribution of teachers in Basic Education Schools by State and Gender

8.5 Teaching Staff in ECCDE Centres

This section presents information on the number and percentage of teaching staff in ECCDE centres. The presentation starts with national data, then proceeds to zonal and state levels taking into cognizance gender and school ownership.

8.5.1 National Distribution of Teaching Staff in ECCDE

Figure 8.27 presents the percentage of teaching staff in public and private ECCDE in Nigeria, showing a total of 154,217 staff nationwide made up of 82 percent female and 12 percent male teachers. The private schools recorded more female teaching staff (93 percent) than

public schools (87 percent). This is because the female gender is far more naturally inclined towards the early stages of child development than males.

Figure 8.27: Percentage Distribution of Teaching Staff in ECCDE by Gender and Ownership

8.5.2 Zonal Distribution of Teaching Staff in ECCDE

Table 9.19 contains the number of teaching staff in the six geopolitical zones by gender and ownership. Compared to other zones, the South-West had the highest number of teachers (44,291) both at the public and private ECCDEs, followed by the South-South Zone (29,290) while the North-East Zone (9,572) had the lowest number. Though there were variations in the number of male and female teachers, many women were employed in the teaching profession than men across all the geopolitical zones possibly because of the reason stated in the previous section. The Southern zones were better placed than the Northern zones in the distribution of teachers, except in the North-Central zone.

Table 8.19: Number and Percentage of Teaching Staff in Public and Private ECCDE by National, Zone and Gender

Zone	Public					Private					Total Staff
	Male		Female		Total	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Number	Percent	Number	Percent	Number	
North-Central	1265	17	6368	83	7633	2173	11	17497	89	19670	27,303
North-East	733	20	2949	80	3682	1037	18	4853	82	5890	9,572
North-West	2725	29	6539	71	9264	1417	15	7851	85	9268	18,532
South-East	232	3	8838	97	9070	384	2	15775	98	16159	25,229
South-South	463	7	6647	93	7110	1162	5	21018	95	22180	29,290
South-West	400	6	6209	94	6609	1646	4	36036	96	37682	44,291
National	5818	13	37550	87	43368	7819	7	103030	93	110849	154,217

There were 27,303 teachers in the North-Central zone with more teachers in the private (19,670) than public (7,633) ECCDE centres and all the states in this zone had reasonably large number of teachers in private compared to the public ECCDE centres. The North-East zone had the lowest number of teachers nationally (9,572) though there are more teachers in the private (5,890) than public (3,682) ECCDE centres. There were few teachers in all the states in this zone, with very low male representation (1,770) compared to their female counterparts (7,802). The low number may be attributed to insurgency in this area among other factors with more males falling victims.

The North-West zone had a total of 18,532 ECCDE teachers. While there were more female teachers (14,390) than male (4,142), there was almost equal number of teachers in the public and private ECCDE with 9,264 and 9,268 respectively. The private ECCDE had done well in recruiting about the same number of teachers as in the public ECCDE centres. However, the low number of male teachers in this zone is a serious challenge that needs to be addressed promptly.

The South-South zone, which had the second highest number of teachers (29,290), also had 88 percent more female teachers than their male counterpart with a paltry 6 percent male teaching staff. This shows that men in this zone may be much more interested in lucrative jobs, such as multinational oil companies located there than in being classroom teachers. The private schools had 76 percent more teachers than the public schools (24 percent), showing that the private ECCDE schools had done more than their public counterpart in recruiting teachers. However, even here more teachers were needed for the number of learners enrolled in the schools.

The South-East had a total of 25,229 teachers comprising 9,070 and 16,159 in public and private ECCDE respectively. This implies that there were about 64 percent more teachers in private than in public schools. On the other hand, about 98 percent of the teachers were female (24,613). Across the zone, female teachers out numbered their male counterparts. The South-West was similar. In comparing public and private schools, as in other ECCDE centres across the nation private schools had more teachers than public with as much as a 70 percent difference.

Generally, more teachers were found in private (110,849) rather than in public (43.368) ECCDE centres. Also, more teachers were recruited in the Southern zones than in the North and more than 70 percent of the teachers in all the zones were females. Private ECCDE centres started as far back as the 1970s while public ones started only in 2004 with the introduction of the UBE programme.

8.5.3 Teaching Staff in ECCDE by State, Gender and School Ownership

Figure 8.28 is a state-by-state presentation of the number of teaching staff in ECCDE. Eleven states had more than 5,000 teachers each, while three had less than 1000 teachers. Lagos State had the highest number of teachers (18,470), about two times higher than Anambra with 8,439 staff, closely followed by others. States performing at the bottom included Yobe (645), Jigawa (954) and Zamfara (992). Lagos State recorded the highest number of teaching staff in private schools, almost three times higher than the next state, i.e. Ogun, closely followed by Anambra and Rivers States. On the other hand, Kano State followed by Anambra, Ogun and Imo States had more teachers in public schools with Osun, Yobe and Zamfara having low number of teachers.

Figure 8.28: Map of Nigeria Showing the Number of Teachers in ECCDE/Pre-Primary by State and Gender

8.6 Teaching Staff at Primary School Level

This section presents the distribution of teachers in primary schools nationwide, by zone and state taking into cognizance gender and school ownership.

8.6.1 Teaching Staff in Primary Schools by Gender and Ownership

Figure 8.29 shows the number and percentage of teachers in primary schools. Nationwide, there were 913,579 primary school teachers, with 65 percent of them in public and the rest in private schools.

Figure 8.28: Distribution of Teaching Staff in Primary School by Gender and Ownership

8.6.2 Teaching Staff in Primary Schools by Zone

A zonal analysis of teachers in primary schools as presented in figure 8.30 reveals that the North-West zone ranked highest in the number of teachers in primary schools. The zone recorded more teachers (210,514) than other zones, followed by South-West (187,084) and North-Central (181,489). South-East (86,766) on the other hand, recorded the lowest number of teachers followed by South-South (121,316) and North-East (126,410) zone. Whereas the North-West recorded the highest number of teachers in the public schools (172,316), South-West (104,508) recorded the highest number in the private primary schools. The North-East (24,453) had the lowest number of teachers in private schools while South-East had 49,190 in public schools. Generally, the number of teachers in North-East seems to be insufficient to bring about the desired education needed by learners in this zone. The low number of teachers in the zone could be attributed to the displacement of citizens caused by the menace of the Boko Haram terrorists. The low number of teachers in some zones like South-East and North-East is not encouraging and is a pointer that urgent steps should be taken to rectify the situation.

Figure 8.30: National Distribution of Teaching Staff in Primary School by Zone and Type

There were variations in the distribution of male and female teachers across the zones as presented in Table 8.20 with the North-West (150,804) recording the highest percentage of male staff followed by the North-Central, North-East and South-West, while the South-East recorded the lowest number of male staff (13,627). Conversely, the South-West zone topped the list of female teachers (137,877) and the North-East the lowest female teachers. Therefore, it is necessary to recruit more female teachers in the North. They will be role models for the girl child, among others.

Table 8.20: Number and Percentage of Teaching Staff in Public and Private Primary School by Zone and Gender

Zone	Public			Private			Total Staff		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
North-Central	66,625	52,761	119,386	26,652	35,451	62,103	93,277	88,212	181489
North-East	65,111	36,846	101,957	14,136	10,317	24,453	79,247	47,163	126,410
North-West	128,319	43,997	172,316	22,485	15,713	38,198	150,804	59,710	210,514
South-East	8,466	40,724	49,190	5,161	32,415	37,576	13,627	73,139	86,766
South-South	22,155	47,073	69,228	13,906	38,182	52,088	36,061	85,255	121,316
South-West	22,360	60,216	82,576	26,847	77,661	104,508	49,207	137,877	187,084
National	313,036	281,617	594,653	109,187	209,739	318,476	422,223	491,356	913,579

8.6.3 Teaching Staff in Primary Schools by State, Gender and Ownership

A state-by-state analysis of teachers in schools as shown in Figure 8.31 reveals that Kano States had the highest number of teaching staff (65,173) followed by Lagos (59,906), Oyo (37,232), Kaduna (36,019) and Niger (35,899) while Bayelsa had the lowest number of teachers (9,986) with more than 35 percent of them in public schools. In the North-West zone, Kano State had the highest number of teachers followed by Kaduna (36,019), while

Zamfara (16,135) had the lowest number. The South-West ranked second in the distribution with Lagos State having the highest in the zone (59,906) followed by Oyo (37,232), while Ekiti State had the lowest number (13,795). Generally, the South-East recorded very low number of teachers, and skewed gender parity. There were 84 percent more female teachers there than their male counterparts. There was also low disparity between teachers in public and private schools. Similarly, there were variations in the distribution of teachers by gender. Thus, while Kano State had the highest number of male teachers (46,638), Anambra State had the lowest (1,825), Oyo State recorded the highest number of female teachers (27,198) while Jigawa had the lowest (2,361). This once again confirms the cultural difference mentioned earlier.

Figure 8.31 Number of Teachers in Primary Schools by State and Gender in Nigeria

8.7 Teaching Staff in JS School

This section is concerned with the presentation of data on teachers in Junior Secondary schools at the national, zonal, and state levels in terms of gender and school ownership.

8.7.1 Teaching Staff in Junior Secondary Schools by Gender and Ownership

Figure 8.32 presents the number and percentage of teaching staff in junior secondary schools in the country. The figure reveals a total of 382,346 JSS teachers with 56 percent males outnumbering their female counterparts both in public and private schools. Out of these total JSS teachers, 228,487 taught in public and 153,859 in private schools. Not only were there more male teachers but a greater percentage of them were also in public schools.

Figure 8.32: Number and Percentage of Teachers in JSS across Gender and Ownership

8.7.2 Zonal Distribution of Teachers in JSS

Table 8.21 provides data on the number and percentage of teaching staff in JSS in the six geopolitical zones by gender and ownership. The table shows slight variations in the number of teachers in private and public schools with respect to gender.

Table 8.21: Distribution of Teachers in Primary School by Zone, Ownership and Gender

ZONES	PUBLIC			PRIVATE			TOTAL TEACHERS		
	MALE	FEMALE	TOTAL	MALE	FEMALE	Total	MALE	FEMALE	TOTAL
North-Central	25512	16478	41990	21264	10302	31566	46776	26780	73,556
North-East	24687	9479	34166	8432	2521	10953	33119	12000	45,119
North-West	32261	8813	41074	9958	4081	14039	42219	12894	55,113
South-East	7008	18041	25049	9640	11062	20702	16648	29103	45,751
South-South	15752	21173	36925	16951	12618	29569	32703	33791	66,494
South-West	18612	30671	49283	24919	22111	47030	43531	52782	96,313
National	123832	104655	228487	91164	62695	153859	214996	167350	382,346

The South-West had the highest number of teachers, i.e. 96,313, comprising 49,283 public and 47,030 private school teachers respectively. It was followed by the North-Central (73,556) and South-South zones (66,494) respectively. The North-East recorded the lowest number of JSS teachers (45,119). There were more teachers in public (34,166) than private schools (10,953) in the North-East.

The South-West zone had the largest number of teachers, and more female (52,782) than male (43,531) teachers. It also had almost equal proportion of teachers in public (51 percent)

and private (49 percent) schools. Female teachers in both types of school were more than male teachers in this zone.

A similar picture emerged in the North-Central zone which ranked second among the zones, but here also more teachers are needed, especially in the private schools. The table also reveals teacher inadequacy numerically in the North-West and North-East, especially limited female teachers. (See table for details)

8.7.3 Teaching Staff in JS Schools by State, Gender and Ownership

There were variations in the number of JSS teachers within the states. Table 8.22 indicates that about seventeen states had 5000 teachers or more each. Lagos and Rivers States had over 20,000 Lagos with 30,342 being the highest, closely followed by Rivers (20,357), Oyo (19,946), Kano (16,481) and Ogun (14,984) in that order. Three states recorded the lowest number of teachers below 5,000, i.e. Yobe, Bayelsa, and Zamfara with 3,140; 4,093 and 4,223 teachers respectively. In each of these states, there were more male than female teachers with variations between public and private schools. Lagos state had the highest number of teachers in the South-West zone and in the country generally, while Yobe state had the lowest.

Kwara state with a total of 14,245 teachers made up of 10,787 public and 3,458 private school teachers had the highest number of teachers in the North-Central zone, while Kogi State with only 7,550 (4,620 males and 2,908 females) had the lowest number of teachers. In the North-East Zone, Adamawa State and Bauchi State with more than 1,000, recorded the largest number of teachers compared to Yobe State that recorded the lowest number not only in the zone, but in the entire country. In the North-West zone, Kano state recorded the highest number of teachers while Zamfara State had the lowest number of teachers. Only two states in the South-East zone had more than 10,000 teachers and these were Anambra with the highest number of teachers (11,725) and Imo (10,123), while Abia State recorded the lowest number of teachers (8,138).

Table 8.22: Distribution of teaching staff in Junior Secondary Schools by State and Gender

STATE	PUBLIC						PRIVATE						TOTAL JSS TEACHERS
	MALE	percent M	FEMALE	percent F	M+F	percentM+F	MALE	percent M	FEMALE	percent F	M+F	percent MF	
Abia	919	13.11	2415	13.39	3334	13.31	2231	23.14	2573	23.26	4804	23.21	8138
Adamawa	5519	22.36	2973	31.36	8492	24.86	1448	17.17	519	20.59	1967	17.96	10459
Akwa-Ibom	2600	16.51	3173	14.99	5773	15.63	2439	14.39	1463	11.59	3902	13.20	9675
Anambra	973	13.88	4595	25.47	5568	22.23	2139	22.19	4018	36.32	6157	29.74	11725
Bauchi	8269	33.50	2215	23.37	10484	30.69	1864	22.11	524	20.79	2388	21.80	12872
Bayelsa	1024	6.50	917	4.33	1941	5.26	1348	7.95	804	6.37	2152	7.28	4093
Borno	2926	11.85	1571	16.57	4497	13.16	1136	13.47	321	12.73	1457	13.30	5954
Cross-River	2950	18.73	2140	10.11	5090	13.78	2739	16.16	1502	11.90	4241	14.34	9331
Delta	2596	16.48	5692	26.88	8288	22.45	2999	17.69	3201	25.37	6200	20.97	14488
Ebonyi	1983	28.30	1336	7.41	3319	13.25	2062	21.39	1044	9.44	3106	15.00	6425
Edo	1284	8.15	1931	9.12	3215	8.71	2943	17.36	2392	18.96	5335	18.04	8550
Ekiti	1459	7.84	2887	9.41	4346	8.82	1254	5.03	988	4.47	2242	4.77	6588
Enugu	1466	20.92	5266	29.19	6732	26.88	1187	12.31	1421	12.85	2608	12.60	9340
FCT	3532	13.84	3424	20.78	6956	16.57	1509	7.10	1023	9.93	2532	8.02	9488
Gombe	3202	12.97	1020	10.76	4222	12.36	1031	12.23	441	17.49	1472	13.44	5694
Imo	1667	23.79	4429	24.55	6096	24.34	2021	20.96	2006	18.13	4027	19.45	10123
Jigawa	5712	17.71	612	6.94	6324	15.40	199	2.00	50	1.23	249	1.77	6573
Kaduna	3089	9.58	2280	25.87	5369	13.07	3304	33.18	1595	39.08	4899	34.90	10268
Kano	9895	30.67	2171	24.63	12066	29.38	3060	30.73	1355	33.20	4415	31.45	16481
Katsina	4642	14.39	813	9.23	5455	13.28	1329	13.35	307	7.52	1636	11.65	7091
Kebbi	3135	9.72	1091	12.38	4226	10.29	769	7.72	276	6.76	1045	7.44	5271
Kogi	2649	10.38	1853	11.25	4502	10.72	1993	9.37	1055	10.24	3048	9.66	7550
Kwara	5117	20.06	5670	34.41	10787	25.69	1971	9.27	1487	14.43	3458	10.95	14245
Lagos	3090	16.60	7068	23.04	10158	20.61	10325	41.43	9859	44.59	20184	42.92	30342
Nasarawa	2124	8.33	936	5.68	3060	7.29	3276	15.41	1520	14.75	4796	15.19	7856
Niger	4401	17.25	1506	9.14	5907	14.07	2519	11.85	1573	15.27	4092	12.96	9999
Ogun	2893	15.54	4922	16.05	7815	15.86	3706	14.87	3463	15.66	7169	15.24	14984
Ondo	3588	19.28	3999	13.04	7587	15.39	2308	9.26	1414	6.40	3722	7.91	11309
Osun	3530	18.97	4455	14.53	7985	16.20	2925	11.74	2234	10.10	5159	10.97	13144
Oyo	4052	21.77	7340	23.93	11392	23.12	4401	17.66	4153	18.78	8554	18.19	19946
Plateau	3047	11.94	1220	7.40	4267	10.16	5327	25.05	2414	23.43	7741	24.52	12008
Rivers	5298	33.63	7320	34.57	12618	34.17	4483	26.45	3256	25.80	7739	26.17	20357
Sokoto	3398	10.53	1023	11.61	4421	10.76	548	5.50	237	5.81	785	5.59	5206
Taraba	2996	12.14	1217	12.84	4213	12.33	2219	26.32	568	22.53	2787	25.45	7000
Yobe	1775	7.19	483	5.10	2258	6.61	734	8.70	148	5.87	882	8.05	3140
Zamfara	2390	7.41	823	9.34	3213	7.82	749	7.52	261	6.40	1010	7.19	4223

In the South-South zone, Rivers State with over 20,000 recorded the highest number of teachers followed by Delta State (14,488), while Bayelsa State lagged behind with 4,093 teachers. There were variations in the distribution of teachers in the public and private schools such that while states like Akwa Ibom, Cross River, Delta and Rivers had more public teachers than private, Bayelsa and Edo States had more teachers in private than in public schools. Generally, the number of available teachers in this zone was not good

enough to guarantee quality teaching and learning. Thus more teachers need to be employed in this regard.

8.8 Qualified Teaching Staff at the Basic Education Level

Qualified and experienced teachers in any school system are necessary for sustaining quality education delivery. At the basic education level, appropriate foundation must be laid for the learners and this is greatly dependent on the quality of staff available in the school. This section presents data on qualified teachers in the different basic education schools at the national, zonal and state levels considering the gender of staff and the ownership of the school.

8.8.1 Qualified Teaching Staff at the National Level

One way of measuring the efficiency of teaching and learning is by assessing the quality of teachers in the school system. A qualified teacher at the basic education level is one that possesses NCE or degree in Education or degree in another subject with either NCE or certificate in education. The lowest qualification required to teach at this level of education is a Nigerian Certificate in Education (NCE).

Figure 8.33 presents the percentage of qualified teachers in basic education. The teaching staff in public schools (73 percent) were more qualified than those in the private schools (53 percent) nationwide and across the levels of education, i.e ECCDE (81 percent against 48 percent), Primary (69 percent against 49 percent) and JSS (84 percent against 65 percent). This is not surprising as government lays emphasis on teachers' qualification such that only teachers with the requisite qualification are recruited with provisions made for in-service training and professional development.

Figure 8.33: Distribution of Qualified Teachers in Basic Education Institution by Level and Ownership

8.8.2 Zonal Distribution of Qualified Teaching Staff

Figure 8.34 presents the percentage of qualified teachers by zone, with the North-Central having the highest percentage of qualified teachers (71 percent) while the other zones had almost equal proportion of qualified teachers between 61 and 67 percent with the North-West recording the lowest percentage.

Figure 8.34: Percentage of Qualified Teachers by Zone

8.8.3 Qualified Teaching Staff in the States

Figure 8.35 provides a state-by-state analysis of the percentage of qualified teaching staff in basic education schools. Nationwide, 65 percent of the staff were qualified, while 20 states had more percentage of qualified teachers than the national average just cited, but as many

as 14 states had lower percentage of qualified staff than the national average of 65 percent. Oyo state with 77 percent qualified teachers had the highest proportion followed by Benue, FCT and Plateau States with 76 percent each. Ogun, Borno, and Niger States had the national average, while Kebbi State had the lowest (49 percent).

Figure 8.35: Percentage of Qualified Teaching Staff by State

8.9 Qualified Teaching Staff in ECCDE Centres

This section deals with the percentage of qualified teaching staff in ECCDE nationwide and at the zonal and state levels taking into account gender and ownership.

8.9.1 Qualified Teaching Staff in ECCDE Nationwide

Figure 8.36 captures the percentage of qualified teachers in ECCDE centres by gender and schools ownership showing that a higher number of teachers were qualified with many private schools (53,317) more qualified than public school teachers (35,169). In addition, more female teachers in public schools (31,645) and private (50,208) schools were more qualified than their male counterparts.

Figure 8.36: National Distribution of Qualified Teachers in ECCDE by Ownership and Gender

8.9.2 Qualified Teaching Staff in ECCDE Centres by Zone

Figure 8.37 gives a graphic presentation of the percentage of qualified teachers in the six geopolitical zones. In four zones, the percentages of qualified teachers were close, i.e in the North-Central (55), South-East (59), South-South (57) and South-West (53) zones respectively. On the other hand, the North-West recorded very low percentage of qualified teachers (28 percent). In all zones, there were more qualified teachers in public ECCDE schools than in private ones as more than 60 percent of teachers in this category of education were qualified.

Figure 8.37: Percentage of Qualified Teaching Staff in Public and Private ECCDE by Zone

8.9.3 Qualified Teaching Staff in ECCDE Centre by State

A state-by-state analysis as presented in Table 8.23 indicates that Kano State had the highest percentage of qualified teachers followed by Katsina, Oyo, FCT, Plateau, and Kaduna having 75, 73, 73, 72, 72, 71 percent of qualified teachers respectively. Surprisingly, Lagos, Anambra, Ogun and Rivers with a large number of teachers up to 18,470, 8,439, 7,859 and 6,674 respectively had only 45, 58, 56 and 49 percent of qualified teachers respectively while a state like Katsina with less than 2000 teachers has up to 73 percent qualified ones. States with the lowest number of qualified teachers were Zamfara and Jigawa with 9,696 and 3,581 teachers respectively but having only 5 percent and 12 percent qualified teachers respectively. This implies that in recruiting teachers, consideration should not only be given to quantity but also to qualification for that particular level of education.

Table 8.23: Distribution of Qualified Teachers in Public and Private ECCDE by State

STATE	PUBLIC			PRIVATE			BOTH		
	TOTAL TEACHER	QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	QUALIFIED TEACHER	percent QUALIFIED TEACHER
Abia	1706	1,618	95	2609	1,105	42	4315	2,723	63
Adamawa	868	630	73	1536	815	53	2404	1,445	60
Akwa-Ibom	1398	1,267	91	4375	2,055	47	5773	3,322	58
Anambra	2768	2,468	89	5671	2,442	43	8439	4,910	58
Bauchi	807	670	83	1008	485	48	1815	1,155	64
Bayelsa	310	246	79	1868	566	30	2178	812	37
Benue	560	495	88	2257	1,178	52	2817	1,673	59
Borno	495	354	72	1099	556	51	1594	910	57
Cross-River	1499	1,309	87	3120	1,660	53	4619	2,969	64
Delta	1548	1,422	92	4962	2,490	50	6510	3,912	60
Ebonyi	846	733	87	1676	540	32	2522	1,273	50
Edo	1302	1,242	95	2234	1,114	50	3536	2,356	67
Ekiti	1046	938	90	2211	892	40	3257	1,830	56
Enugu	1700	1,376	81	2527	1,251	50	4227	2,627	62
FCT	1449	1,251	86	2795	1,792	64	4244	3,043	72
Gombe	802	497	62	677	315	47	1479	812	55
Imo	2050	1,910	93	3676	1,460	40	5726	3,370	59
Jigawa	618	295	48	2963	125	4	3581	420	12
Kaduna	2277	1,924	84	2879	1,750	61	5156	3,674	71
Kano	3418	1,952	57	1197	1,506	126	4615	3,458	75
Katsina	1466	1,000	68	768	632	82	2234	1,632	73
Kebbi	552	325	59	561	334	60	1113	659	59
Kogi	552	457	83	1458	659	45	2010	1,116	56
Kwara	724	554	77	3046	1,697	56	3770	2,251	60
Lagos	765	648	85	17705	7,728	44	18470	8,376	45
Nasarawa	951	745	78	3340	1,767	53	4291	2,512	59
Niger	1448	1,065	74	3863	1,837	48	5311	2,902	55
Ogun	2064	1,866	90	5795	2,556	44	7859	4,422	56
Ondo	895	713	80	2993	1,211	40	3888	1,924	49
Osun	41	18	44	4123	1,980	48	4164	1,998	48
Oyo	1798	1,720	96	4855	3,154	65	6653	4,874	73
Plateau	1949	1,701	87	2911	1,803	62	4860	3,504	72
Rivers	1053	806	77	5621	2,491	44	6674	3,297	49
Sokoto	505	259	51	564	386	68	1069	645	60
Taraba	446	360	81	1189	403	34	1635	763	47
Yobe	264	159	60	381	231	61	645	390	60
Zamfara	428	176	41	9268	351	4	9696	527	5

8.10 Qualified Teaching Staff in Primary Schools

8.10.1 Qualified Teaching Staff in Primary Schools at the National Level

Figure 8.38 provides the percentage of qualified teachers in primary schools. Across the nation's Primary Schools, there were 568,033 qualified teachers in the country, comprising 410,699 in public and 157,334 in private schools. Thus, at the primary school level there were more qualified teachers in public than in private schools.

Figure 8.38 National Distribution of Qualified Teaching Staff in Primary School by School Type and Gender

8.10.2 Qualified Teaching Staff in Primary Schools at the Zonal Level

Figure 8.39 reveals that three zones had more than 60 percent qualified teachers, i.e North-East, South-South, and South-West with 64, 61 and 62 percent qualified teachers respectively. In the North-Central and South-East, 56 and 58 percent of teachers were qualified but only 47 percent in the North-West, the lowest. There were similar variations in the percentage of qualified teachers across the different zones with respect to school ownership. However, the Northern zones had more than 60 percent qualified teachers in private schools, while the Southern zones had less than 50 percent. There were only 43 percent in the South-South, the lowest. But, the Southern zones had more qualified teachers in public schools with South-West recording the highest percentage of them (79 percent) closely followed by South-South (73 percent).

Figure 8.39 Distribution of Qualified Teaching Staff in Primary School by Zone and Ownership

8.10.3 Qualified Teaching Staff in Primary Schools at the State Level

A state-by-state analysis as presented in Table 8.24 revealed that while ten states (Bauchi, Benue, Cross-River, Edo, Ekiti, FCT-Abuja, Kogi, Osun, Oyo and Plateau) had more than 70 percent qualified teachers, five states (Jigawa, Kebbi, Lagos, Rivers and Sokoto) had less than 50 percent qualified teachers. Benue, Plateau, and Oyo states had the highest percentage of qualified teachers (75 percent) while Kebbi and Lagos states had only 45 percent, the lowest. In almost all the states, except Sokoto, where there were 66 percent qualified teachers in private schools, as against 41 percent in public schools, other states recorded more qualified teachers in public than in private schools. For instance, Osun had 90 percent qualified teachers in public schools but only 54 percent in private schools.

Table 8.24: Distribution of Qualified Teachers in Public and Private Primary Schools by State

STATE	PUBLIC			PRIVATE			BOTH		
	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	PERCENT QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	PERCENT QUALIFIED TEACHER
Abia	8,826	5,675	64	6,280	3,206	51	15,106	8,881	59
Adamawa	21,525	14,478	67	5,337	2,954	55	26,862	17,432	65
Akwa-Ibom	11,289	9,302	82	9,588	4,932	51	20,877	14,234	68
Anambra	8,965	4,976	56	11,724	6,050	52	20,689	11,026	53
Bauchi	20,028	15,359	77	4,391	2,149	49	24,419	17,508	72
Bayelsa	5,735	3,992	70	4,251	1,394	33	9,986	5,386	54
Benue	17,223	14,926	87	9,908	5,341	54	27,131	20,267	75
Borno	16,620	10,857	65	4,120	1,857	45	20,740	12,714	61
Cross-River	11,506	8,943	78	6,244	3,467	56	17,750	12,410	70
Delta	15,019	10,552	70	12,287	5,573	45	27,306	16,125	59
Ebonyi	9,890	8,008	81	4,044	1,661	41	13,934	9,669	69

STATE	PUBLIC			PRIVATE			BOTH		
	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	PERCENT QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	PERCENT QUALIFIED TEACHER
Edo	10,068	8,728	87	5,808	2,841	49	15,876	11,569	73
Ekiti	8,375	7,166	86	5,420	2,430	45	13,795	9,596	70
Enugu	10,179	6,395	63	6,204	3,370	54	16,383	9,765	60
FCT	12,627	9,715	77	7,753	5,120	66	20,380	14,835	73
Gombe	14,280	8,142	57	3,567	1,793	50	17,847	9,935	56
Imo	11,330	6,848	60	9,324	4,290	46	20,654	11,138	54
Jigawa	14,776	7,458	50	1,823	722	40	16,599	8,180	49
Kaduna	25,896	19,325	75	10,123	5,327	53	36,019	24,652	68
Kano	55,174	33,938	62	9,999	4,969	50	65,173	38,907	60
Katsina	25,044	16,802	67	4,791	2,631	55	29,835	19,433	65
Kebbi	19,009	9,841	52	6,744	1,637	24	25,753	11,478	45
Kogi	15,564	12,372	79	6,887	3,330	48	22,451	15,702	70
Kwara	13,807	9,842	71	8,794	4,872	55	22,601	14,714	65
Lagos	12,183	7,012	58	47,723	20,110	42	59,906	27,122	45
Nasarawa	15,594	11,380	73	9,313	5,404	58	24,907	16,784	67
Niger	25,073	17,281	69	10,826	5,508	51	35,899	22,789	63
Ogun	14,970	11,367	76	14,473	6,900	48	29,443	18,267	62
Ondo	13,368	10,621	79	9,546	4,380	46	22,914	15,001	65
Osun	12,149	10,940	90	11,645	6,285	54	23,794	17,225	72
Oyo	21,531	17,967	83	15,701	10,118	64	37,232	28,085	75
Plateau	19,498	15,578	80	8,622	5,389	63	28,120	20,967	75
Rivers	15,611	8,768	56	13,910	5,712	41	29,521	14,480	49
Sokoto	19,312	8,008	41	1,688	1,107	66	21,000	9,115	43
Taraba	20,493	15,106	74	5,631	2,231	40	26,124	17,337	66
Yobe	9,011	5,274	59	1,407	800	57	10,418	6,074	58
Zamfara	13,105	7,757	59	3,030	1,474	49	16,135	9,231	57
NATIONAL	594,653	410,699	2,580	318,926	157,334	1,846	913,579	568,033	2,310

8.11 Qualified Teaching Staff in JS Schools

The quality of the teachers at the JSS is equally essential more so with the fact that at this level of education, the learners are meant to be trained to develop interest in certain vocational skills with which they can be on their own. It is, therefore, pertinent that learners at this level be taught by qualified teachers who can enable them develop these skills. This section presents data on the number of qualified teachers at the JS school level.

8.11.1 Qualified Teaching Staff in JS Schools at the National Level

Figure 8.40 presents the percentage of qualified teachers at the JS school where more male teachers (156,248) were qualified than female teachers (135,513). There were more qualified

teachers in private than in public schools. There were more qualified male teachers than females in both public and private schools.

Figure 8.40 National Qualified Teaching Staff in JS School Ownership and Gender

8.11.2 Qualified Teaching Staff in JS Schools at the Zonal Level

Figure 8.41 captures the percentage of qualified teachers at the zonal level for public and private schools. In ranking the percentage, the North-Central and South-East had the highest percentage of qualified (79 percent) followed by North-East, South-West, North-West and South-South with 78, 76, 75 and 71 percent respectively. There were only few variations in qualified teachers within the zones in public schools as was also the case with private schools. In public schools, the percentage varied from 79 to 87 percent. In the private schools the figures varied from 61 to 70 percent.

Figure 8.41: Distribution of Qualified Teaching Staff in Public and Private JSS by Zone

8.11.3 Qualified Teaching Staff in JS Schools at the State Level

At the state level, as shown in Table 8.25, there were slight variations with a number of states having more than 80 percent qualified teachers. Edo State was at the bottom with just 65 percent qualified staff.

Table 8.25 Distribution of Qualified Teaching Staff in Public and Private JSS by State

STATE	PUBLIC			PRIVATE			BOTH		
	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER
Abia	3334	2839	85	4804	3023	63	8138	5862	72
Adamawa	8492	7024	83	1967	1235	63	10459	8259	79
Akwa-Ibom	5773	3933	68	3902	2439	63	9675	6372	66
Anambra	5568	4614	83	6157	4581	74	11725	9195	78
Bauchi	10484	9074	87	2388	1425	60	12872	10499	82
Bayelsa	1941	1579	81	2152	1166	54	4093	2745	67
Benue	6511	5684	87	5899	4361	74	12410	10045	81
Borno	4497	3859	86	1457	965	66	5954	4824	81
Cross-River	5090	4187	82	4241	2999	71	9331	7186	77
Delta	8288	6911	83	6200	3847	62	14488	10758	74
Ebonyi	3319	3076	93	3106	2025	65	6425	5101	79
Edo	3215	2514	78	5335	3014	56	8550	5528	65
Ekiti	4346	4118	95	2242	1344	60	6588	5462	83
Enugu	6732	5986	89	2608	1890	72	9340	7876	84
FCT	6956	6097	88	2532	1974	78	9488	8071	85
Gombe	4222	3295	78	1472	851	58	5694	4146	73
Imo	6096	5368	88	4027	2944	73	10123	8312	82
Jigawa	6324	4973	79	249	172	69	6573	5145	78
Kaduna	5369	4733	88	4899	2936	60	10268	7669	75
Kano	12066	9633	80	4415	2832	64	16481	12465	76
Katsina	5455	4077	75	1636	1094	67	7091	5171	73
Kebbi	4226	3131	74	1045	554	53	5271	3685	70
Kogi	4502	3968	88	3048	1826	60	7550	5794	77

STATE	PUBLIC			PRIVATE			BOTH		
	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER	TOTAL TEACHER	ALL QUALIFIED TEACHER	percent QUALIFIED TEACHER
Kwara	10787	8994	83	3458	2228	64	14245	11222	79
Lagos	10158	9026	89	20184	12682	63	30342	21708	72
Nasarawa	3060	2690	88	4796	3255	68	7856	5945	76
Niger	5907	4835	82	4092	2543	62	9999	7378	74
Ogun	7815	6790	87	7169	4650	65	14984	11440	76
Ondo	7587	6778	89	3722	2372	64	11309	9150	81
Osun	7985	6144	77	5159	3432	67	13144	9576	73
Oyo	11392	10108	89	8554	6019	70	19946	16127	81
Plateau	4267	3612	85	7741	5999	77	12008	9611	80
Rivers	12618	9973	79	7739	4493	58	20357	14466	71
Sokoto	4421	3398	77	785	557	71	5206	3955	76
Taraba	4213	3573	85	2787	1602	57	7000	5175	74
Yobe	2258	1845	82	882	616	70	3140	2461	78
Zamfara	3213	2767	86	1010	610	60	4223	3377	80
NATIONAL	228,487	191,206	3,096	153,859	100,555	2,401	382,346	291,761	2,828

8.12 Teachers' Years of Experience in Basic Education Schools

Figure 8.42 depicts the percentage of teaching staff years of experience, showing that as working experience increases, there is a gradual decrease in the number of teaching staff employed in the schools. The figure illustrates that there were more teachers at the lower level than beyond in the experience pyramid, a natural phenomenon which calls for replacement of those retiring.

Figure 8.42: Distribution of Teachers by Years of Experience

8.12.1 Teachers' Years of Experience in ECCDE

As many as 40 percent of teachers in ECCDE had only limited experience, even in private ECCDE schools that had been around since in the 1970s (See Figure 8.43). This could be

due to regular movement of teachers from private to public schools where they are sure of job security. Figure 8.43 presents the years of experience of teachers in ECCDE.

Figure 8.43: National Distribution of Teachers' Years of Experience in Public and Private ECCDE

8.12.2 Teaching Staff Years of Experience in Primary Schools

At the primary school, Figure 8.42 gives a graphic representation of teaching staff years of experience in primary school. It shows the percentage of teachers with the following years of experience: 0 to 5 years (36 percent), 6 to 10 years (19 percent), 11 to 15 years (16 percent), 16 to 20 years (11 percent), 21 to 25 years (6 percent), 26 to 30 years (7 percent) and 31 to 35 years (4 percent). This shows that more than 70 percent of teachers at the primary school had worked for between 0 to 15 years with a greater percentage having worked for only five years or less. This trend was also observed in public and private schools, especially in public schools where over 50 percent of the teachers have worked for between 0 to 5 years and 25 percent between 6 to 10 years as against 8 percent teachers having worked for between 16 to 35 years.

Figure 8.44: Percentage Teaching Staff Years of Experience in Public and Private Primary Schools

8.12.3 Teachers' Years of Experience in JS Schools

Figure 8.43 shows the percentage of teachers' years of experience in JSS with 42, 25, 15, 8, 4, 4 and 2 percent teachers having worked for 0 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21-25 years, 26 to 30 years and 31 to 35 years respectively. The situation was similar with regard to school ownership as a large proportion of teachers had few number of years of experience of 0 to 5 years and 6 to 10 years in public (34 percent and 24 percent) and private (55 percent and 27 percent) schools respectively, while a lower proportion of teachers had worked for between 11 to 35 years.

Figure 8.44: Percentage Teaching Staff Years of Experience in Public and Private Junior Secondary Schools

This situation is worrisome and seems to portray the fact that either within the last 5 years, more teachers have been employed or ten years ago, teachers who retired were not

replaced appropriately. Whatever is the case, there should be regular review of the status of teachers in the school system in order to facilitate recruitment of qualified teachers.

8.13 Registered Teachers with Teachers Registration Council of Nigeria (TRCN)

To become professionally recognized, it has become necessary that teachers should register with the Teachers Registration Council of Nigeria (TRCN) in public and private ECCDE, primary and JS schools in Nigeria. Figure 8.45 shows the number of teachers that had registered with TRCN. A total of 521,532 teachers had registered with more female teachers (317,769) registered than males (203,763). A higher proportion of public teachers (451,323) than private teachers (70,209) had also registered, with more female teachers registered in both private and public schools than males.

Figure 8.45 Distribution of Teachers Registered with TRCN

Table 8.26 contains the number of teachers in public and private schools who were registered with TRCN in Basic Education Institutions by gender. The table indicates that in both public and private ECCDE, female teachers register more with TRCN, 21,994 and 9,420 respectively compared to the registration of male teachers which stands at 1,899 and 591 for the two types of school respectively.

Table 8.26: Number of Teaching Staff with TRCN Registration in Public and Private ECCDE by Level and Gender

LEVEL	PUBLIC			PRIVATE			TOTAL			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	percent
ECCDE	1,899	21,994	23,893	591	9,420	10,011	2,490	31,414	33,904	7
PRIMARY	121,531	182,733	304,264	11,162	26,089	37,251	132,693	208,822	341,515	65
JSS	56,279	66,887	123,166	12,301	10,646	22,947	68,580	77,533	146,113	28
TOTAL	179,709	271,614	451,323	24,054	46,155	70,209	203,763	317,769	521,532	100

The number of registered teachers in public and private primary schools also shows more female registration than males' as 182,733 and 26,089 respectively in public schools against 121,531 and 11,162 respectively in private schools. Similar trend is observed at the JSS where more female teachers (66,887) registered with TRCN in the public schools compared to the registration of male teachers (56,279) while the reverse was the case for private schools with more males (12,301) registered than females (10,646). Across the three levels of basic education in the nation as portrayed in Figure 8.46, more registered teachers are found in the primary schools with 65 percent, followed by the JSS with 28 percent while the ECCDE has the lowest registered teachers (7 percent). Since teaching is regarded as a profession, all teachers in the different school levels should have or be in the process of registering with TRCN otherwise they face appropriate sanction.

Figure 8.46 Percentage of Teachers Registered with TRCN by Levels

8.13.1 Teachers Registered with Teachers Registration Council of Nigeria (TRCN) by Zone

Figure 8.47 presents the percentage of teaching staff with TRCN across zones. The South-East zone recorded the highest percentage of teaching staff (44 percent) with TRCN while the North-East recorded the lowest percentage of staff (27 percent) with TRCN thus having

the highest percentage of staff not registered with TRCN (73 percent). On the whole more than 50 percent of all teaching staff across the zones are not registered with TRCN.

Figure 8.47: Zonal Distribution of Basic Education Teachers with TRCN registration

8.13.2 Teachers with Teachers Registration Council of Nigeria (TRCN) by State

Table 8.27 contains the number and percentage of teaching staff with and without registration with TRCN showing that only 32 percent of staff nationally have registered with TRCN. FCT had the highest percentage of staff registered with TRCN (55 percent) and Sokoto had the lowest percentage (17 percent). The high percentage of staff registered in FCT shows the high awareness created about the registration of staff with TRCN. As more awareness is created and sanctions enforced, many more teachers will see the need of registering as professional teachers.

Table 8.27: Basic Education Traching Staff Registered with TRCN by State

State	Number Registered with TRCN		Nunber not Registered with TRCN		Total Teaching Staff
	Number	Percent	Number	Percent	
Abia	12892	47	14667	53	27559
Adamawa	14457	36	25268	64	39725
Akwa-Ibom	15931	44	20394	56	36325
Anambra	15469	38	25384	62	40853
Bauchi	10403	27	28703	73	39106
Bayelsa	5500	34	10757	66	16257
Benue	15595	37	26763	63	42358
Borno	8485	30	19803	70	28288
Cross-River	14884	47	16816	53	31700
Delta	21872	45	26432	55	48304
Ebonyi	10585	46	12296	54	22881

State	Number Registered with TRCN		Nunber not Registered with TRCN		Total Teaching Staff
	Number	Percent	Number	Percent	
Edo	13099	47	14863	53	27962
Ekiti	12252	52	11388	48	23640
Enugu	15342	51	14608	49	29950
FCT	18864	55	15248	45	34112
Gombe	9160	37	15860	63	25020
Imo	14474	40	22029	60	36503
Jigawa	6419	27	17707	73	24126
Kaduna	20160	39	31367	61	51527
Kano	25057	28	62894	72	87951
Katsina	11748	30	27841	70	39589
Kebbi	4688	14	27656	86	32344
Kogi	17112	53	14899	47	32011
Kwara	16840	41	23776	59	40616
Lagos	24426	22	84292	78	108718
Nasarawa	9060	24	27994	76	37054
Niger	17327	34	33882	66	51209
Ogun	19737	38	32549	62	52286
Ondo	16105	42	22006	58	38111
Osun	15800	38	25302	62	41102
Oyo	33076	52	30755	48	63831
Plateau	15863	35	29125	65	44988
Rivers	16278	29	40274	71	56552
Sokoto	4691	17	22581	83	27272
Taraba	9054	26	25705	74	34759
Yobe	3615	25	10588	75	14203
Zamfara	5212	24	16138	76	21350
NATIONAL	464119	32	986023	68	1450142

8.14 National Distribution of Teachers with Computer Literacy Skills

With technological advancement in the world, it is apparent that teachers should be regularly updated with the latest information that will help them play their role effectively. Being computer literate is one way of becoming technologically relevant in the present society. Figure 8.48 shows the percentage of teachers that are computer literate. A higher proportion of female teachers nationwide (56 percent) and in public (62 percent) and private (56 percent) schools are computer literate. From a total of 1,450,142, some 852,634, representing 59 percent of teachers are computer literate. This figure is not encouraging and there is need for teachers to undertake computer literacy programme to keep abreast with the latest development in the world.

Figure 8.48: Percentage of Teaching Staff with Computer Literacy skills in Public and Private Schools by Gender

8.14.1 Teaching Staff with Computer Literacy skills in Public and Private ECCDE, Primary and JSS

Teachers need to be grounded in technological innovations to be constantly informed about the latest development in the world in and around them, this calls for being computer literate. Table 8.28 shows the distribution of teachers with computer literacy in public and private ECCDE, primary and JS schools in Nigeria. In both public and private ECCDE, more female teachers are computer literate 18,351 and 54,811 respectively compared to the male teachers who were 2,292 and 4,068 respectively. The public and private primary schools also have more female teachers as computer literate 145,002 and 130,119 compared to males 136,051 and 70,807 respectively.

Table 8.28: Number of Teaching Staff with Computer Literacy in Public and Private Schools by Level and Gender

Level	Public			Private			Total			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	percent
ECCDE	2,292	18,351	20,643	4,068	54,811	58,879	6,360	73,162	79,522	9
PRIMARY	136,051	145,002	281,053	70,807	130,119	200,926	206,858	275,121	481,979	57
JSS	87,750	78,445	166,195	74,789	50,149	124,938	162,539	128,594	291,133	34
TOTAL	226,093	241,798	467,891	149,664	235,079	384,743	375,757	476,877	852,634	100

Whereas in the JSS more male teachers 87,750 and 74,789 are computer literate compared to female teachers 78,445 and 50,149 in public and private schools respectively. Across the three levels of basic education, more computer literate teachers were found in the primary schools with 56.53 percent, followed by JSS with 34.15 percent while ECCDE had the least with only 9.33 percent. Teachers should embrace computer literacy for effective productivity

especially in this era where learners have become more enticed to utilizing technologically advanced gadgets to seek information.

8.14.2 Teaching Staff with Computer Literacy Skills at Zonal Level

Figure 8.49 portrays the percentage of teachers who are computer literate at the zonal level showing that the South-West zone had a greater percentage (74 percent) of staff with computer literacy while the North-East had the lowest percentage (45 percent).

Figure 8.49: Basic Education Teaching Staff with Computer Literacy by Zones

8.14.3 Teaching Staff with Computer Literacy Skills by State

Figure 8.50 contains information on the percentage of teachers that are computer literate. Twelve states had less than 50 percent teachers that are computer literate with Taraba State having the lowest percentage of teachers (32 percent). On the other hand, twenty five states had 50 percent and more computer literate staff with Oyo State topping the list with 81 percent, followed by Rivers (77 percent), Ekiti (76 percent), Lagos (75 percent), Osun (73 percent), Imo (72 percent), Anambra (70 percent), up to Edo (50 percent) state as shown in figure 8.48.

Figure 8.50 Percentage of Teaching Staff with Computer Literacy Skills

8.15 National Distribution of Teaching Staff Exposed to Training by School Level

In public ECCDE, out of a total of 23,336 teachers 2,017 received training while 21,319 did not in the last 5 years. That is 91.36 percent of public school teachers did not receive training in the last 5 years. In Private ECCDE, out of the 58,725 teachers, 13,705 received training and 45,020 did not in the last 5 years. That is 76.66 percent of the teachers did not receive any training in the last 5 years. With a large proportion of teachers in this level of education being unqualified to teach and small percentage exposed to professional development, the nation's ECCDE centres are populated by mostly incompetent teachers. This no doubt has undesirable consequences on the achievement of the centres' objectives which include preparing children for Primary education.

At the Primary level, out of a total of 315,565 teachers in Public schools 37,949 received training while 277,616 did not receive any training in the last five years. This means 87.97 percent of Public Primary schools' teachers did not receive training in the last 5 years. In Private Primary Schools out of 164,650 teachers 43,542 and 121,108 received and did not receive training respectively. This translates into 73.55 percent of teachers who did not receive training in the last 5 years. The percentage of Public Primary schools' teachers who did not receive training (87.97 percent) is very much higher than the percentage of Private primary schools teachers (73.55 percent).

With regard to JSS level, in Public schools out of 126,399 teachers, 12,584 and 113,815 teachers received and did not receive training in the last 5 years respectively. That is, 90.04 percent of Public JSS teachers did not receive training in the last five years. In Private JSS, out of a total of 63,318 teachers, 25,970 and 37,348 received and did not receive training in the last 5 years respectively. That is, 58.98 percent of private JSS teachers had not received training in the last five years. In comparison to public JSS, the percentage of Private JSS teachers who did not receive training, 58.98 is very much less than the percentage of Public JSS teachers, 90.04 percent. Figure 8.51 depicts the distribution.

Figure 8.51 National distribution of teachers who received and did not receive training in the last five years by school level and ownership.

At the ECCDE level in public schools, the percentage of teachers who received training varied from 62 percent in Jigawa to one percent in Edo, Ekiti, Ondo and Oyo. Conversely, the percentage of teachers who did not receive any training varied between 99 percent in Edo, Ekiti, Ondo and Oyo and 38 percent in Jigawa. In private ECCDE, the percentage of teachers who received training varied from 48 percent in FCT to 4 percent in Jigawa. Conversely, the percentage of teachers who did not receive training varied between 96 percent in Jigawa and 52 in FCT. Table 8.28 presents details.

Table 8.28: Distribution of ECCDE/Pre-primary Teaching Staff that Exposed to Training by State

STATE	PUBLIC					PRIVATE				
	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL
	Number	percent	Number	percent		Number	percent	Number	percent	
Abia	19	2	871	98	890	369	28	932	72	1,301
Adamawa	10	2	600	98	610	99	9	991	91	1,090
Akwa-Ibom	28	4	706	96	734	609	28	1,540	72	2,149
Anambra	229	18	1,052	82	1,281	781	28	1,978	72	2,759
Bauchi	24	6	381	94	405	83	13	548	87	631
Bayelsa	8	6	122	94	130	183	18	812	82	995
Benue	13	4	326	96	339	172	13	1,140	87	1,312
Borno	6	3	226	97	232	44	6	680	94	724
Cross-River	45	8	498	92	543	219	13	1,428	87	1,647

STATE	PUBLIC					PRIVATE				
	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL
	Number	percent	Number	percent		Number	percent	Number	percent	
Delta	45	4	1,064	96	1,109	724	29	1,750	71	2,474
Ebonyi	8	2	438	98	446	118	11	960	89	1,078
Edo	10	1	903	99	913	322	26	914	74	1,236
Ekiti	3	1	553	99	556	192	15	1,049	85	,241
Enugu	72	7	913	93	985	360	26	1,015	74	1,375
FCT	75	11	625	89	700	664	48	709	52	1,373
Gombe	6	2	378	98	384	43	10	371	90	414
Imo	42	5	886	95	928	339	18	1,536	82	1,875
Jigawa	215	62	131	38	346	8	4	189	96	197
Kaduna	269	39	413	61	682	477	31	1,055	69	1,532
Kano	442	23	1,489	77	1,931	208	13	1,435	87	1,643
Katsina	57	8	649	92	706	85	10	725	90	810
Kebbi	23	7	309	93	332	46	9	465	91	511
Kogi	7	2	302	98	309	124	17	601	83	725
Kwara	17	4	457	96	474	197	12	1,506	88	,703
Lagos	40	12	283	88	323	3,289	38	5,362	62	8,651
Nasarawa	15	3	584	97	599	270	13	1,756	87	2,026
Niger	52	6	815	94	867	339	15	1,969	85	2,308
Ogun	31	3	1,189	97	1,220	667	24	2,171	76	2,838
Ondo	7	1	599	99	606	143	9	1,522	91	,665
Osun	2	8	24	92	26	354	16	1,920	84	2,274
Oyo	7	1	1,354	99	1,361	552	24	1,777	76	2,329
Plateau	50	5	1,021	95	1,071	392	25	1,207	75	,599
Rivers	45	10	385	90	430	1,003	40	1,480	60	2,483
Sokoto	27	9	263	91	290	96	33	196	67	292
Taraba	14	6	235	94	249	48	6	775	94	823
Yobe	5	5	97	95	102	12	5	253	95	265
Zamfara	49	22	178	78	227	74	20	303	80	377
National	2,017	9	21,319	91	23,336	13,705	23	45,020	77	58,725

In public primary schools the proportion of teachers who received training in the last five years varied from 100 percent in Kano to 3 in Edo, Ekiti and Oyo. In private primary schools in FCT 50 percent received training while teachers in Jigawa and Yobe received the least training at 4 percent each. In most states a greater percentage of teachers in Private Primary Schools than public primary schools received training. In many states irrespective of ownership, a very large percentage of teachers have not received any training in the last five years. These teachers need to receive training if they are to effectively discharge their responsibilities. Table 8.29 contains the distribution.

Table 8.29: Distribution of Primary Schools Teaching Staff that Exposed to Training by State

STATE	PUBLIC					PRIVATE				
	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL
	Number	percent	Number	percent		Number	percent	Number	percent	
Abia	163	4	3,794	96	3,957	1,116	38	1,805	62	2,921
Adamawa	340	9	14,257	98	14,597	320	9	3,187	91	3,507
Akwa-Ibom	361	9	5,135	93	5,496	1,633	37	2,753	63	4,386
Anambra	1,340	34	1,677	56	3,017	1,998	37	3,346	63	5,344
Bauchi	1,179	30	8,705	88	9,884	275	9	2,651	91	2,926
Bayelsa	189	5	2,870	94	3,059	520	24	1,649	76	2,169
Benue	458	12	9,907	96	10,365	614	11	4,745	89	5,359
Borno	438	11	7,339	94	7,777	186	7	2,472	93	2,658
Cross-River	520	13	3,738	88	4,258	727	25	2,201	75	2,928
Delta	305	8	8,971	97	9,276	1,999	35	3,748	65	5,747
Ebonyi	223	6	4,001	95	4,224	419	18	1,883	82	2,302
Edo	124	3	5,646	98	5,770	691	24	2,195	76	2,886
Ekiti	123	3	3,343	96	3,466	543	19	2,259	81	2,802
Enugu	1,516	38	3,518	70	5,034	1,035	31	2,273	69	3,308
FCT	595	15	4,878	89	5,473	1,914	50	1,894	50	3,808
Gombe	245	6	7,832	97	8,077	201	10	1,788	90	1,989
Imo	444	11	3,896	90	4,340	1,201	28	3,074	72	4,275
Jigawa	3,958	100	4,032	50	7,990	48	4	1,225	96	1,273
Kaduna	3,271	83	4,688	59	7,959	1,418	27	3,799	73	5,217
Kano	9,721	29	23,379	71	33,100	859	15	4,711	85	5,570
Katsina	1,260	32	12,269	91	13,529	357	12	2,709	88	3,066
Kebbi	970	25	10,896	92	11,866	263	5	5,130	95	5,393
Kogi	213	5	8,528	98	8,741	519	15	2,897	85	3,416
Kwara	982	25	6,758	87	7,740	781	17	3,896	83	4,677
Lagos	1,044	26	3,837	79	4,881	10,624	46	12,505	54	23,129
Nasarawa	355	9	9,288	96	9,643	862	17	4,317	83	5,179
Niger	649	16	14,079	96	14,728	1,174	19	5,041	81	6,215
Ogun	359	9	6,313	95	6,672	2,386	35	4,445	65	6,831
Ondo	230	6	7,215	97	7,445	767	16	4,134	84	4,901
Osun	141	4	6,184	98	6,325	1,256	21	4,815	79	6,071
Oyo	117	3	15,223	99	15,340	2,096	30	4,968	70	7,064
Plateau	670	17	9,435	93	10,105	1,194	26	3,312	74	4,506
Rivers	1,315	33	5,196	80	6,511	2,794	49	2,944	51	5,738
Sokoto	1,636	41	9,847	86	11,483	255	30	602	70	857
Taraba	540	14	11,165	95	11,705	244	7	3,186	93	3,430
Yobe	325	8	4,165	93	4,490	37	4	848	96	885
Zamfara	1,630	41	5,612	77	7,242	216	11	1,701	89	1,917
National	37,949	12	277,616	88	315,565	43,542	26	121,108	74	164,650

Table 8.30 shows that between 48 percent of Anambra public JSS teachers and 3 percent each in Adamawa and Kwara received training in the last five years. Conversely, between 97 percent of teachers in Adamawa and Kwara and 52 percent in Anambra did not receive any training in the last five years. The percentage of those who had received training in Private JSS varied from 70 percent in Lagos to 6 percent in Jigawa. Conversely, the percentage of teachers who had not received any training varied from 94 percent in Jigawa to 30 percent in Lagos. In private JSS, the percentage of teachers that received training in the last five years was much better than in public JSS. A larger percentage of teachers in public JS schools need training.

Table 8.30: Distribution of JS Schools Teaching Staff Exposed to Training by State

STATE	PUBLIC					PRIVATE				
	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL	Staff with training in the last 5 years		Staff without training for the last 5 years		TOTAL
	Number	percent	Number	percent		Number	percent	Number	percent	
Abia	300	18	1,367	82	1,667	1,003	49	1,052	51	2,055
Adamawa	215	3	6,159	97	6,374	190	18	878	82	1,068
Akwa-Ibom	452	17	2,175	83	2,627	798	48	856	52	1,654
Anambra	1,244	48	1,330	52	2,574	1,142	45	1,410	55	2,552
Bauchi	288	5	5,340	95	5,628	158	11	1,244	89	1,402
Bayelsa	80	5	1,409	95	1,489	423	40	643	60	1,066
Benue	306	8	3,488	92	3,794	379	16	1,965	84	2,344
Borno	151	7	1,874	93	2,025	119	14	725	86	844
Cross-River	380	13	2,547	87	2,927	525	34	1,028	66	1,553
Delta	206	4	5,084	96	5,290	1,204	56	961	44	2,165
Ebonyi	240	15	1,333	85	1,573	321	25	966	75	1,287
Edo	116	7	1,638	93	1,754	876	43	1,145	57	2,021
Ekiti	280	12	2,024	88	2,304	328	34	633	66	961
Enugu	291	10	2,514	90	2,805	446	41	651	59	1,097
FCT	477	17	2,314	83	2,791	885	63	513	37	1,398
Gombe	109	5	1,973	95	2,082	96	12	737	88	833
Imo	813	34	1,569	66	2,382	732	49	756	51	1,488
Jigawa	505	13	3,265	87	3,770	24	6	356	94	380
Kaduna	237	8	2,688	92	2,925	815	41	1,162	59	1,977
Kano	598	9	6,002	91	6,600	543	31	1,213	69	1,756
Katsina	261	8	3,205	92	3,466	120	11	937	89	1,057
Kebbi	429	17	2,052	83	2,481	132	18	612	82	744
Kogi	103	4	2,411	96	2,514	384	32	833	68	1,217
Kwara	264	3	7,514	97	7,778	499	35	947	65	1,446
Lagos	566	14	3,363	86	3,929	5,151	70	2,206	30	7,357
Nasarawa	120	6	1,823	94	1,943	637	32	1,360	68	1,997
Niger	180	4	3,983	96	4,163	638	38	1,044	62	1,682

Ogun	419	11	3,514	89	3,933	1,631	60	1,099	40	2,730
Ondo	413	9	4,269	91	4,682	476	35	894	65	1,370
Osun	225	5	4,561	95	4,786	719	39	1,142	61	1,861
Oyo	466	6	6,886	94	7,352	1,498	55	1,207	45	2,705
Plateau	315	13	2,077	87	2,392	911	28	2,356	72	3,267
Rivers	815	17	4,091	83	4,906	1,653	62	1,032	38	2,685
Sokoto	209	8	2,571	92	2,780	146	26	423	74	569
Taraba	197	7	2,498	93	2,695	212	16	1,130	84	1,342
Yobe	112	8	1,268	92	1,380	56	8	639	92	695
Zamfara	202	11	1,636	89	1,838	100	14	593	86	693
National	12,584	10	113,815	90	126,399	25,970	41	37,348	59	63,318

8.16 Non-Teaching Staff

Apart from the teaching staff in basic education, the support staff sometimes referred to as non-teaching staff are important for the smooth running of the system. This section presents data on the number of non- teaching staff nationwide, in the zones and at the state level.

8.16.1 Total Non-Teaching Staff

Figure 8.52 shows the number of non-teaching staff in the country by level and gender. There were 217,745 non-teaching staff made up of more female (122,730) and male (95,015). There were also more non-teaching staff at the primary school (148,980) than JSS (66,826) and ECCDE (1,939), with more female non-teaching staff at all levels of basic education.

Figure 8.52 Number of Non-teaching Staff Nationwide and by Levels

8.16.2 Non-Teaching Staff by Zone

Figure 8.53 displays the number of non-teaching staff at the different geopolitical zones of the country by category showing that South-West zone had the highest number of non-teaching staff (61,507) than other zones, especially at private (40,195) and public (21,312) schools. Other zones that followed were South-South (42,318), North-Central (39,745) and North-West (34,888) zones. Two zones had less than 20,000 non-teaching staff with the South-East recording the lowest and North-East with 17,000 and 19,082 non-teaching staff respectively. While North-Central, South-East, South-South and South-West had more non-teaching staff in private schools, the reverse was observed for North-East and North-West zones.

	North Central	North East	North West	South East	South South	South West	NATIONAL
Public	15645	11595	24381	5777	18280	21312	96990
Private	24100	7487	10507	11223	27243	40195	120755
Total	39745	19082	34888	17000	45523	61507	217745

Fig. 8.53: Number of Non-Teaching Staff by Zone and Ownership

8.16.3 Non-Teaching Staff by State

Figure 8.54 gives a state by state situation of non-teaching staff which illustrates that Lagos State recorded the highest number of non-teaching staff (25,541) followed by Rivers, Kano, Kaduna and Osun States with a distribution of 14,566, 12,591, 10,583 and 10,351 respectively. Twenty states had less than 5,000 non-teaching staff with Kebbi State recording the lowest number of 933 non-teaching staff.

Figure 8.54 Number of Non-Teaching Staff by State

8.16.4 Teaching and Non-teaching Staff Nationwide

Table 8.31 shows the percentage of teaching to non-teaching staff nationally as well as by levels. The table reveals that at all basic education levels and nationally, there were more teaching staff than non-teaching and the ratio was higher at the ECCDE level than other levels. Nationwide, there was 1 non-teaching staff to about every 7 teaching staff.

Table 8.31: Ratio of Number of Teaching Staff to Non-Teaching Staff at all Basic Education Level

Levels	Teaching Staff			Non-Teaching Staff			Ratio of Teaching to Non-Teaching
	Male	Female	Total	Male	Female	Total	
ECCDE	13,637	140,580	154,217	585	1,354	1,939	1:7.95
PRIMARY	422,223	491,356	913,579	62,342	86,638	148,980	1:6.1
JSS	214,996	167,350	382,346	32,088	34,738	66,826	1:5.7
National	650,406	799,280	1,450,142	94,169	120,933	217,745	1:6.7

8.17 Conclusion

The staff in SUBEBs and LGEAs were skewed in favour of those working in offices, and employees' distribution was generally bottom heavy and top light. In addition, qualified teachers were in short supply at all levels. The training exposure of all the employees at the SUBEBs, LGEAs, and school levels was below expectation and many staff were not computer literate.

CHAPTER NINE: SPECIAL PROGRAMMES

9.1 Introduction

The National Policy on Education (2014) stipulates that every Nigerian child shall have a right to equal educational opportunities. This right extends to Special Needs children, the Almajiris, the children of the pastoralists, migrant fisherfolk and migrant farmers. These groups of children by virtue of their circumstances require Special Programmes to enable them have access to education. For the special needs children, Special Needs Schools have been established, for the Almajiris, there are Islamiyya Schools and the Integrated Quranic Education programme. Similarly, schools have been established specifically for pastoralists' and migrant fisherfolks' children, factoring in cultural and occupational roles that are likely to be impediments to their education. The education of this latter group falls under the purview of the National Commission for Nomadic Education (NCNE). The provision of education for these groups is what is referred to as Special Programmes by UBEC. Therefore, this chapter presents data on ownership, distribution of schools and staff and enrolment in the Special Programmes nationawide, and by zones and states. It covers ECCDE schools, primary and junior secondary schools.

9.2 Profile of Special Programmes Schools

Governments, religious and non-religious organisations and individuals participate in the provision of education to special populations through what is referred to here as special programmes. Special programmes schools, therefore, are owned by the government, private organisations and individuals.

Table 9.1 shows that there was more private than public participation in theprovision of Special Needs ECCDE as the private sector owned 241 schools against government's 188. Enrolment in private ECCDE schools of 21,002 was also higher than the public's schools enrolment of 19,188. With respect to Special Needs primary schools, there were 398 public schools and 241 private schools. Enrolment in the two types of schools was 152,607 and 36,463 respectively. Altogether there were 76 Special Needs junior secondary schools comprising 39 public and 37 private. Nomadic schools (ECCDE, Primary JSS) were mostly government owned.

There were more private Islamiyya ECCDE and Islamiyya JS schools than there were private ones. But there were more public Islamiyya primary schools than there were public ones. Enrolments in public junior secondary schools and public primary schools were higher than in private junior secondary schools and private primary schools, while enrolment in private ECCDE schools was higher than enrolment in public ECCDE schools.

Table 9.1 Profile of Special Programmes Schools, Ownership, Enrolment and Number

Programme	Category	Public		Private		Total	
		Number	Enrolment	Number	Enrolment	Number	Enrolment
Special Needs	ECCDE	188	19,180	241	21,002	429	40,182
	Primary	398	152,607	274	36,463	672	189,070
	JSS	39	6,409	37	3,338	76	9,747
Nomadic	ECCDE	896	55,969	35	1,733	931	57,702
	Primary	2,184	419,457	52	4,596	2,236	424,053
	JSS	2	579	6	345	8	924
Migrant Fisherfolk	ECCDE	359	30,061	17	1,504	376	31,565
	Primary	494	117,113	18	4,596	512	121,709
	JSS	2	147	2	345	4	492
Islamiyya	ECCDE	1,653	236,559	1,904	275,990	3,557	512,549
	Primary	3,064	1,233,424	2,945	695,374	6009	1,928,798
	JSS	207	55,146	417	54,180	624	109,326
Tsangaya		479	101,731	1,359	261,910	1,838	363,641

9.3 Distribution of ECCDE Schools in Special Programmes

ECCDE schools are available only in Islamiyya, Nomadic, Migrant Fisherfolk schools. Tsangaya schools by their very nature do not have ECCDE schools. Accordingly, this distribution covers Islamiyya, Nomadic and Migrant Fisherfolks ECCDE. It combines both public and private.

9.3.1 National Distribution of ECCDE Schools in Special Programmes

Figure 9.1 shows that across the nation, there were 931 Nomadic ECCDE for the pastoralists' children, 3,557 Islamiyya, 376 ECCDE for children of Migrant Fisherfolk and 429 for Special Needs children. Relative to the size of their respective populations and the number of schools available, it seems that more ECCDE schools need to be established.

Figure 9.1 Distribution of Special Programmes ECCDE schools

9.3.2 Zonal Distribution of ECCDE Schools in Special Programmes

The North-West with 2,379 Islamiyya ECCDE schools had the largest number among the zones, while the South-East with 2 had the smallest number. The North-West also had the largest number of Nomadic and Special Needs ECCDE schools. With respect to Migrant Fisherfolk ECCDE schools, the South-East had the largest number while the North-East had the smallest. The South-East had the smallest number of Special Needs ECCDE schools. The distribution of the schools appeared to correlate with the size of the target populations except with respect to Special Needs ECCDE schools in the South-East where the population of Special Needs children was under served. Table 9.2 presents the details.

Table 9.2 Zonal Distribution of ECCDE Schools

State	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
North-Central	384	6	90	75
North-East	437	4	59	46
North-West	2,379	5	575	106
South-East	2	150	37	39
South-South	8	64	30	67
South-West	347	147	145	96
National	3,557	376	936	429

9.3.3 States Distribution of ECCDE Schools in Special Programmes

Kano State with 1,524 had the largest number of Islamiyya ECCDE schools, while Abia, Akwa Ibom, Anambra, Cross River, Delta and Ebonyi had none. Oyo with 123 had the largest number of Migrant Fisherfolk ECCDE schools, while Benue, Ekiti, Gombe, Katsina, Kwara, Nasarawa, Ogun, Osun, Sokoto, Taraba, Yobe and Zamfara States had none.

Jigawa State had 249 Nomadic ECCDE schools, the highest in the country, while Bayelsa, Ekiti, Yobe and Zamfara had none. The number of Special Needs ECCDE schools varied from 62 in Kano to 1 in Yobe and Zamfara. Borno had none. There was variation in the distribution of the ECCDE schools in the states, which might have been determined by demand and the concern of relevant organisations, individuals and governments. Details are presented in Table 9.3.

Table 9.3 State Distribution of ECCDE Schools

STATE	ISLAMIYYA	MIGRANT FISHERFOLKS	NOMADIC	SPECIAL NEEDS
Abia	-	75	9	9
Adamawa	86	1	6	5
Akwa-Ibom	-	27	1	28
Anambra	-	37	8	8
Bauchi	85	2	47	16
Bayelsa	1	3	0	2
Benue	2	0	3	10
Borno	138	1	2	0
Cross-River	-	18	22	15
Delta	-	1	2	8
Ebonyi	-	12	4	7
Edo	6	4	3	7
Ekiti	20	0	0	4
Enugu	1	19	2	10
Fct-Abuja	14	1	16	4
Gombe	45	0	3	17
Imo	1	7	14	5
Jigawa	216	1	249	7
Kaduna	218	1	57	24
Kano	1,524	1	218	62
Katsina	51	0	42	6
Kebbi	261	2	3	4
Kogi	28	0	1	7
Kwara	74	0	36	10
Lagos	111	23	19	34

STATE	ISLAMIYYA	MIGRANT FISHERFOLKS	NOMADIC	SPECIAL NEEDS
Nasarawa	69	0	2	21
Niger	165	3	11	10
Ogun	16	0	2	16
Ondo	1	1	2	7
Osun	53	0	2	8
Oyo	146	123	120	27
Plateau	32	2	21	13
Rivers	1	11	2	7
Sokoto	59	0	6	2
Taraba	66	0	1	7
Yobe	17	0	0	1
Zamfara	50	0	0	1
National	3,557	376	936	429

9.4 Distribution of Special Programmes in Primary Schools

The focus of the distribution is Islamiyya, Migrant Fisherfolk, Nomadic and Special Needs Primary Schools. It combines both private and public schools. Tsangaya is treated under a separate section.

9.4.1 National Distribution of Special Programmes in Primary Schools

Nationwide, there were 6,009 Islamiyya, 512 Migrant Fisherfolks, 2,184 Nomadic and 672 Special Needs primary schools. Figure 10.2 depicts the distribution.

Figure 9.2 National Distribution of Special Programmes in Primary Schools

9.4.2 Zonal Distribution of Special Programmes in Primary Schools

The North-West with 4,316 had the largest number of Islamiyya primary schools, while the South-East with 2 had the smallest number. The South-East with 160 had the largest number of Migrant Fisherfolk primary schools, while the North-East with 13 had the smallest number. The number of Nomadic primary schools varied from 1,004 in the North-West and 44 in the South-East. Similarly, the North-West had the largest number of Special Needs Primary Schools with 172, while the South-East had the fewest with 55.

Table 9.4 Zonal Distribution of Special Programmes Primary Schools

Zone	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
North-Central	645	38	408	117
North-East	697	13	464	147
North-West	4,316	28	1004	172
South-East	2	154	44	55
South-South	8	119	46	71
South-West	341	160	218	110
National	6,009	512	2,184	672

The distribution of special programmes primary schools appeared to reflect the size and type of population they were serving. Whereas every zone had special needs children, the number of schools appeared to be determined by the concern shown by SUBEBs and NGOs in establishing them. The southern zones had more Migrant Fisherfolk primary schools than the northern zones because the former has a larger population of migrant fisherfolks.

9.4.3 States Distribution of Special Programmes in Primary Schools

Table 9.6 shows that Abia, Akwa Ibom, Anambra, Cross River, Delta and Ebonyi States had no Islamiyya primary schools, while Kano State had 2,743, the highest in the country. The number of Migrant fisherfolk primary schools varied from 133 in Oyo State to none in Ekiti, Gombe, Kogi, Osun, Yobe and Zamfara States. With respect to Special Needs primary schools, the number varied from 82 in Kano State to 2 in Bayelsa State.

Table 9.4 State Distribution of Special Programmes in Primary Schools

State	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
Abia	0	76	9	10
Adamawa	116	1	70	13
Akwa-Ibom	0	28	1	28
Anambra	0	36	8	10
Bauchi	189	7	236	70
Bayelsa	1	18	0	2
Benue	2	1	19	16
Borno	188	1	15	3
Cross-River	0	18	22	16
Delta	0	4	4	9
Ebonyi	0	12	7	16
Edo	6	12	16	10
Ekiti	14	0	3	4
Enugu	1	22	6	11
FCT	14	2	44	4
Gombe	73	0	56	28
Imo	1	8	14	8
Jigawa	308	1	272	10
Kaduna	280	2	189	50
Kano	2,743	3	336	82
Katsina	141	1	82	13
Kebbi	600	20	62	5
Kogi	40	0	6	16
Kwara	78	1	70	11
Lagos	112	25	23	35
Nasarawa	85	4	45	31
Niger	371	26	145	20
Ogun	14	1	2	19
Ondo	1	1	2	8
Osun	54	0	36	16
Oyo	146	133	152	28
Plateau	55	4	79	19
Rivers	1	39	3	6
Sokoto	122	1	55	7
Taraba	105	4	66	22
Yobe	26	0	21	11
Zamfara	122	0	8	5
National	6,009	512	2,184	672

9.5 Distribution of Special Programmes in Junior Secondary Schools

9.5.1 National Distribution of Special Programmes in Junior Secondary Schools

Figure 9.3 shows that there were 624 Islamiyya, 5 Migrant Fisherfolk, 8 Nomadic and 76 Special Needs Junior Secondary Schools in the country.

Figure 9.3 National Distribution of Special Programmes in Junior Secondary Schools

9.5.2 Zonal Distribution of Special Programmes in Junior Secondary Schools

The number of Islamiyya junior secondary schools varied from 292 in the North-West and none in the South-East. Migrant Fisher Folk junior secondary schools were present in the South-South, North-East, and North-Central where the number varied from 3 to 1; the North-West, South-East and South-West had none. The North-West and the North-Central had 7 and 1 Nomadic schools respectively. The other zones did not have any. The North-Central with 24 had the largest number of Special Needs schools while the South-East had none. Details are presented in Table 9.5.

Table 9.5 National Distribution of Special Programmes Junior Secondary Schools

State	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
North-Central	129	1	1	24
North-East	182	1	0	22
North-West	292	0	7	21
South-East	0	0	0	0
South-South	3	3	0	3
South-West	18	0	0	6
National	624	5	8	76

9.5.3 States Distribution of Special Programmes Junior Secondary Schools

Table 9.6 shows, among other things, that the number of Islamiyya schools varied from 185 in Kano to none in Abia, Akwa Ibom, Anambra, Bayelsa, Cross River, Delta, Ebonyi, Ekiti, Enugu, Imo, Ondo, Osun and Rivers. Migrant Fisherfolk junior secondary schools were present only in Bayelsa, Cross River, FCT and Taraba. The number of Special Needs schools varied from 9 in Kano and none in Abia, Akwa Ibom, Anambra, Cross River, Ebonyi, Edo, Ekiti, Enugu, FCT, Imo, Ogun, Ondo, Osun, Oyo and Yobe. The absence of Special Needs junior secondary schools in these states poses a serious threat to the realisation of the goals of the UBE and Sustainable Development Goal 4.

Table 9.6 State Distribution of Special Programmes in Junior Secondary Schools

State	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
Abia	0	0	0	0
Adamawa	37	0	0	4
Akwa-Ibom	0	0	0	0
Anambra	0	0	0	0
Bauchi	37	0	0	5
Bayelsa	0	1	0	1
Benue	2	0	0	3
Borno	37	0	0	1
Cross-River	0	2	0	0
Delta	0	0	0	1
Ebonyi	0	0	0	0
Edo	3	0	0	0
Ekiti	0	0	0	0
Enugu	0	0	0	0
FCT	4	1	1	0
Gombe	22	0	0	5
Imo	0	0	0	0
Jigawa	33	0	0	2
Kaduna	33	0	1	5
Kano	185	0	0	9
Katsina	12	0	5	1
Kebbi	12	0	0	2
Kogi	13	0	0	4
Kwara	39	0	0	3
Lagos	11	0	0	6

State	Islamiyya	Migrant Fisherfolks	Nomadic	Special Needs
Nasarawa	20	0	0	6
Niger	34	0	0	2
Ogun	2	0	0	0
Ondo	0	0	0	0
Osun	0	0	0	0
Oyo	5	0	0	0
Plateau	17	0	0	6
Rivers	0	0	0	1
Sokoto	11	0	1	1
Taraba	42	1	0	7
Yobe	7	0	0	0
Zamfara	6	0	0	1
National	624	5	8	76

9.6 Enrolment in Special Programmes ECCDE

9.6.1 National Enrolment in Migrant Fisherfolks ECCDE

Table 9.9 shows that 31,565 learners were enrolled in Migrant Fisherfolk ECCDE schools comprising 15,378 males and 31,565 females. This equals to 51.28 percent females and 48.72 percent males as illustrated in the figure with gender parity index of 1.05. This means there were more female learners in the ECCDE schools.

Figure 9.4: National Enrolment in Migrant Fisherfolk ECCDE schools by Gender

9.6.2 Zonal Enrolment in Migrant Fisherfolk ECCDE Schools

The total enrolment varied from 13,286 in the South-West and 331 in the North-West. The enrolment of female learners varied from 7,029 in the South-West and 169 in the North-West, while the enrolment of male learners varied from 6,257 in the South-West and 169 in the North-West. The gender parity index varied from 1.12 in the South-West to .83 in the North-Central. The North-Central and South-South had not attained gender parity in enrolment in ECCDE schools.

9.7 Zonal Enrolment in Migrant Fisherfolk ECCDE Schools

State	Migrant Fisher folks ECCDE			Percent		Gender parity index
	Male	Female	Total	Male	Female	
North-Central	363	303	666	54.50	45.50	.83
North-East	226	243	469	48.19	51.81	1.06
North-West	162	169	331	48.94	51.06	1.04
South-East	4,987	5,151	10,138	49.19	50.81	1.03
South-South	3,383	3,292	6,675	50.68	49.32	.97
South-West	6,257	7,029	13,286	47.09	52.91	1.12
National	15,378	16,187	31,565	48.72	51.28	1.05

9.6.3 States Enrolment in Migrant Fisherfolk ECCDE

The total enrolment in Migrant Fisherfolk ECCDE varied from 11,742 in Oyo to none in Benue, Ekiti, Gombe, Katsina, Kogi, Kwara, Niger, Ogun, Osun, Sokoto, Taraba, Yobe and Zamfara. Enrolment of male learners varied from 6,283 in Oyo to none in Benue, Ekiti, Gombe, Katsina, Kogi, Kwara, Niger, Ogun, Osun, Sokoto, Taraba, Yobe and Zamfara. Enrolment of female learners varied from 5,459 in Oyo to none in Benue, Ekiti, Gombe, Katsina, Kogi, Kwara, Niger, Ogun, Osun, Sokoto, Taraba, Yobe and Zamfara. The lack of enrolment was because the states did not have ECCDE schools. Among states that had them, gender parity index in enrolment varied from 1.51 in Oyo to 0.75 in Edo.

Table 9.8 State Distribution in Enrolment in Migrant Fisherfolk ECCDE

State	Migrant Fisher folks ECCDE			Percent		Gender parity index
	Male	Female	Total	Male	Female	
Abia	1,944	2,073	4,017	48.39	51.61	1.07
Adamawa	52	49	101	51.49	48.51	.94
Akwa-Ibom	2,471	2,405	4,876	50.68	49.32	.97
Anambra	1,856	1,808	3,664	50.66	49.34	.97
Bauchi	82	107	189	43.39	56.61	1.30
Bayelsa	125	133	258	48.45	51.55	1.06
Benue	0	0	0			
Borno	92	87	179	51.39	48.61	.95
Cross-River	429	440	869	49.37	50.63	1.03
Delta	14	17	31	45.16	54.84	1.21
Ebonyi	257	261	518	49.61	50.39	1.02
Edo	138	104	242	57.02	42.98	.75
Ekiti	0	0	0			
Enugu	276	284	560	49.29	50.71	1.03
Fct-Abuja	28	24	52	53.85	46.15	.86
Gombe	0	0	0			
Imo	654	725	1,379	47.43	52.57	1.11
Jigawa	43	42	85	50.59	49.41	.98
Kaduna	45	55	100	45.00	55.00	1.22
Kano	30	30	60	50.00	50.00	1
Katsina	0	0	0			
Kebbi	44	42	86	51.16	48.84	.95
Kogi	0	0	0			
Kwara	0	0	0			
Lagos	780	727	1,507	51.76	48.34	.93
Nasarawa	0	0	0			
Niger	269	218	487	55.24	44.76	.81
Ogun	0	0	0			
Ondo	18	19	37	48.65	51.35	1.06
Osun	0	0	0			
Oyo	5,459	6,283	11,742	46.49	53.51	1.51
Plateau	66	61	127	51.97	48.03	.92
Rivers	206	193	399	51.63	48.37	.94
Sokoto	0	0	0	0	0	0
Taraba	0	0	0	0	0	0
Yobe	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0
Total	15,378	16,187	31,565	48.72	51.28	1.05

9.7 Enrolment in Nomadic ECCDE

9.7.1 National Enrolment in Nomadic ECCDE Schools

The gender parity index in enrolment in Nomadic ECCDE was 0.99 percent. Nomadic ECCDE schools had nearly attained parity in enrolment. Figures 9.2 and 9.3 show total enrolment figures and percentage enrolment by gender respectively.

Figure 9.2: National Enrolment in Nomadic ECCDE schools

Figure 9.5: Percentage Enrolment by Gender in Nomadic ECCDE Schools

9.7.2 Zonal Enrolment in Nomadic ECCDE Schools

Total enrolment varied from 36,779 in the North-West to 1,666 in the South-South. The North-West had both the largest enrolment of both male and female learners, while the South-South had the lowest enrolment of both male and female learners. The southern zones had attained gender parity in enrolment, while the northern zones had not. Table 9.9 presents the details.

Table 9.9 Zonal Enrolment in Nomadic ECCDE

Zone	Nomadic ECCDE			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
North-Central	1,692	1,675	3,367	50.25	49.75	.99
North-East	1,341	1,152	2,493	53.79	46.21	.86
North-West	18,825	17,954	36,779	51.18	48.82	.95
South-East	1,394	1,438	2,832	49.22	50.78	1.03
South-South	833	833	1,666	50.00	50.00	1.00
South-West	4,785	5,780	10,565	45.29	54.71	1.21
National	28,870	28,832	57,702	50.03	49.97	.99

9.7.3 State Enrolment in Nomadic ECCDE

Total enrolment varied from 16,099 in Kano to zero in Bayelsa, Ekiti, Yobe and Zamfara. Enrolment of male and female learners was largest in Kano but none in Ekiti, Yobe and Zamfara. States that had attained enrolment gender parity varied from 1.53 in Enugu to 0.40 in Kogi.

Table 9.10: State Enrolment in Nomadic ECCDE schools

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Abia	171	220	391	43.73	56.27	1.29
Adamawa	143	117	260	55.00	45.00	.82
Akwa-Ibom	70	74	144	48.61	51.39	1.06
Anambra	156	150	306	50.98	49.02	.96
Bauchi	1,016	870	1,886	53.87	46.13	.86
Bayelsa	0	0	0	0	0	0
Benue	37	39	76	48.68	51.32	1.05
Borno	94	96	190	49.47	50.53	1.02
Cross-River	608	573	1,181	51.48	48.52	.94
Delta	66	84	150	44.00	56.00	1.27
Ebonyi	82	76	158	51.90	48.10	.93

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Edo	68	73	141	48.23	51.77	1.07
Ekiti	0	0	0	0	0	0
Enugu	30	46	76	39.47	60.53	1.53
FCT	786	799	1,585	49.59	50.41	1.02
Gombe	35	36	71	49.30	50.70	1.03
Imo	955	946	1,901	50.24	49.76	.99
Jigawa	6,923	6,763	13,686	50.58	49.42	.98
Kaduna	1,398	1,328	2,726	51.28	48.72	.95
Kano	8,319	7,780	16,099	51.67	48.33	.94
Katsina	1,688	1,384	3,072	54.95	45.05	.82
Kebbi	375	538	913	41.07	58.93	1.43
Kogi	5	2	7	71.43	28.57	.40
Kwara	246	272	518	47.49	52.51	1.11
Lagos	620	651	1,271	48.78	51.22	1.05
Nasarawa	23	12	35	65.71	34.29	.52
Niger	198	178	376	52.66	47.34	.90
Ogun	15	16	31	48.39	51.61	1.07
Ondo	99	92	191	51.83	48.17	.93
Osun	58	52	110	52.73	47.27	.90
Oyo	3,993	4,969	8,962	44.55	55.45	1.24
Plateau	397	373	770	51.56	48.44	.94
Rivers	21	29	50	42.00	58.00	1.38
Sokoto	122	161	283	43.11	56.89	1.32
Taraba	53	33	86	61.63	38.37	.62
Yobe	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0
Total	28,870	28,832	57,702	50.03	49.97	0.99

9.8 Enrolment in Primary Schools

9.8.1 National Enrolment in Islamiyya Primary Schools

Islamiyya primary schools had attained gender parity in enrolment with 45.86 percent of males and 54.14 percent females. The gender parity index was 1.18. Figure 9.4 depicts the distribution.

Figure 9.6 National Enrolment in Islamiyya Primary Schools

9.8.2 Zonal Enrolment in Islamiyya Primary Schools

The North-West with 1,618,335 had the largest number of learners in Islamiyya primary schools, while the South-East with only 557 had the least. The number of female learners varied from 885,842 in the North-West to 188 in the South-West, while the number of male learners varied from 732,493 in the North-West to 321 in the South-South. Gender parity index in enrolment varied from 1.21 in the North-West to .51 in the South-East. Table 9.11 presents the details.

Table 9.11: Zonal Enrolment in Islamiyya Schools

Zone	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
North-Central	58,685	56,545	115,230	50.93	49.07	.96
North-East	77,675	86,418	164,093	47.34	52.66	1.11
North-West	732,493	885,842	1,618,335	45.26	54.74	1.21
South-East	369	188	557	66.24	33.76	.51
South-South	321	330	651	49.31	50.69	1.03
South-West	14,989	14,943	29,932	50.08	49.92	.99
National	884,532	1,044,266	1,928,798	45.86	54.14	1.18

9.8.3 State Enrolment in Islamiyya Primary Schools

Abia, Akwa Ibom, Anambra, Cross River, Delta and Ebonyi did not have Islamiyya schools and, therefore, had no enrolment. Amongst states that had Islamiyya schools, the total

enrolment varied from 1,111,447 in Kano to 74 in Bayelsa and Rivers respectively. Gender parity index in the states varied from 1.54 in Yobe to .44 in Imo. Details are presented in Table 9.12.

Table 9.12 State Enrolment in Islamiyya Primary Schools

Zone	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Abia	0	0	0	0	0	0
Adamawa	10,759	10,930	21,689	49.61	50.39	1.02
Akwa-Ibom	0	0	0	0	0	0
Anambra	0	0	0	0	0	
Bauchi	21,207	23,899	45,106	47.02	52.98	1.24
Bayelsa	33	41	74	44.59	55.41	1.24
Benue	110	101	211	52.13	47.87	.92
Borno	23,197	28,795	51,992	44.62	55.38	1.24
Cross-River	0	0	0	0	0	0
Delta	0	0	0	0	0	0
Ebonyi	0	0	0	0	0	0
Edo	244	259	503	48.51	51.49	1.06
Ekiti	458	455	913	50.16	49.84	.99
Enugu	35	41	76	46.05	53.95	1.17
FCT	948	954	1,902	49.84	50.16	1.01
Gombe	7,693	7,171	14,864	51.76	48.24	.93
Imo	334	147	481	69.44	30.56	.44
Jigawa	43,447	60,992	104,439	41.60	58.40	1.40
Kaduna	52,303	57,551	109,854	47.61	52.39	1.10
Kano	489,823	621,624	1,111,447	44.07	55.93	1.27
Katsina	21,000	19,571	40,571	51.76	48.24	.93
Kebbi	89,931	86,106	176,037	51.09	48.91	.96
Kogi	2,732	2,760	5,492	49.75	50.25	1.01
Kwara	5,354	5,044	10,398	51.49	48.51	.94
Lagos	3,001	2,985	5,986	50.13	49.87	.99
Nasarawa	7,454	7,621	15,075	49.45	50.55	1.02
Niger	36,977	35,335	72,312	51.13	48.87	.96
Ogun	392	381	773	50.71	49.29	.97
Ondo	113	89	202	55.94	44.06	.79
Osun	2,019	2,077	4,096	49.29	50.71	1.03
Oyo	9,006	8,956	17,962	50.14	49.86	.99
Plateau	5,110	4,730	9,840	51.93	48.07	.93
Rivers	44	30	74	59.46	40.54	.68
Sokoto	22,830	25,781	48,611	46.96	54.04	1.15
Taraba	11,745	10,885	22,630	51.90	48.10	.93
Yobe	3,074	4,738	7,812	39.35	60.65	1.54
Zamfara	13,159	14,217	27,376	48.07	51.93	1.08
National	884,532	1,044,266	1,928,798	45.86	54.14	1.18

O = no schools and enrolment

9.9 Enrolment in Migrant Fisherfolks Primary Schools

9.9.1 National Enrolment in Migrant Fisherfolks Schools

Enrolment in Migrant Fisherfolk comprised 50.75 percent males and 49.25 females. Gender parity index was 0.97. Figure 9.5 presents the enrolment figures.

Figure 9.7 National Enrolment in Migrant Fisherfolk Schools

9.9.2 Zonal Enrolment in Migrant Fisherfolk Primary Schools

Total enrolment in Migrant Fisherfolk primary schools varied from 45,264 in the South-West to 4,496 in the North-East. The number of female learners varied from 23,671 in the South-West to 2,129 in the North-East, while the number of male learners varied from 23,671 in the South-West to 2,367 in the North-East. Gender parity index varied from 1.09 in the South-West to 0.71 in the North-Central.

Table 9.13 Zonal Enrolment in Migrant Fisherfolk Primary Schools

Zone	Enrolment			Percent		Gender Parity Index
	Males	Females	Total	Males	Females	
North-Central	5,110	3,636	8,746	58.43	41.57	.71
North-East	2,367	2, 129	4,496	52.65	47.35	.89
North-West	2,906	2,206	5,112	56.85	43.15	.76
South-East	12,695	11,658	24,353	52.13	47.87	.92
South-South	15,982	15,551	31,533	50.68	49.32	.97
South-West	21,593	23,671	45,264	47.70	52.30	1.09
National	60,653	58,851	119,504	50.75	49.25	.97

9.9.3 State Enrolment in Migrant Fisherfolk Primary Schools

Among states that had Migrant Fisherfolk primary schools, total enrolment varied from 37,704 in Oyo to 35 in Kwara. The number of male learners in the schools varied between 17,827 in Oyo and 22 in Kwara, while the number of female learners varied between 19,877 in Oyo and 13 in Kwara. Gender parity index in the states varied between 1.67 in Kano to .53 in Enugu. Only seven states had achieved gender parity in enrolment. Details are presented in Table 9.14.

Table 9.14 State Enrolment in Migrant Fisherfolk Primary Schools

State	Enrolment			Percent		Gender Parity Index
	Males	Females	Total	Males	Females	
Abia	4,464	4,453	8,917	50.06	49.94	.99
Adamawa	61	45	106	57.54	42.46	.74
Akwa-Ibom	11,701	11,263	22,964	50.95	49.05	.96
Anambra	3,680	3,624	7,304	50.38	49.62	.98
Bauchi	772	760	1,532	50.39	49.61	.98
Bayelsa	810	893	1,703	47.56	52.44	1.10
Benue	526	333	859	61.23	38.77	.63
Borno	160	147	307	52.12	47.88	.92
Cross-River	597	643	1,240	48.15	51.85	1.07
Delta	509	472	981	51.89	48.11	.93
Ebonyi	721	703	1,424	50.63	49.37	.98
Edo	909	860	1,769	51.38	48.62	.95
Ekiti	0	0	0	0	0	0
Enugu	1,552	815	2,367	65.57	34.43	.53
FCT	60	68	128	46.88	53.12	1.13
Gombe	0	0	0	0	0	0
Imo	2,278	2,063	4,341	52.48	47.52	.91
Jigawa	163	95	258	63.18	36.82	.58
Kaduna	463	326	789	58.68	41.32	.70
Kano	380	633	1,013	37.51	62.49	1.67
Katsina	182	139	321	56.69	43.31	.76
Kebbi	1,623	955	2,578	62.96	37.06	.59
Kogi	0	0	0	0	0	0
Kwara	22	13	35	62.86	37.14	.59
Lagos	3,685	3,722	7,407	49.75	50.25	1.01
Nasarawa	393	330	723	54.36	45.64	.84
Niger	3,826	2,556	6,382	59.95	40.05	.67
Ogun	40	32	72	55.56	44.44	.79
Ondo	41	40	81	50.62	49.38	.98

State	Enrolment			Percent		Gender Parity Index
	Males	Females	Total	Males	Females	
Osun	0	0	0	0	0	0
Oyo	17,827	19,877	37,704	47.28	52.72	1.12
Plateau	283	336	619	45.72	54.28	1.19
Rivers	1,456	1,420	2,876	50.63	49.37	.98
Sokoto	95	58	153	62.09	37.91	.61
Taraba	1,374	1,177	2,551	53.86	46.14	.86
Yobe	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0
National	60,653	58,851	119,504	50.75	49.25	.97

9.10 Enrolment in Nomadic Primary Schools

9.10.1 National Enrolment in Nomadic Primary Schools

Enrolment in Nomadic primary schools comprised 51.61 percent male learners and 48.39 percent female learners. Data indicate gender disparity index of 0.94, which means that more male learners were found in Nomadic primary schools than female learners. Figure 9.6 depicts the enrolment.

Figure 9.6 National Enrolment in Nomadic Primary Schools

9.10.2 Zonal Enrolment in Nomadic Primary Schools

The total enrolment in Nomadic schools in the zones varied between 223,945 in the North-West and 4,655 in the South-South. Gender parity index in enrolment varied between 1.09 in the South-West to 0.86 in the North-East. Whereas the southern zones had achieved gender parity in enrolment, (enrolment in these states was slightly in favour of females), the northern zones had not. Table 9.21 contains the details.

Table 9.15 Zonal Enrolment in Nomadic Primary Schools

Zone	Enrolment			Percent		Gender Parity Index
	Males	Females	Total	Males	Females	
North-Central	22,787	21,071	43,858	51.96	48.04	.92
North-East	44,093	37,781	81,874	53.85	46.15	.86
North-West	116,119	107,826	223,945	51.85	48.15	.93
South-East	4,809	4,905	9,714	49.51	50.49	1.02
South-South	2,320	2,335	4,655	49.84	50.84	1.02
South-West	28,722	31,285	60,007	47.86	52.14	1.09
National	218,850	205,203	424,053	51.61	48.39	.94

9.10.3 State Enrolment in Nomadic Primary Schools

Table 9.16 presents enrolment in Nomadic schools in the states. It shows that Bayelsa State did not have Nomadic primary schools. Amongst the other states, enrolment ranged from 92,896 in Kano to 110 in Rivers. Gender parity index in enrolment ranged from 1.49 in Ekiti to 0.65 in Zamfara. Up to 20 states had not achieved gender parity in enrolment.

Table 9.16. State Enrolment in Nomadic Primary Schools

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Abia	375	460	835	44.91	54.09	1.20
Adamawa	5,247	4,735	9,982	52.56	47.44	.90
Akwa-Ibom	64	73	137	46.72	53.28	1.14
Anambra	179	220	399	52.80	47.20	.89
Bauchi	22,711	19,171	41,882	54.23	45.77	.84
Bayelsa	0	0	0	0	0	0
Benue	1,047	983	2,030	51.58	48.42	.94
Borno	1,209	1,041	2,250	53.73	46.27	.86

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Cross-River	1,169	1,212	2,381	49.09	50.91	1.04
Delta	187	193	380	49.21	50.79	1.03
Ebonyi	327	296	623	52.49	47.51	.91
Edo	843	804	1,647	51.18	48.82	.95
Ekiti	71	106	177	40.11	59.89	1.49
Enugu	160	162	322	49.69	50.31	1.01
FCT	3,506	3,325	6,831	51.32	48.68	.95
Gombe	7,643	6,926	14,569	52.46	47.54	.91
Imo	3,768	3,767	7,535	49.99	50.01	1.00
Jigawa	24,782	23,387	48,169	51.45	48.55	.94
Kaduna	18,959	19,015	37,974	49.93	50.07	1.00
Kano	47,776	45,120	92,896	51.43	48.57	.94
Katsina	15,715	14,009	29,724	52.87	47.17	.89
Kebbi	3,738	2,580	6,318	59.16	40.84	.69
Kogi	215	256	471	45.65	54.35	1.19
Kwara	1,614	1,357	2,971	54.32	45.68	.84
Lagos	4,050	4,254	8,304	48.77	51.23	1.05
Nasarawa	3,218	3,187	6,405	50.24	49.76	.99
Niger	7,575	5,949	13,524	56.01	46.99	.84
Ogun	199	216	415	47.95	52.05	1.09
Ondo	245	220	465	52.69	47.31	.90
Osun	1,671	1,863	3,534	47.28	52.72	1.12
Oyo	22,486	24,626	47,112	47.73	52.27	1.10
Plateau	5,612	6,014	11,626	48.27	51.73	1.07
Rivers	57	53	110	51.82	48.18	.93
Sokoto	4,505	3,296	7,801	57.75	42.25	.73
Taraba	5,824	4,910	10,734	54.26	45.74	.84
Yobe	1,459	998	2,457	59.38	40.62	.68
Zamfara	644	419	1,063	60.58	39.42	.65
National	218,850	205,203	424,053	51.61	48.39	.94

9.11.1 National Enrolment in Special Needs Primary Schools

Total enrolment in Special Needs primary schools was 189,070, comprising 100,863 male learners and 88,201 female learners. This gave a gender parity index of 0.87. Figure 9.7 depicts the enrolment figures.

Figure 9.7 Enrolment in Special Needs Primary Schools

9.11.2 Zonal Enrolment in Special Needs Primary Schools

Total enrolment ranged from 88,648 in the North-West to 10,292 in the South-East. Gender parity index in enrolment ranged from 0.98 in the South-West to 0.84 in the North-West, thus, none of the zones had achieved gender parity in enrolment. Table 9.17 presents details of the enrolment.

Table 9.17 Zonal Enrolment in Special Needs Primary Schools

Zone	Enrolment			Percent		Gender parity index
	Male	Female	Total	Males	Females	
North-Central	8,200	7,576	15,776	51.98	48.02	.92
North-East	14,687	12,491	27,178	54.04	45.96	.85
North-West	48,127	40,521	88,648	54.29	45.71	.84
South-East	5,376	4,916	10,292	52.23	47.77	.91
South-South	13,279	13,017	26,296	50.50	49.50	.98
South-West	11,194	9,686	20,880	53.61	46.39	.87
National	100,863	88,207	189,070	53.35	46.65	.87

9.11.3 State Enrolment in Special Needs Schools

Total enrolment in the states in Special Needs primary schools varied from 59,565 in Kano to 87 in Bayelsa. Gender parity index ranged from 1.22 in Kwara to 0.53 in Ondo. Only 9 states had achieved gender parity in enrolment. Details are presented in Table 9.18.

Table 9.18 State enrolment in Special Needs Primary Schools

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Abia	384	457	841	45.66	54.34	1.19
Adamawa	1,139	1,229	2,368	48.10	51.90	1.08
Akwa-Ibom	11,032	10,823	21,855	50.48	49.52	.98
Anambra	483	428	911	53.02	46.98	.89
Bauchi	7,305	6,035	13,340	54.76	45.24	.83
Bayelsa	47	40	87	54.02	45.98	.85
Benue	1,430	1,369	2,799	51.09	48.91	.96
Borno	579	349	928	62.39	37.61	.60
Cross-River	1,222	1,143	2,365	51.67	48.33	.94
Delta	290	329	619	46.85	53.15	1.13
Ebonyi	1,802	1,520	3,322	54.24	45.76	.84
Edo	465	452	917	50.71	49.29	.97
Ekiti	149	133	282	52.84	47.16	.89
Enugu	553	531	1,084	51.01	48.99	.96
FCT	281	243	524	53.63	46.37	.86
Gombe	2,548	2,224	4,772	53.39	46.61	.87
Imo	2,154	1,980	4,134	52.10	47.90	.92
Jigawa	1,811	1,371	3,182	56.91	43.09	.76
Kaduna	9,774	6,807	16,581	58.95	41.05	.70
Kano	31,426	28,139	59,565	52.76	47.24	.90
Katsina	2,458	2,707	5,165	47.59	52.41	1.10
Kebbi	1,111	631	1,742	63.78	36.22	.57
Kogi	1,089	1,092	2,181	49.93	50.07	1.00
Kwara	346	421	767	45.11	54.89	1.22
Lagos	2,066	1,635	3,701	55.82	44.18	.79
Nasarawa	2,066	1,872	3,938	52.46	47.54	.91
Niger	1,334	895	2,229	59.85	40.15	.67
Ogun	2,022	1,836	3,858	52.41	47.59	.91
Ondo	1,782	938	2,720	65.51	34.49	.53
Osun	1,384	1,422	2,806	49.32	50.68	1.03
Oyo	3,791	3,722	7,513	50.46	49.54	.98
Plateau	1,654	1,684	3,338	49.55	50.45	1.02
Rivers	223	230	453	49.23	50.77	1.03
Sokoto	1,009	569	1,578	63.94	36.06	.56
Taraba	2,222	2,101	4,323	51.40	48.60	.95
Yobe	894	553	1,447	61.78	38.22	.62
Zamfara	538	297	835	64.43	35.57	.55
National	100,863	88,207	189,070	53.35	46.65	.87

9.12 Enrolment in Islamiyya Junior Secondary Schools

9.12.1 National Enrolment

Figure 9.8 depicts the national enrolment in Islamiyya Junior Secondary Schools. Enrolment in Islamiyya junior secondary schools comprised 45.98 percent male learners and 54.02 percent female learners. The gender parity index was 1.17, which meant more female learners were found in Islamiyya junior secondary schools than male learners nationwide.

Figure 9.8 National Enrolment in Islamiyya JSS

9.12.2 Zonal Enrolment in Islamiyya JS Schools

The South-East zone had no Islamiyya junior secondary schools. Enrolment in the other zones ranged from 64,468 in the North-West to 243 in the South-South. Gender parity index in enrolment ranged from 1.28 in the North-West to 0.71 in the South-South. The North-Central and the South-South had attained gender parity in enrolment while the other zones had not. Table 9.19 captures the details.

Table 9.19 Zonal Enrolment in Islamiyya JSS

Zone	Enrolment			Percent		Gender Parity Index
	Male	**Female**	**Total**	**Male**	**Female**	
North-Central	8,129	6,554	14,683	55.36	44.64	.81
North-East	13,611	15,924	29,535	46.08	53.92	1.17
North-West	28,214	36,254	64,468	43.76	56.24	1.28
South-East	-	-	-	-	-	-
South-South	142	101	243	58.44	41.56	.71
South-West	175	222	397	44.08	55.92	1.27
National	50,271	59,055	109,326	45.98	54.02	1.17

9.12.3 State Enrolment in Islamiyya JSS

As can be seen in Table 9.20, Abia, Akwa Ibom, Anambra, Bayelsa, Cross River, Delta, Ebonyi, Ekiti, Imo, Ondo, Osun and Rivers states did not have Islamiyya junior secondary schools, and, therefore, no enrolment. Among states that had Islamiyya schools, enrolment varied from 43,986 in Kano to 95 in Benue. Gender parity index ranged from 21 in Zamfara to 1.58 in Bauchi. In seventeen states, the enrolment of females surpassed that of males.

Table 9.20 State Enrolment in Islamiyya JSS

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Males	Females	
Abia	-	-	-	-	-	-
Adamawa	2,348	2,600	4,948	47.45	52.55	1.11
Akwa-Ibom	-	-	-	-	-	-
Anambra	-	-	-	-	-	-
Bauchi	2,326	3,671	5,997	38.79	61.21	1.58
Bayelsa	-	-	-	-	-	-
Benue	60	35	95	63.16	36.84	.58
Borno	2,530	3,103	5,633	44.91	55.09	1.23
Cross-River	-	-	-	-	-	-
Delta	-	-	-	-	-	-
Ebonyi	-	-	-	-	-	-
Edo	142	101	243	58.44	41.56	.71
Ekiti	-	-	-	-	-	-
Enugu	-	-	-	-	-	-
FCT	341	375	716	47.63	52.37	1.10
Gombe	1,283	1,321	2,604	49.27	50.73	1.03
Imo	-	-	-	-	-	-
Jigawa	2,992	4,562	7,554	39.61	60.39	1.52
Kaduna	1,749	1,888	3,637	48.09	51.91	1.08
Kano	17,404	26,582	43,986	39.57	60.43	1.53
Katsina	1,787	1,123	2,910	61.41	38.59	.63
Kebbi	891	964	1,855	48.03	51.97	1.08
Kogi	474	378	852	55.63	44.37	.80
Kwara	2,694	2,376	5,070	53.14	46.86	.88
Lagos	85	114	199	42.71	57.29	1.34

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Males	Females	
Nasarawa	999	993	1,992	50.15	49.85	.99
Niger	2,505	1,285	3,790	66.09	33.91	.51
Ogun	33	39	72	45.83	54.17	1.18
Ondo	-	-	-	-	-	-
Osun	-	-	-	-	-	-
Oyo	57	69	126	45.24	54.76	1.21
Plateau	1,056	1,112	2,168	48.71	51.29	1.05
Rivers	-	-	-	-	-	-
Sokoto	1,447	726	2,173	66.59	33.41	.50
Taraba	4,139	3,923	8,062	51.34	48.66	.95
Yobe	985	1,306	2,291	42.99	57.01	1.33
Zamfara	1,944	409	2,353	82.62	17.38	.21
National	50,271	59,055	109,326	45.98	54.02	1.17

9.13 Enrolment in Migrant Fisherfolk Junior Secondary Schools

As can be seen in Table 9.21, only three states Bayelsa, Cross River (South-South) and Taraba (North-East) had Migrant Fisherfolk junior secondary schools. Enrolment in Migrant Fisherfolk junior secondary schools stood at a total of 175 learners, 46.86 percent males and 53.14 females, giving a GPI of 1.13. Cross River had the highest enrolment of 147 followed by Bayelsa with 22. Taraba had the lowest enrolment of only 6 learners.

Table 9.21 State Enrolment in Migrant Fisherfolk JSS

State	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Males	Females	
Bayelsa	12	10	22	54.55	45.45	.83
Cross-River	68	79	147	46.26	53.74	1.16
Taraba	2	4	6	33.33	66.67	2.00
Total	82	93	175	46.86	53.14	1.13

9.14 Enrolment in Nomadic Junior Secondary Schools

As can be seen in Table 9.22, only three states, Kaduna, Katsina and Sokoto (North-West) and the Federal Capital Territory (North-Central) had learners in Nomadic junior secondary schools. Male learners constituted 80.84 percent of the 924 learners, indicating a GPI in enrolment of 24.

9.14.1 Zonal Enrolment in Nomadic Junior Secondary Schools

The North-Central and North-West were the only zones with enrolment in Nomadic junior secondary schools. Total enrolment in the two zones was 76 and 848 respectively. Gender

parity index in enrolment in North-Central and North-West was 0.58 and .21 respectively. Table 9.23 presents the details.

By state, enrolment ranged from 76 in the FCT to 334 in Sokoto. Gender parity index in enrolment varied between 0.86 in Katsina and 0 in Sokoto. Table 9.24 presents the details.

Table 9.22 State Enrolment in Nomadic JSS

State	Nomadic JSS			Percent		Gender parity index
	Male	Female	Total	Male	Female	
Fct-Abuja	48	28	76	63.16	36.84	.58
Gombe	-	-	-	-	-	-
Imo	-	-	-	-	-	-
Jigawa	-	-	-	-	-	-
Kaduna	220	25	245	89.79	11.21	.12
Katsina	145	124	269	53.90	46.10	.86
Sokoto	334	-	334	100.00	o	0
Total	747	177	924	80.84	19.16	.24

9.15 Enrolment in Special Needs JSS

9.15.1 National Enrolment in Special Needs JSS

As Table 9.23 indicates, there were 9,747 learners in Special Needs junior secondary schools, comprising 5,971 males and 3,776 females. This represents 61.26 percent males and 38.74 percent females and gender parity index in enrolment of 0.63.

9.15.2 Zonal Enrolment in Special Needs JS schools

Table 9.23 shows that the South-East did not have Special Needs junior secondary schools, and therefore no enrolment. Total enrolment in the other zones ranged from 3,619 in the North-Central to 105 in the South-South. Male enrolment ranged from 2,190 in the North-Central to 56 in the South-South, while female enrolment was 1,429 in North-Central. The southern zones had lower enrolment than the northern zones. In all the zones, the enrolment of males was higher than females except in the South-West where the gender parity index in enrolment was in favour of females.

Table 9.23 Zonal Enrolment in Special Needs JS Schools

State	Special Needs JSS					
	Enrolment			Percent		Gender parity index
	Male	Female	Total	Male	Female	
North-Central	2190	1429	3619	60.51	39.49	0.65
North-East	1832	1128	2960	61.89	38.11	0.62
North-West	1800	1040	2840	63.38	36.62	0.58
South-East	0	0	0	0	0	0
South-South	56	49	105	53.33	46.67	0.88
South-West	93	130	223	41.70	58.30	1.40
National	5,971	3,776	9,747	61.26	38.74	0.63

9.15.3 State Enrolment in Special Needs JS Schools

The South-East states did not have Special Needs junior secondary schools, and, therefore, no enrolments. In South-West, only Lagos had enrolment. In the South-South, only Delta and Bayelsa had enrolments. Table 10.24 showed that in states that had enrolment, Kano with 1,226 learners had the highest enrolment, while Delta with 7 had the lowest enrolment. Kogi with 1,031 and Taraba with 1,028 were the only states with enrolment up to a thousand. The other states had enrolment in the hundreds and tens. In all the states, the enrolment of males was higher than that of females except in Delta, Lagos, Nasarawa and Rivers where the enrolment of females was higher.

Table 9.24 State Enrolment in Special Needs JSS

State	Special Needs JSS					
	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Abia	0	0	0	0	0	0
Adamawa	388	256	644	60.25	39.75	0.66
Akwa-Ibom	0	0	0	0	0	0
Anambra	0	0	0	0	0	0
Bauchi	522	167	689	75.76	24.24	0.32
Bayelsa	49	28	77	63.64	36.36	0.57
Benue	622	74	696	89.37	10.63	0.12
Borno	33	5	38	86.84	13.16	0.15
Cross-River	0	0	0	0	0	0
Delta	1	6	7	14.29	85.71	6.00
Ebonyi	0	0	0	0	0	0

State	Special Needs JSS					
	Enrolment			Percent		Gender Parity Index
	Male	Female	Total	Male	Female	
Edo	0	0	0	0	0	0
Ekiti	0	0	0	0	0	0
Enugu	0	0	0	0	0	0
FCT	0	0	0	0	0	0
Gombe	296	265	561	52.76	47.24	0.90
Imo	0	0	0	0	0	0
Jigawa	233	83	316	73.73	26.27	0.36
Kaduna	355	214	569	62.39	37.61	0.60
Kano	634	592	1,226	51.71	48.29	0.93
Katsina	111	42	153	72.55	27.45	0.38
Kebbi	223	55	278	80.22	19.78	0.25
Kogi	570	461	1,031	55.29	44.71	0.81
Kwara	246	218	464	53.02	46.98	0.89
Lagos	93	130	223	41.70	58.30	1.40
Nasarawa	186	242	428	43.46	56.54	1.30
Niger	198	79	277	71.48	28.52	0.40
Ogun	0	0	0	0	0	0
Ondo	0	0	0	0	0	0
Osun	0	0	0	0	0	0
Oyo	0	0	0	0	0	0
Plateau	368	355	723	50.90	49.10	0.96
Rivers	6	15	21	28.57	71.43	2.50
Sokoto	174	20	194	89.69	10.31	0.11
Taraba	593	435	1,028	57.68	42.32	0.73
Yobe	0	0	0	0	0	0.0
Zamfara	70	34	104	67.31	32.69	0.49
National	5,971	3,776	9,747	61.26	38.74	0.63

9.16 Distribution of Schools and Enrolment in Tsangaya

Tsangaya is another name for Quranic schools. Such schools were established by Qur'anic scholars popularly called *Mallams*. Very often the schools bear the names of the Mallams who founded them. Learning in such schools is individually guided as every learner learns according to his or her ability. Tsangaya schools do not necessarily consist of *Almajiris* only, they can also have other learners from the community who are not *Almajiris.* Tsangaya had no class or level; consequently, it had no ECCDE, primary school or junior secondary

schools. Such hierarchy only exists in the Integrated Tsangaya Qur'anic Education schools, a UBEC programme that was launched by the Federal Government and being piloted in some states before scale up. It has led to the establishment of Almajiri Model schools. In this report, no distinction is made between this and the traditional Tsangaya earlier mentioned.

9.16.1 National Distribution of Schools and Enrolment

As Table 9.25 indicates, 363,641 learners were enrolled in 1,838 Tsangaya schools consisting of 211,109 males and 152,532 females. Thus, 58 percent of the learners were males and 42 percent were females. This gives a gender parity index in enrolment of 0.72.

9.16.2 Zonal Distribution of Schools and Enrolment

Table 9.25 shows that the South-East and South-South zones did not have these schools and, therefore, no enrolments. The North-West with 1,472 had the highest number of schools, while the South-West with 65 had the smallest number of schools. The North-West also had the largest enrolment (299,822), while the South-West (6,407) had the smallest enrolment. In all the zones, the enrolment of males was higher than that of females. Accordingly, the GPI varied between 0.96 in the South-West and 0.69 in the North-West.

Table 9.25 Zonal Distribution of Enrolment in Tsangaya Schools

ZONE	No of schools	Enrolment			Percent		Gender Parity Index
		Male	Female	Total	Male	Female	
North-Central	103	8,983	6,803	15,786	57	43	.75
North-East	198	23,054	18,572	41,626	55	45	.82
North-West	1,472	175,815	124,007	299,822	59	41	.69
South-East	-	-	-	-	-	-	-
South-South	-	-	-	-	-	-	-
South-West	65	3,257	3,150	6,407	51	49	.96
National	1,838	211,109	152,532	363,641	58	42	.72

9.16.3 State Distribution of Schools and Enrolment

Twelve states (Abia, Akwa Ibom, Anambra, Bayelsa, Cross River, Delta, Ebonyi, Edo, Ekiti, Enugu, Imo and Rivers) and FCT do not have Tsangaya schools, and, therefore, no enrolments. Among the states that had schools, Kebbi State had the largest number of schools (669) while Ondo and Benue had the least at 2 each. Kebbi also had the largest

enrolment (86,471), while Ondo had the least (32). In Kano, Kebbi and Ondo, there were more females than males in Tsangaya schools. Osun had almost equal number of males and females. In the other states, there were more males than females. Gender parity index in enrolment varied from 1.2 in Kano to 0.3 in Kaduna. Table 9.26 gives the details.

Table 9.26 State Distribution of Schools and enrolment

S/N	State	Number of Schools	Enrolment					Gender Parity Index
			Male	Female	Total	percent Male	percent Female	
1	Abia	-	-	-	-	0	-	-
2	Adamawa	34	1,947	1,532	3,479	56	44	0.8
3	Akwa-Ibom	-	-	-	-	0	-	-
4	Anambra	-	-	-	-	0	-	-
5	Bauchi	34	3,320	2,786	6,106	54	46	0.8
6	Bayelsa	-	-	-	-	0	-	-
7	Benue	2	147	117	264	56	44	0.8
8	Borno	22	3,423	3,196	6,619	52	48	0.9
9	Cross-River	-	-	-	-	0	-	-
10	Delta	-	-	-	-	0	-	-
11	Ebonyi	-	-	-	-	0	-	-
12	Edo	-	-	-	-	0	-	-
13	Ekiti	-	-	-	-	0	-	-
14	Enugu	-	-	-	-	0	-	-
15	FCT	-	-	-	-	0	-	-
16	Gombe	26	4,243	2,117	6,360	67	33	0.5
17	Imo	-	-	-	-	0	-	-
18	Jigawa	192	20,100	11,564	31,664	63	37	0.6
19	Kaduna	145	13,438	3,689	17,127	78	22	0.3
20	Kano	254	30,384	35,301	65,685	46	54	1.2
21	Katsina	158	18,597	11,918	30,515	61	39	0.6
22	Kebbi	669	86,471	56,681	143,152	60	40	0.7
23	Kogi	7	429	371	800	54	46	0.9
24	Kwara	21	1,142	912	2,054	56	44	0.8
25	Lagos	26	760	739	1,499	51	49	1.0
26	Nasarawa	12	398	438	836	48	52	1.1
27	Niger	54	4,680	3,244	7,924	59	41	0.7
28	Ogun	8	345	289	634	54	46	0.8
29	Ondo	2	31	32	63	49	51	1.0
30	Osun	18	1,777	1,762	3,539	50	50	1.0
31	Oyo	11	344	328	672	51	49	1.0
32	Plateau	7	2,187	1,721	3,908	56	44	0.8

S/N	State	Number of Schools	Enrolment					Gender Parity Index
			Male	Female	Total	percent Male	percent Female	
33	Rivers	-	-	-	-	0	-	-
34	Sokoto	20	3,684	2,245	5,929	62	38	0.6
35	Taraba	75	9,008	7,973	16,981	53	47	0.9
36	Yobe	7	1,113	968	2,081	53	47	0.9
37	Zamfara	34	3,141	2,609	5,750	55	45	0.8
National		1,838	211,109	152,532	363,641	58	42	0.7

9.17 Teaching and Non-Teaching Staff in Special Programme Schools

9.17.1 Teaching and Non-teaching Staff in Tsangaya Schools

9.17.1.1 National Distribution of Staff in Tsangaya Schools

As Table 9.27 reveals, there were 6,706 teachers in Tsangaya schools across the country, comprising 5,412 males and 1,294 females. Males constituted a greater majority of the staff at 81 percent. The number of female teachers did not appear to be commensurate with the number of female learners. The total number of teachers against total enrolment gave a teacher-learner ratio equivalent to 1:94.

With respect to non-teaching staff which probably exists only in model Almajiri schools, there was a total of 594 non-teaching staff comprising 401 males and 193 females. Thus, 68 percent of the staff were males, while 32 percent were females.

9.17.1.2 Zonal Distribution of Staff in Tsangaya Schools

The South-East and South-South zones did not have Tsangaya schools, and therefore, no teachers. The North-West with 4,944 teachers had the largest number, while the South-West with 236 had the smallest. In the North-West, North-Central and North-East zones, the percentage of male teachers was higher than the percentage of female teachers; in the South-West the percentage of female teachers is twice the number of male teachers. Table 9.27 contains the details.

Table 9.27 Zonal Distribution of Teaching Staff in Tsangaya Schools

ZONE	Number			Percent	
	Male	Female	Total	Male	Female
North-Central	294	181	475	62	38
North-East	778	273	1,051	74	26
North-West	4,250	694	4,944	86	14
South-East	-	-	-	-	-
South-South	-	-	-	-	-
South-West	90	146	236	38	62
National	5,412	1,294	6,706	81	19

The distribution of non-teaching staff follows a similar pattern to that of teaching staff with the North-West having the largest number (308), while the South-West had the smallest (36). In the northern zones, there were more male non-teaching staff than female non-teaching staff. In the South-West, however, the proportion of female non-teaching staff was more than three times the proportion of male non-teaching staff.

Table 9.28 Zonal Distribution of Non-Teaching Staff

Zone	Number			Percent	
	Male	Female	Total	Male	Female
North-Central	36	32	68	53	47
North-East	124	58	182	68	32
North-West	233	75	308	76	24
South-East	-	-	-	-	-
South-South	-	-	-	-	-
South-West	8	28	36	22	78
National	401	193	594	68	32

9.17.1.3 State Distribution of Staff in Tsangaya Schools

The South-East and South-South states did not have Tsangaya schools, and therefore, no teachers. Among the states that had teachers, Kebbi with 2,037 had the largest number while Ondo with 8 had the smallest. The proportion of male teachers varied from 96 percent in Jigawa to 13 percent in Ondo. In Kogi, Kwara, Lagos, Ogun, Ondo and Oyo, the proportion of female teachers was higher than the percentage of male teachers; in the other states, the proportion of male teachers was higher than that of females.

Table 9.29 States Distribution of Teaching staff in Tsangaya Schools

State	Number			Percent	
	Male	Female	Total	Male	Female
Abia	-	-	-	-	-
Adamawa	88	54	142	62	38
Akwa-Ibom	-	-	-	-	-
Anambra	-	-	-	-	-
Bauchi	147	26	173	85	15
Bayelsa	-	-	-	-	-
Benue	13	6	19	68	32
Borno	87	57	144	60	40
Cross-River	-	-	-	-	-
Delta	-	-	-	-	-
Ebonyi	-	-	-	-	-
Edo	-	-	-	-	-
Ekiti	-	-	-	-	-
Enugu	-	-	-	-	-
FCT	-	-	-	-	-
Gombe	109	23	132	83	17
Imo	-	-	-	-	-
Jigawa	545	21	566	96	4
Kaduna	315	76	391	81	19
Kano	719	318	1,037	69	31
Katsina	554	50	604	92	8
Kebbi	1,852	185	2,037	91	9
Kogi	16	23	39	41	59
Kwara	35	48	83	42	58
Lagos	24	71	95	25	75
Nasarawa	37	13	50	74	26
Niger	168	76	244	69	31
Ogun	12	20	32	38	63
Ondo	1	7	8	13	88
Osun	42	22	64	66	34
Oyo	11	26	37	30	70
Plateau	25	15	40	63	38
Rivers	-	-	-	-	-
Sokoto	129	16	145	89	11
Taraba	290	87	377	77	23
Yobe	57	26	83	69	31
Zamfara	136	28	164	83	17
National	5,412	1,294	6,706	81	19

The number of non-teaching staff varied between 130 in Kano 2 in Ondo and Osun each. Whereas Zamfara had only male non-teaching staff in Tsangaya Schools, Ogun and Ondo had only female non-teaching staff. Osun and Benue had equal number of male and female non-teaching staff, 4 each.

Table 9.29 States Distribution of Non-teaching staff in Tsangaya Schools

S/No	State	Number			Percent	
		Male	Female	Total	Male	Female
1	Abia	-	-	-	`	-
2	Adamawa	16	6	22	73	27
3	Akwa-Ibom	-	-	-	-	-
4	Anambra	-	-	-	-	-
5	Bauchi	16	5	21	76	24
6	Bayelsa	-	-	-	-	-
7	Benue	2	2	4	50	50
8	Borno	8	5	13	62	38
9	Cross-River	-	-	-	-	-
10	Delta	-	-	-	-	-
11	Ebonyi	-	-	-	-	-
12	Edo	-	-	-	-	-
13	Ekiti	-	-	-	-	-
14	Enugu	-	-	-	-	-
15	FCT	-	-	-	-	-
16	Gombe	55	12	67	82	18
17	Imo	-	-	-	-	-
18	Jigawa	15	3	18	83	17
19	Kaduna	18	3	21	86	14
20	Kano	95	35	130	73	27
21	Katsina	24	8	32	75	25
22	Kebbi	61	20	81	75	25
23	Kogi	4	1	5	80	20
24	Kwara	4	9	13	31	69
25	Lagos	6	11	17	35	65
26	Nasarawa	4	4	8	50	50
27	Niger	15	14	29	52	48
28	Ogun	-	10	10	-	100
29	Ondo	-	2	2	-	100
30	Osun	1	1	2	50	50
31	Oyo	1	4	5	20	80
32	Plateau	7	2	9	78	22
33	Rivers	-	-	-	-	-
34	Sokoto	15	6	21	71	29
35	Taraba	24	27	51	47	53
36	Yobe	5	3	8	63	38
37	Zamfara	5	-	5	100	-
National		401	193	594	68	32

9.17.2 Teaching and non-teaching staff in Islamiyya ECCDE

9.17.2.1 National Distribution of Teaching and Non-teaching Staff in Islamiyya ECCDE

Across the country, there were 9,428 teachers in ECCDE Islamiyya schools comprising 4,282 males and 5,146 females. The learner-teacher ratio was 1:54. This ratio was far above the minimum standard of 1:25 for ECCDE schools. The nation's Islamiyya ECCDE schools were, therefore, grossly understaffed. With respect to non-teaching staff, there were 1,822 comprising 687 males and 1,135 females. In Islamiyya ECCDE, therefore, there were more female than male staff.

9.17.2.2 Zonal Distribution of Staff in Islamiyya ECCDE

The North-West had the largest number of teaching staff. The South-East had the lowest number of teaching staff. The North-West, North-Central and South-West zone had more female teaching staff than males. Learner-teacher ratio ranged from 1:68 in the North-West to 1:24 in the South-East and South-West. Thus, the southern zones met the minimum standard LTR of 1:25, while the northern zones did not meet the standard. With respect to non-teaching staff, the North-West had the largest number, while the South-East had none.

Table 9.30 Zonal Distribution of Staff in Islamiyya ECCDE

Zone	Enrolment	Teaching Staff			Teacher Learner ratio	Non-teaching staff		
		Male	Female	Total		Male	Female	Total
North-Central	35,218	340	778	1118	1:31	81	269	350
North-East	59,008	670	838	1508	1:39	128	218	346
North-West	392,937	3125	2,629	5754	1:68	420	457	877
South-East	240	0	10	10	1:24	0	0	0
South-South	518	8	13	21	1:25	1	4	5
South-West	24,628	139	878	1017	1:24	57	187	244
National	512,549	4,282	5,146	9,428	1:54	687	1,135	1,822

9.17.2.3 States Distribution of Staff in Islamiyya ECCDE Schools

Amongst the states that had ECCDE schools, Kano had the largest number of teachers with 3,104, while Ondo had only 1 teacher. Ondo with one teacher for 108 learners (1:108) had the largest LTR while Bayelsa had 1:14. Eight states led by Bayelsa met the standard of not greater than 1:25. Therefore, in most states, there was shortage of teachers in ECCDE schools. In most of the states, there were more female teachers than male teachers.

With regard to non-teaching staff, Kano with 447 had the largest number of non-teaching staff, while Ondo with 1 had the least. Although Bayelsa, Enugu and Imo had teaching staff, they did not have non-teaching staff.

Table 9.31 States Distribution of Teaching and Non-teaching Staff

State	Enrolment	Teaching Staff			Teacher Learner Ratio	Non-teaching Staff		
		Male	Female	Total		Male	Female	Total
Abia	0	0	0	0	0	0	0	0
Adamawa	11,036	85	149	234	1:47	28	44	72
Akwa-Ibom	0	0	0	0	0	0	0	0
Anambra	0	0	0	0	0	0	0	0
Bauchi	11,465	223	116	339	1:33	24	43	67
Bayelsa	41	3	0	3	1.14	0	0	0
Benue	121	3	1	4	1:30	0	2	2
Borno	23,424	180	395	575	1:40	59	82	141
Cross-River	0	0	0	0	0	0	0	0
Delta	0	0	0	0	0	0	0	0
Ebonyi	0	0	0	0	0	0	0	0
Edo	387	3	9	12	1:32	1	2	3
Ekiti	1,574	25	28	53	1:30	7	9	16
Enugu	74	0	2	2	1:37	0	0	0
FCT	945	1	46	47	1:20	3	23	26
Gombe	4,538	70	77	147	1:30	6	25	31
Imo	166	0	8	8	1:21	0	0	0
Jigawa	34,830	334	118	452	1:77	47	14	61
Kaduna	47,815	279	491	770	1:62	36	79	115
Kano	207,513	1,447	1,657	3,104	1:66	208	239	447
Katsina	10,255	142	48	190	1:54	5	19	24
Kebbi	74,559	713	197	910	1:82	99	71	170
Kogi	1,507	5	39	44	1:34	1	16	17
Kwara	6,110	53	194	247	1:25	16	66	82
Lagos	4,732	35	253	288	1:16	18	89	107
Nasarawa	7,200	85	144	229	1:31	13	49	62
Niger	16,329	159	299	458	1:35	43	95	138
Ogun	543	2	35	37	1:15	4	10	14
Ondo	108	0	1	1	1:108	1	0	1
Osun	4,245	30	171	201	1:21	8	33	41
Oyo	13,426	47	390	437	1:31	19	46	65
Plateau	3,006	34	55	89	1:33	5	18	23
Rivers	90	2	4	6	1:15	0	2	2
Sokoto	9,390	118	95	213	1:44	24	34	58
Taraba	7,259	104	81	185	1:39	7	20	27
Yobe	1,286	8	20	28	1:45	4	4	8
Zamfara	8,575	92	23	115	1:75	1	1	2
National	512,549	4,282	5,146	9,428	1:54	687	1,135	1,822

9.17.3 Distribution of Staff in Migrant Fisherfolk ECCDE Schools

9.17.3.1National Distribution of Staff in ECCDE

Nationwide, there were 516 teachers in Migrant Fisherfolk ECCDE schools consisting of 97 males and 419 females. The schools had LTR of 1:61. This ratio indicated that the number of ECCDE teachers in Migrant Fisherfolk ECCDE was not adequate. With regard to non-teaching staff, there were 198 consisting of 74 males and 124 females. Thus, there were more female teaching and non-teaching staff than males.

9.17.3.2 Zonal Distribution of Staff in Migrant Fisherfolk ECCDE

The South-West with 162, had the largest number of teachers, while the North-West with 7 had the smallest number. The LTR ranged from 1:82 in the South-West to 1:35 in the North-Central. Thus, none of the zones met the minimum standard of teacher learner ratio. In all the zones, except the North-Central and the North-West, there were more female teachers than males. The number of non-teaching staff varied between 89 in the South-East to 4 each in the North-Central and the North-West. The number of non-teaching female staff was greater than non-teaching male staff in all the zones, except the North-West.

Table 9.32 Zonal distribution of staff in Migrant Fisherfolk ECCDE schools

Zone	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
North-Central	666	10	9	19	1:35	1	3	4
North-East	469	1	12	13	1:36	3	5	8
North-West	331	4	3	7	1:47	3	1	4
South-East	10,138	12	216	228	1:44	35	54	89
South-South	6,675	17	70	87	1:76	8	30	38
South-West	13286	53	109	162	1:82	24	31	55
Total	31,565	97	419	516	1:61	74	124	198

9.17.3.3 States Distribution of Teachers in Migrant Fisherfolk ECCDE

The number of teachers varied from 141 in Oyo to 1 each in Jigawa, Kaduna and Kano. The LTR varied from 1:243 in Niger to 1:8 in Plateau. Plateau and Delta were the only states that met the minimum standard of 1:25 LTR. Non-teaching staff varied from 80 in Abia to 1 each

in Akwa Ibom, Bauchi, Imo, Jigawa and Kano. Although, Adamawa, Delta, Ebonyi, Enugu, Ekiti, FCT and Kaduna had teaching staff, they did not have non-teaching staff to service the schools. Table 9.36 has the details.

Table 9.33: States Distribution of Migrant Fisherfolk ECCDE

State	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
Abia	4,017	4	104	108	1:37	30	50	80
Adamawa	101	0	2	2	1:51	0	0	0
Akwa-Ibom	4,876	4	28	32	1:152	1	0	1
Anambra	3,664	3	73	76	1:48	5	3	8
Bauchi	189	1	2	3	1:63	1	0	1
Bayelsa	258	1	9	10	1:25	2	9	11
Benue	0	0	0	0	0	0	0	0
Borno	179	0	8	8	1:22	2	5	7
Cross-River	869	9	16	25	1:34	2	7	9
Delta	31	0	2	2	1:15	0	0	0
Ebonyi	518	2	14	16	1:32	0	0	0
Edo	242	1	1	2	1:121	0	0	0
Ekiti	0	0	0	0	0	0	0	0
Enugu	560	3	12	15	1:37	0	0	0
FCT	52	0	2	2	1:26	0	0	0
Gombe	0	0	0	0	0	0	0	0
Imo	1,379	0	13	13	1:106	0	1	1
Jigawa	85	1	0	1	1:85	1	0	1
Kaduna	100	0	1	1	1:100	0	0	0
Kano	60	1	0	1	1:60	1	0	1
Katsina	0	0	0	0	0	0	0	0
Kebbi	86	2	2	4	1:21	1	1	2
Kogi	0	0	0	0	0	0	0	0
Kwara	0	0	0	0	0	0	0	0
Lagos	1,507	0	17	17	1:88	22	31	53
Nasarawa	0	0	0	0	0	0	0	0
Niger	487	1	1	2	1:243	0	2	2
Ogun	0	0	0	0	0	0	0	0
Ondo	37	0	4	4	1:9	0	0	0
Osun	0	0	0	0	0	0	0	0
Oyo	11,742	53	88	141	1:83	2	0	2
Plateau	127	9	6	15	1:8	1	1	2
Rivers	399	2	14	16	1:24	3	14	17
Sokoto	0	0	0	0	0	0	0	0
Taraba	0	0	0	0	0	0	0	0
Yobe	0	0	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0	0	0
National	31,565	97	419	516	1:61	74	124	198

9.17.4 Distribution of Staff in Nomadic ECCDE

9.17.4.1 National Distribution of staff in Nomadic ECCDE

Nomadic ECCDE schools in the country had a total of 1,157 teachers consisting of 722 male teachers and 435 female teachers. With a learner-teacher ratio of 1: 50, Nomadic ECCDE did not meet the minimum standard LTR. There were 169 non-teaching staff consisting of 112 males and 57 females. In Nomadic ECCDE schools, there were more male staff than there were female staff.

9.17.4.2 Zonal Distribution of Staff in Nomadic ECCDE

The number of teachers varied between 628 in the North-West and 61 in the South-South. The LTR varied between 1:65 in the South-West and 1:24 in the North-Central. Only two zones, the (North-Central and North-East) met the minimum standard requirement on LTR. The number of non-teaching staff varied between 91 in the North-West and 5 in the South-East. There were more female non-teaching staff in all the zones, except the North-Central and the North-East. In fact, the North-East did not have female non-teaching staff at all.

Table 9.34: Zonal Distribution of Staff in Nomadic ECCDE

State	Enrolment	Teaching staff			Teacher Learner Ratio	Non-teaching staff		
		Male	Female	Total		Male	Female	Total
North-Central	3367	58	81	139	1:24	11	16	27
North-East	2493	73	27	100	1:25	14	0	14
North-West	36,779	522	106	628	1:59	73	18	91
South-East	2,832	4	62	66	1:43	1	4	5
South-South	1666	21	40	61	1:27	6	8	14
South-West	10565	44	119	163	1:65	7	11	18
National	57,702	722	435	1,157	1:50	112	57	169

9.17.4.3 States Distribution of Staff in Nomadic ECCDE

Yobe, Zamfara, Ekiti and Bayelsa states did not have Nomadic ECCDE, and therefore, there were no staff. Although, Taraba State had enrolment, it did not have either teaching or non-teaching staff. A probable explanation might be that the staff in the ECCDE were engaged on part-time basis, and, therefore, were not captured in the survey. The number of teaching staff in states that had them varied between 286 in Kano to 1 each in Kogi and Edo. Jigawa with

233 teachers was next to Kano in number of teachers. Adamawa, Delta, Gombe, Kogi, Nasarawa and Ogun were among the 13 states that had met the minimum standard requirement of LTR of 1:25 in ECCDE schools. The learner-teacher ratio was as high as 1:141 in Edo and 1:130 in Kebbi. Akwa Ibom, Benue, Borno, Ebonyi, Edo, Enugu, Kebbi, Imo, Kogi, Niger, Ogun, Osun, Oyo and Taraba did not have any non-teaching staff although they had learners. In states that had non-teaching staff, the number ranged from 43 in Kano to 1 each in Adamawa, Anambra, Gombe, Nasarawa and Rivers.

Table 9.35 States Distribution of Staff in Nomadic ECCDE

State	Enrolment	Teaching Staff			Teacher Learner Ratio	Non-teaching Staff		
		Male	Female	Total		Male	Female	Total
Abia	391	0	17	17	1:23	0	4	4
Adamawa	260	16	3	19	1:14	1	0	1
Akwa-Ibom	144	1	1	2	1:72	0	0	0
Anambra	306	2	11	13	1:24	1	0	1
Bauchi	1,886	52	19	71	1:27	12	0	12
Bayelsa	0	0	0	0	0	0	0	0
Benue	76	1	3	4	1:19	0	0	0
Borno	190	3	1	4	1:48	0	0	0
Cross-River	1,181	13	29	42	1:28	5	6	11
Delta	150	6	7	13	1:12	0	2	2
Ebonyi	158	0	9	9	1:18	0	0	0
Edo	141	0	1	1	1:141	0	0	0
Ekiti	0	0	0	0	0	0	0	0
Enugu	76	0	2	2	1:38	0	0	0
FCT	1,585	27	38	65	1:24	6	4	10
Gombe	71	2	4	6	1:12	1	0	1
Imo	1,901	2	23	25	1:76	0	0	0
Jigawa	13,686	222	11	233	1:59	23	0	23
Kaduna	2,726	21	17	38	1:72	4	2	6
Kano	16,099	237	49	286	1:56	36	7	43
Katsina	3,072	37	23	60	1:51	7	9	16
Kebbi	913	1	6	7	1:130	0	0	0
Kogi	7	1	0	1	1:7	0	0	0
Kwara	518	6	23	29	1:18	0	3	3
Lagos	1,271	4	14	18	1:71	5	9	14
Nasarawa	35	3	0	3	1:12	0	1	1
Niger	376	13	1	14	1:27	0	0	0
Ogun	31	0	14	14	1:2	0	0	0
Ondo	191	0	4	4	1:48	2	2	4
Osun	110	0	4	4	1:28	0	0	0

State	Enrolment	Teaching Staff			Teacher Learner Ratio	Non-teaching Staff		
		Male	Female	Total		Male	Female	Total
Oyo	8,962	40	83	123	1:73	0	0	0
Plateau	770	7	16	23	1:33	5	8	13
Rivers	50	1	2	3	1:17	1	0	1
Sokoto	283	4	0	4	1:71	3	0	3
Taraba	86	0	0	0	0	0	0	0
Yobe	0	0	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0	0	0
National	57,702	722	435	1,157	50	112	57	169

9.17.5 Distribution of staff in Special Needs ECCDE Schools

9.17.5.1 National Distribution of Staff in Special Needs ECCDE

In the nation's Special Needs ECCDE schools, there were 1,318 teachers consisting of 279 males and 1,039 females. The LTR was 1:30, which fell short of the minimum standard LTR of 1:10. There was a total of 598 non-teaching staff comprising 418 females and 180 males. ECCDE schools, therefore, had more female staff both teaching and non-teaching than males.

9.17.5.2 Zonal Distribution of Staff in Special Needs ECCDE

Table 9.36 shows that the number of teachers in Special Needs ECCDE schools varied from 370 in the South-West to 122 in the South-East. In all the zones, the number of female teachers was higher than the number of males. The LTR ranged from 1:51 in the North-West to 1:18 in the South-West. No zone met the minimum requirement of LTR of 1:10. The South-West with 193 had the largest number of non-teaching staff, while the South-East with 43 had the smallest number. In all the zones, the number of female teachers was more than the number of male teachers. In all the zones, except the North-West, the number of female non-teaching staff was more than the number of male non-teaching staff.

Table 9.36 Zonal Distribution Staff in ECCDE Schools

State	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
North-Central	5,275	59	178	237	1:22	19	79	98
North-East	4299	47	89	136	1:32	22	54	76
North-West	12152	72	167	239	1:51	56	49	105
South-East	2672	7	115	122	1:22	10	33	43
South-South	9,570	35	179	214	1:45	22	61	83
South-West	6214	59	311	370	1:18	51	142	193
Grand Total	40,182	279	1,039	1,318	1:30	180	418	598

9.17.6 State Distribution of Staff in Special Needs ECCDE Schools

Oyo had the largest number of teachers (156), followed closely by Kano (155). Sokoto State, with 1, had the least number of teachers in Special Needs ECCDE. Borno had no Special Needs ECCDE schools and had no teachers. There were no male teachers in Bayelsa, Anambra, Ekiti, Imo, Yobe and Zamfara, while there were no female teachers in Sokoto. In all the other states, the number of female teachers is higher than that of male teachers, except in Jigawa, Katsina and Kebbi. It seemed as if most states preferred to employ female teachers to teach in Special Needs ECCDE schools. In Adamawa, FCT, Imo, Osun and Zamfara, there were no male non-teaching staff. In the other states, the number of female non-teaching staff was greater than the number of male non-teaching staff except Sokoto which had no non-teaching staff. In Delta, Ebonyi, Ekiti, Kano and Kebbi, the number of male non-teaching staff was larger than the number of female non-teaching staff.

Table 9.37 State Distribution of staff in ECCDE schools

State	Enrolment	Teaching staff				Non-teaching staff		
		Male	Female	Total	Teacher Learner ratio	Male	Female	Total
Abia	389	2	21	23	16.91	4	13	17
Adamawa	403	3	8	11	36.64	0	1	1
Akwa-Ibom	5,512	19	51	70	78.74	4	10	14
Anambra	383	0	20	20	19.15	2	4	6
Bauchi	1,911	23	29	52	36.75	6	8	14
Bayelsa	75	0	7	7	10.71	1	5	6
Benue	1,053	13	16	29	36.31	2	3	5

State	Enrolment	Teaching staff				Non-teaching staff		
		Male	Female	Total	Teacher Learner ratio	Male	Female	Total
Borno	0	0	0	0	0	0	0	0
Cross-River	1,404	5	47	52	27.00	6	29	35
Delta	1,141	2	15	17	67.12	3	1	4
Ebonyi	765	2	18	20	38.25	3	2	5
Edo	1,205	3	21	24	50.21	7	12	19
Ekiti	220	0	11	11	20.00	1	1	2
Enugu	545	3	27	30	18.17	1	7	8
FCT	203	5	9	14	14.50	0	5	5
Gombe	1,414	16	27	43	32.88	9	36	45
Imo	590	0	29	29	20.34	0	7	7
Jigawa	981	10	7	17	57.71	1	2	3
Kaduna	3,114	13	34	47	66.26	8	9	17
Kano	7,145	37	118	155	46.10	43	34	77
Katsina	273	3	2	5	54.60	2	2	4
Kebbi	145	8	1	9	16.11	2	1	3
Kogi	405	6	18	24	16.88	1	8	9
Kwara	288	7	19	26	11.08	3	12	15
Lagos	1,290	6	90	96	13.44	17	84	101
Nasarawa	1,468	11	52	63	23.30	3	23	26
Niger	786	12	26	38	20.68	3	10	13
Ogun	1,029	4	29	33	31.18	18	26	44
Ondo	1,621	8	38	46	35.24	9	11	20
Osun	496	6	22	28	17.71	0	5	5
Oyo	1,558	35	121	156	9.99	6	15	21
Plateau	1,072	5	38	43	24.93	7	18	25
Rivers	233	6	38	44	5.30	1	4	5
Sokoto	105	1	0	1	105.00	0	0	0
Taraba	473	5	17	22	21.50	5	5	10
Yobe	98	0	8	8	12.25	2	4	6
Zamfara	389	0	5	5	77.80	0	1	1
National	40,182	279	1,039	1,318	30.49	180	418	598

9.17.7 Distribution of Staff in Migrant Fisherfolk Primary Schools

9.17.7.1 National Distribution of Primary Schools

Nationwide, Migrant Fisherfolk primary schools had 2,431 teachers consisting of 1,051 males and 1,380 females. The LTR in the schools was 1:49. The ratio was, therefore, much higher than the minimum standard. The schools had 169 non-teaching staff consisting of 342 males

and 143 females. Whereas there were more female teachers than males, there were more male non-teaching staff than there were females.

9.17.7.2 Zonal Distribution of Staff in Migrant Fisherfolk Primary Schools

The South-East with 700, had the largest number of teachers in Migrant Fisherfolk primary schools, while the North-West with 22 had the smallest. The LTR ranged from 1:93 in the South-West to 1:28 in the South-East. None of the zones met the national LTR. In all the northern zones, the number of male teachers was higher than the number of female teachers, while the reverse was the case in the southern zones. The number of non-teaching staff ranged from 149 in the South-South to 4 in the North-East. The number of female non-teaching staff was greater than male non-teaching staff only in southern zones.

Table 9.38 Zonal Distribution of Staff in Migrant Fisherfolk Primary Schools

Zone	Enrolment	Teaching staff			Teacher Learner ratio	Non-teaching staff		
		Male	Female	Total		Male	Female	Total
North-Central	8746	110	28	138	1:63	8	1	9
North-East	4496	61	34	95	1:47	2	2	4
North-West	5112	89	22	111	1:46	12	0	12
South-East	24,353	160	700	860	1:28	33	25	58
South-South	31,533	340	399	739	1:43	62	87	149
South-West	45264	291	197	488	1:93	82	28	110
National	119,504	1,051	1,380	2,431	1:49	199	143	342

9.17.7.3 States Distribution of Staff in Migrant Fisherfolk Primary Schools

The number of teachers in Migrant Fisherfolk primary schools varied from 333 in Oyo to 1 each in Bauchi and Ogun. Ekiti, Gombe, Kogi, Osun, Yobe and Zamfara did not have Migrant Fisherfolk schools and, therefore, did not have both teaching and non-teaching staff. The LTR in the primary schools varied from 1: 214 in Benue to 1:12 in Kwara. There was more variability in LTR amongst the states in Migrant Fisherfolk primary schools than in any other special programme schools signalling the desparate attention that needs to be paid to the employment and deployment of teachers to teach in the schools by state governments. The number of non-teaching staff varied from 109 in Lagos to 1 each in Kaduna and Ogun amongst states that had them. Adamawa, Akwa Ibom, Borno, Benue, Ebonyi, FCT, Jigawa Katsina, Kwara, Nasarawa, Ondo, Oyo and Sokoto had teachers but did not have non-

teaching staff. The number of non-teaching staff ranged from 109 in Lagos to 1 each in Kaduna and Ogun among states that had them. Anambra, Bauchi, Kaduna, Kano, Kebbi and Niger had only male staff.

Table 9.39 State Distribution of Staff in Migrant Fisherfolk Schools

State	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
Abia	8,917	60	424	484	1:18	24	20	44
Adamawa	106	0	5	5	1:21	0	0	0
Akwa-Ibom	22,964	58	103	161	1:143	0	0	0
Anambra	7,304	43	128	171	1:43	6	0	6
Bauchi	1,532	25	1	26	1:59	2	0	2
Bayelsa	1,703	56	34	90	1:19	17	23	40
Benue	859	4	0	4	1:214	0	0	0
Borno	307	4	12	16	1:19	0	0	0
Cross-River	1,240	52	45	97	1:13	3	2	5
Delta	981	12	17	29	1:34	7	13	20
Ebonyi	1,424	17	47	64	1:22	0	0	0
Edo	1,769	25	17	42	1:42	3	1	4
Ekiti	0	0	0	0	0	0	0	0
Enugu	2,367	38	55	93	1:25	1	1	2
FCT	128	6	4	10	1:13	0	0	0
Gombe	0	0	0	0	0	0	0	0
Imo	4,341	2	46	48	1:90	2	4	6
Jigawa	258	3	0	3	1:86	0	0	0
Kaduna	789	2	6	8	1:99	1	0	1
Kano	1,013	6	0	6	1:169	3	0	3
Katsina	321	2	0	2	1:161	0	0	0
Kebbi	2,578	75	16	91	1:28	8	0	8
Kogi	0	0	0	0	0	0	0	0
Kwara	35	3	0	3	1:12	0	0	0
Lagos	7,407	62	87	149	1:50	82	27	109
Nasarawa	723	21	8	29	1:25	0	0	0
Niger	6,382	60	7	67	1:95	5	0	5
Ogun	72	2	1	3	1:24	0	1	1
Ondo	81	0	3	3	1:27	0	0	0
Osun	0	0	0	0	0	0	0	0
Oyo	37,704	227	106	333	1:113	0	0	0
Plateau	619	16	9	25	1:25	3	1	4
Rivers	2,876	137	183	320	1:9	32	48	80
Sokoto	153	1	0	1	1:153	0	0	0
Taraba	2,551	32	16	48	1:53	0	2	2
Yobe	0	0	0	0	0	0	0	0
Zamfara	0	0	0	0	0	0	0	0
National	119,504	1,051	1,380	2,431	1:49	199	143	342

9.17.8 Distribution of Staff in Nomadic Primary Schools

9.17.8.1 National Distribution of Staff in Nomadic Primary Schools

In Nomadic primary schools across the country, there were 8,348 teachers consisting of 6,302 males and 2,046 females. Teacher-learner ratio in the Nomadic primary schools was 1:51 which was well above the national standard of 1:35. The total number of non-teaching staff in the primary schools was 708 comprising 512 males and 196 females. The number of male staff in Nomadic primary schools was, therefore, much higher than that of females. This may have influenced girls' education in terms of absence of female role models.

9.17.8.2 Zonal Distribution of Staff in Nomadic Primary schools

The largest number of teachers, 3,113 was found in the North-West, while the smallest number, 209 was found in the South-East. The LTR in the zones varied from 1:80 in the South-West to 1:20 in South-South. The LTR of 1:22 in the North-Central and 1:20 in the South-South measured up to the minimum standard. In the southern zones, the number of female teachers was higher than the number of male teachers, while the number of male teachers was higher than the number female teachers in the northern zones. The number of non-teaching staff varied between 246 in the North-West to 2 in the South-South. The number of male non-teaching staff in the northern zones was larger than the number of female non-teaching staff. The reverse was the case in the southern zones except the South-East where the number was the same for male and female. Table 9.40 contains the details.

Table 9.40 Zonal Distribution of Staff in Nomadic Primary schools

Zone	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
North-Central	43,858	1233	693	1926	1:22	97	79	176
North-East	81,874	1764	355	2119	1:38	107	5	112
North-West	223,945	2787	326	3113	1:72	235	11	246
South-East	9,714	41	168	209	1:46	1	1	2
South-South	4655	107	122	229	1:20	11	13	24
South-West	60,007	370	382	752	1:80	61	87	148
National	424,053	6,302	2,046	8,348	1:51	512	196	708

9.17.8.3 States Distribution of Staff in Nomadic Primary Schools

Table 9.41 shows that the number of teachers in Nomadic primary schools ranged from 1,197 in Kano to 5 each in Akwa Ibom, Ogun and Rivers. Bayelsa had no teacher, neither did it have learner enrolled. Most states had met the minimum standard of learner-teacher ratio. It was noteworthy that states with high enrolments such as Kano, Bauchi, Jigawa, Katsina, Kaduna and Oyo did not meet the minimum standard of LTR. In all the northern states, except Kogi, the number of male teachers was higher than the number of female teachers. In the southern states, the number of female teachers was larger than males except in Ekiti, Ebonyi, Edo and Oyo. Abia, Akwa Ibom, Anambra, Ebonyi, Enugu, Kwara, Ondo and Yobe did not have any non-teaching staff in their primary schools. The number of non-teaching staff in the other states ranged from 113 in Kano to 1 each in Kogi and Zamfara. Whereas Adamawa, Borno, Ekiti, Jigawa and Zamfara had only male non-teaching staff Benue, Kogi, Niger, Osun and Rivers had only females.

Table 9.41 States Distribution of Staff in Nomadic Primary Schools

State	Enrolment	Teaching staff				Non-teaching staff		
		Male	Female	Total	Teacher Learner ratio	Male	Female	Total
Abia	835	5	54	59	1:14	0	0	0
Adamawa	9,982	343	57	400	1:25	6	0	6
Akwa-Ibom	137	2	3	5	1:27	0	0	0
Anambra	399	4	25	29	1:14	0	0	0
Bauchi	41,882	764	113	877	1:48	64	3	67
Bayelsa	0	0	0	0	0	0	0	0
Benue	2,030	86	61	147	1:14	0	2	2
Borno	2,250	29	6	35	1:64	3	0	3
Cross-River	2,381	59	79	138	1:17	1	2	3
Delta	380	7	10	17	1:22	3	7	10
Ebonyi	623	15	14	29	1:21	0	0	0
Edo	1,647	32	22	54	1:31	7	1	8
Ekiti	177	11	4	15	1:12	3	0	3
Enugu	322	6	10	16	1:20	0	0	0
FCT	6,831	240	189	429	1:16	54	35	89
Gombe	14,569	218	87	305	1:48	27	1	28
Imo	7,535	11	65	76	1:99	1	1	2
Jigawa	48,169	670	24	694	1:69	30	0	30
Kaduna	37,974	370	118	488	1:78	18	1	19
Kano	92,896	1,082	115	1,197	1:78	111	2	113

State	Enrolment	Teaching staff				Non-teaching staff		
		Male	Female	Total	Teacher Learner ratio	Male	Female	Total
Katsina	29,724	295	39	334	1:89	35	6	41
Kebbi	6,318	189	29	218	1:29	31	1	32
Kogi	471	10	10	20	1:25	0	1	1
Kwara	2,971	125	105	230	1:13	0	0	0
Lagos	8,304	54	112	166	1:50	52	62	114
Nasarawa	6,405	191	113	304	1:21	4	17	21
Niger	13,524	304	92	396	1:34	0	3	3
Ogun	415	1	4	5	1:83	4	19	23
Ondo	465	4	19	23	1:20	0	0	0
Osun	3,534	69	94	163	1:22	0	5	5
Oyo	47,112	231	149	380	1:124	2	1	3
Plateau	11,626	277	123	400	1:29	39	21	60
Rivers	110	7	8	15	1:7	0	3	3
Sokoto	7,801	160	1	161	1:48	9	1	10
Taraba	10,734	365	91	456	1:24	7	1	8
Yobe	2,457	45	1	46	1:53	0	0	0
Zamfara	1,063	21	0	21	1:51	1	0	1
National	424,053	6,302	2,046	8,348	51	512	196	708

9.17.9 Distribution of Staff in Special Needs Primary Schools

9.17.9.1 National Distribution of Staff in Special Needs Primary Schools

In the nation's Special Needs primary schools, there were 4,187 teachers consisting of 2,436 females and 2,381 males. The LTR was 1:39, which did not measure up to the minimum standard of 1: 5-10 (5 normal, 10 maximum). The total non-teaching staff was 1,097 consisting of 530 males and 567. Thus, the number of both female teaching and non-teaching staff was larger than the number of male teaching and non-teaching staff.

9.17.9.2 Zonal Distribution of Staff in Special Needs Primary Schools

The North-West with 1,444 teachers had the largest number of teachers, while the South-East with 370 had the least. There were more female teachers in all the zones except the North- East and the North-West. The LTR ranged from 1:65 in the South-South to 1:17 in the North- Central. Therefore, none of the zones had met the minimum standard of learner-teacher ratio. The number of non-teaching staff ranged from 343 in the South-West to 75 in

the South-East. The number of female non-teaching staff was greater than the number of males in all the zones, except the North-West, where the number of males was greater.

Table 9.42 Zonal Distribution of Staff in Special Needs Primary Schools

Zone	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
North-Central	15,776	453	449	902	1:17	74	144	218
North-East	27,178	579	271	850	1:32	65	67	132
North-West	88,648	909	535	1444	1:61	182	43	225
South-East	10,292	77	293	370	1:28	37	38	75
South-South	26,296	119	286	405	1:65	43	61	104
South-West	20880	244	602	846	1:25	129	214	343
National	189,070	2,381	2,436	4,817	1:39	530	567	1,097

9.17.9.3 States Distribution of Staff in Special Needs Primary Schools

In Special Needs schools in the states, Kano with 991 teachers had the largest number while Bayelsa with 5 had the least. In Adamawa, Benue, Borno, FCT, Gombe, Jigawa, Kaduna, Kano, Katsina, Kebbi, Niger, Taraba, Yobe and Zamfara the number of male teaching staff was greater than the number of male teaching staff. Sokoto did not have any female teacher. In the other states, the number of female teachers was greater than the number of male teachers. The LTR in the states ranged from 1:146 in Akwa Ibom to 1:6 in FCT. It was only the FCT that met the minimum standard of learner-teacher ratio for special needs school which was 1:5-10 (5 normal, 10 maximum).

Table 9.43 States Distribution of Staff in Special Needs Primary Schools

state	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
Abia	841	5	42	47	1:18	23	27	50
Adamawa	2,368	49	46	95	1:25	4	9	13
Akwa-Ibom	21,855	58	92	150	1:146	15	14	29
Anambra	911	12	72	84	1:11	1	2	3
Bauchi	13,340	248	69	317	1:42	16	10	26
Bayelsa	87	0	5	5	1:17	3	2	5
Benue	2,799	58	34	92	1:30	9	8	17
Borno	928	11	6	17	1:55	0	4	4
Cross-River	2,365	30	97	127	1:19	20	29	49
Delta	619	1	36	37	1:17	3	4	7

state	Enrolment	Teaching Staff				Non-teaching Staff		
		Male	Female	Total	Teacher Learner Ratio	Male	Female	Total
Ebonyi	3,322	39	51	90	1:37	6	4	10
Edo	917	19	40	59	1:16	2	11	13
Ekiti	282	8	18	26	1:11	1	3	4
Enugu	1,084	10	64	74	1:15	0	1	1
FCT	524	42	40	82	1:6	17	71	88
Gombe	4,772	106	89	195	1:24	19	24	43
Imo	4,134	11	64	75	1:55	7	4	11
Jigawa	3,182	43	11	54	1:59	21	13	34
Kaduna	16,581	107	83	190	1:87	19	5	24
Kano	59,565	587	404	991	1:60	124	8	132
Katsina	5,165	80	13	93	1:56	9	14	23
Kebbi	1,742	55	18	73	1:24	4	2	6
Kogi	2,181	66	102	168	1:13	7	2	9
Kwara	767	31	39	70	1:11	5	12	17
Lagos	3,701	70	157	227	1:16	67	107	174
Nasarawa	3,938	116	128	244	1:16	16	12	28
Niger	2,229	83	25	108	1:21	10	27	37
Ogun	3,858	55	105	160	1:24	12	24	36
Ondo	2,720	15	39	54	1:50	40	66	106
Osun	2,806	43	128	171	1:16	1	6	7
Oyo	7,513	53	155	208	1:36	8	8	16
Plateau	3,338	57	81	138	1:24	10	12	22
Rivers	453	11	16	27	1:17	0	1	1
Sokoto	1,578	27	0	27	1:58	5	0	5
Taraba	4,323	137	55	192	1:23	26	20	46
Yobe	1,447	28	6	34	1:43	0	0	0
Zamfara	835	10	6	16	1:52	0	1	1
National	189,070	2,381	2,436	4,817	1:39	530	567	1,097

9.17.10 Teaching and Non- Teaching Staff in Islamiyya JS Schools

9.17.10.1 National Distribution of Teaching and Non-Teaching Staff in Islamiyya JS Schools

There were 6,387 teachers in the nation's Islamiyya JS Schools, comprising 4,995 male teachers and 1,392 female teachers. The total number of teachers 6,387 against total enrolment 109,326 gave a teacher to learner ratio of approximately 1:17. Thus, in the nation's Islamiyya junior secondary schools, there was likely to be very good interaction

between learners and teachers, whereby teachers would be able to give attention to individual learners because they had few learners to interact with. The number of male teachers was very much higher than the number of female teachers.

The total number of non-teaching staff was 850, comprising 526 males and 324 females. The number of male non-teaching staff therefore was higher than the number of female non-teaching staff. Figure 10:9 depicts the distribution of teachers.

Figure 9.10 National Distribution of Staff in Islamiyya Junior Secondary Schools

9.17.10.2 Zonal Distribution of Teaching and Non-teaching Staff in Islamiyya JS Schools

The total number of teaching staff in zones that had them varied between 2,854 in the North-West and 26 in the South-South. The LTR varied between 1:23 in the North-West and 1:4 in

the South-West. The South-East did not have teaching and non-teaching staff. Non-teaching staff varied between 328 in the North-West and 9 in the South-South. Table 9.47 presents the details.

Table 9.44 Zonal Distribution of Teaching and Non-teaching Staff in Islamiyya JSS

Zone	Enrolment	Teaching			Teacher Learner Ratio	Non - Teaching		
		Male	Female	Total		Male	Female	Total
North-Central	14,683	1,015	464	1,479	1:10	141	122	263
North-East	29,535	1,628	308	1,936	1:15	162	75	237
North-West	64,468	2,284	570	2,854	1:23	219	109	328
South-East	-	-	-	-		-	-	-
South-South	243	24	2	26	1:9	4	5	9
South-West	397	44	48	92	1:4	-	13	13
National	109,326	4,995	1,392	6,387	1:17	526	324	850

9.17.10.3 State Distribution of Teaching and Non-Teaching Staff in Islamiyya Junior Secondary Schools

All the states in the South-East, Akwa Ibom, Bayelsa, Cross River, Delta, Ekiti, Ondo, Osun and Rivers did not have teaching and non-teaching staff. In the other states, the number of teaching staff varied between 1,650 in Kano and 13 in Ogun and the number of non-teaching staff varied from 176 in Kano to 2 in Oyo. Teacher learner ratio varied between 1:27 in Kano to 1:2 in Benue. Islamiyya junior secondary schools in the states, therefore, met the minimum standard of teacher learner ratio for JSS 1:35. Table 10.47 contains the details.

Table 9.45 States Distribution of Teaching and Non-teaching staff in Islamiyya JSS

State	Enrolment	Teaching			Teacher Learner Ratio	Non - Teaching		
		Male	Female	Total		Male	Female	Total
Abia	-	-	-	-		-	-	-
Adamawa	4,948	288	43	331	1:15	25	7	32
Akwa-Ibom	-	-	-	-		-	-	-
Anambra	-	-	-	-		-	-	-
Bauchi	5,997	328	48	376	1:16	20	9	29
Bayelsa	-	-	-	-		-	-	-
Benue	95	34	14	48	1:2	-	-	-
Borno	5,633	355	77	432	1:13	61	28	89
Cross-River	-	-	-	-		-	-	-
Delta	-	-	-	-		-	-	-
Ebonyi	-	-	-	-		-	-	-
Edo	243	24	2	26	1:9	4	5	9
Ekiti	-	-	-	-		-	-	-
Enugu	-	-	-	-		-	-	-

State	Enrolment	Teaching			Teacher Learner Ratio	Non - Teaching		
		Male	Female	Total		Male	Female	Total
Fct-Abuja	716	61	24	85	1:8	17	7	24
Gombe	2,604	145	15	160	1:16	10	8	18
Imo	-	-	-	-		-	-	-
Jigawa	7,554	298	47	345	1:22	10	4	14
Kaduna	3,637	250	71	321	1:11	26	24	50
Kano	43,986	1,276	374	1,650	1:27	118	58	176
Katsina	2,910	127	14	141	1:21	14	8	22
Kebbi	1,855	104	18	122	1:15	7	2	9
Kogi	852	98	41	139	1:6	13	4	17
Kwara	5,070	330	225	555	1:9	54	72	126
Lagos	199	25	31	56	1:3	-	7	7
Nasarawa	1,992	148	29	177	1:11	15	10	25
Niger	3,790	221	89	310	1:12	28	24	52
Ogun	72	9	4	13	1:5	-	4	4
Ondo	-	-	-	-		-	-	-
Osun	-	-	-	-		-	-	-
Oyo	126	10	13	23	1:5	-	2	2
Plateau	2,168	123	42	165	1:13	14	5	19
Rivers	-	-	-	-		-	-	-
Sokoto	2,173	126	34	160	1:14	22	2	24
Taraba	8,062	401	117	518	1:16	39	22	61
Yobe	2,291	111	8	119	1:19	7	1	8
Zamfara	2,353	103	12	115	1:20	22	11	33
National	109,326	4,995	1,392	6,387	1:17	526	324	850

9.17.11 Teaching and Non-teaching Staff in Migrant Fisherfolk JSS

9.17.11.1 National Distribution of Teaching and Non-Teaching Staff in Migrant Fisherfolk JSS

There were 32 teachers in Migrant Fisherfolk junior secondary schools comprising 16 male and 16 female teachers. There was parity in the number of male and female teachers. With an enrolment of 175, the LTR was approximately 1:6. The number of non-teaching staff was 16, consisting of 9 males and 7 females.

9.17.11.2 Zonal Distribution of Teaching and Non-Teaching Staff in Migrant Fisherfolk JS Schools

The North-East and the South-South were the only zones with teaching staff, the total teachers being 7 and 25 respectively. The South-South had 16 non-teaching staff, while the North-East had none. The LTR in the zones were 1:1 and 1:7 in the North-East and the South-South respectively. Table 9.46 presents the distribution.

Table 9.46 Zonal Distribution of Teaching and Non-teaching Staff in Migrant Fisherfolk JSS

State	Enrolment	Teaching			Teacher learner ratio	Non - Teaching		
		Male	Female	Total		Male	Female	Total
North-Central	-	-	-	-		-	-	-
North-East	6	3	4	7	1:1	-	-	-
North-West	-	-	-	-		-	-	-
South-East	-	-	-	-		-	-	-
South-South	169	13	12	25	1:7	9	7	16
South-West	-	-	-	-		-	-	-
Grand Total	175	16	16	32	1:6	9	7	16

9.17.11.3 States Distribution of Teaching and Non-teaching Staff in Migrant Fisherfolk JS Schools

Bayelsa, Cross River and Taraba with 5, 20 and 7 teachers respectively were the only states with teaching staff. The LTRs in the states were 1:4, 1:7 and 1:1 respectively. Cross River and Bayelsa in addition had 15 and 1 non-teaching staff respectively. Table 9.47 presents details.

9.47 States Distribution of Teaching and Non-teaching Staff in Migrant Fisherfolk JSS

STATE	ENROLMENT	TEACHING			Teacher Learner ratio	NON - TEACHING		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
Bayelsa	22	3	2	5	1:4	1	0	1
Cross-River	147	10	10	20	1:7	8	7	15
Taraba	6	3	4	7	1:1	0	0	0
Grand Total	175	16	16	32	1:6	9	7	16

9.17.12 Teaching and Non-Teaching Staff in Nomadic Junior Secondary Schools

9.17.12.1 National Distribution of Teaching and Non-Teaching Staff in Nomadic JSS

In Nomadic junior secondary schools, there were a total of 114 teachers against the backdrop of 924 learners in Nomadic JS schools. This gave an LTR of approximately 1:8. Whereas there were more male teachers (100) than female teachers (14), there were more female non-teaching staff (9) than male non-teaching staff (4) in Nomadic junior secondary schools.

9.17.12.2 Zonal Distribution Teaching and Non-teaching Staff in Nomadic JSS

The North-Central and North-West were the only zones with teaching and non-teaching staff. The total number of teaching staff were 18 and 96 respectively, while the total non-teaching staff are 5 and 8 respectively. There were more male teaching staff than there were females while there were more female non-teaching staff than there were males. Learner-teacher ratio is 1:4 and 1:9 in the North-Central and the North-West respectively.

Table 9.48: Zonal Distribution of Teaching and Non-teaching Staff in Nomadic JSS

STATE	ENROLMENT	TEACHING			Teacher Learner Ration	NON - TEACHING		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
North-Central	76	12	6	18	1:4	1	4	5
North-East	-	-	-	-		-	-	-
North-West	848	88	8	96	1:9	3	5	8
South-East	-	-	-	-		-	-	-
South-South	-	-	-	-		-	-	-
South-West	-	-	-	-		-	-	-
Grand Total	924	100	14	114	1:8	4	9	13

9.17.12.3 States Distribution of Teaching and Non-teaching Staff in Nomadic JS Schools

The FCT, Kaduna, Katsina and Sokoto had teaching and non-teaching staff and enrolment, while the remaining states did not have any. Total teaching staff were 18, 9, 37 and 50 for FCT, Kaduna, Katsina and Sokoto respectively. Sokoto and Kaduna did not have any female teaching staff. In the FCT and Katsina, there were more male than female teachers. The LTR was 1:4, 1:22, 1:7 and 1:7 for FCT, Kaduna, Katsina and Sokoto respectively.

With respect to non-teaching staff, the number varied between 5 in FCT to Katsina and 1 in Kaduna. Whereas the FCT and Katsina had more female non-teaching staff, the only non-teaching staff in Kaduna is a male. Table 10.51 presents the details.

Table 9.49 States Distribution of Teaching and Non-teaching Staff in Nomadic JSS

STATE	ENROLMENT	TEACHING			Teacher Learner Ratio	NON - TEACHING		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
FCT	76	12	6	18	1:4	1	4	5
Kaduna	245	9	0	9	1:27	1	0	1
Katsina	269	29	8	37	1:7	2	3	5
Sokoto	334	50	0	50	1:7	0	2	2
Grand Total	924	100	14	114	1:8	4	9	13

9.17.13 Distribution of Teaching and Non-teaching staff in Special Needs JS Schools

9.17.13.1 National Distribution of Teaching and Non-teaching Staff in Special Needs JS Schools

Nationwide, there were 9,747 learners and 885 teachers in Special Needs JS Schools, giving an LTR of 1:11. Male teachers consisted of 67.46 percent, while females made up 32.54 percent. With regard to non-teaching staff they were 226, consisting of 57.08 staff.

Figure 9.11 National Distribution of Teaching Staff in Special Needs JSS

Figure 9.12 National Distribution of non-teaching staff

9.17.13.2 Zonal Distribution of Teaching and Non-Teaching staff in Special Needs JSS

The total number of teaching staff in Special Needs junior secondary schools in the zones varied from 283 in the North-Central to 38 in the South-South. The South-East did not have any. The LTR in the zones ranged from 1:13 in the North-Central to 1:4 in the South-West. In

the South-South, there were more female teachers than there were male teachers. In the other zones, there were more male teachers than there were female teachers.

With respect to non-teaching staff, their number varied from 101 in the North-East to 4 in the South-South. The South-East did not have any. In the Northern zones, there were more male non-teaching staff than there were female teaching staff, while there were more female teaching staff in the southern zones. Table 10.50 presents the distribution.

Table 9.50 Zonal Distribution of Teaching and Non-Teaching Staff in Special Needs JSS

STATE	ENROLMENT	TEACHING			Teacher learner ratio	NON - TEACHING		
		MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL
North-Central	3,619	173	110	283	1:13	30	25	55
North-East	2,960	174	83	257	1:12	55	46	101
North-West	2,840	209	56	265	1:11	39	15	54
South-East	-	-	-	-		-	-	-
South-South	105	15	23	38	1:3	1	3	4
South-West	223	26	16	42	1:4	4	8	12
National	9,747	597	288	885	1:11	129	97	226

9.17.13.3 States Distribution of Teaching and Non-Teaching Staff in Special Needs JS Schools

All the states in the South-East, Akwa Ibom, Cross River, Edo, Ekiti, FCT, Ogun, Ondo, Osun, Oyo and Yobe did not have teaching staff. In the other states, the number of teaching staff ranged from 114 in Kaduna to 4 in Borno. Learner-teacher ratio varied between 1:26 in Kogi and 1:2 in Rivers.

Bayelsa, Gombe and Kwara had more female teachers than male teachers. Delta had equal number of male and female teachers. In the other states, there were more male than female teachers.

Adamawa, Bayelsa, Benue, Borno, Katsina, Niger, Rivers and Sokoto had teaching staff but no non-teaching staff. In the states that had them, the number of non-teaching staff varied between 57 in Taraba and 3 in Kogi. Delta, Gombe, Kwara and Lagos had more female non-teaching staff than males. In the other states, there were more male than female non-teaching staff. Table 10.51 presents the distribution of teaching and non-teaching staff in the states.

Table 9.51 States Distribution of Teaching and Non-teaching staff in Special Needs JSS

STATE	ENROLMENT	MALE
Abia	-	-
Adamawa	644	21
Akwa-Ibom	-	-
Anambra	-	-
Bauchi	689	40
Bayelsa	77	10
Benue	696	26
Borno	38	3
Cross-River	-	-
Delta	7	3
Ebonyi	-	-
Edo	-	-
Ekiti	-	-
Enugu	-	-
FCT	-	-
Gombe	561	31
Imo	-	-
Jigawa	316	24
Kaduna	569	79
Kano	1,226	54
Katsina	153	11
Kebbi	278	17
Kogi	1,031	20
Kwara	464	31
Lagos	223	26
Nasarawa	428	38
Niger	277	14
Ogun	-	-
Ondo	-	-
Osun	-	-
Oyo	-	-
Plateau	723	44
Rivers	21	2
Sokoto	194	6
Taraba	1,028	79
Yobe	-	-
Zamfara	104	18
National	**9,747**	**597**

9.18 Conclusion

The low number of schools for special populations coupled with low enrolment against the backdrop of millions of children who were not attending school mean that Nigeria is dealing with a crisis situation. UBEC has to take drastic measures to boost the establishment of more schools, employment of qualified teachers and enrolment in Special Programme schools if it is to achieve its goals of equity and access and contribute to Nigeria's achievement of SDG 4.

CHAPTER TEN: TRENDS IN NATIONAL BASIC EDUCATION DATA: 2006, 2010 AND 2018

10.1 Introduction

Trend analysis of National Basic Education data is necessary as it examines the general direction within a specified period of time to identify expansion in participation, transition, dropout, repetition and other indicators of access, retention and completion. In addition, such analysis provides an objective basis to forecast future development and other intervention programmes. It also enables an objective assessment of the resource provision and utilization in the process of providing basic education.

This chapter provides an overview of the situation and trends in basic education data at the different levels and ownership of schools on some selected indicators for the periods 2006, 2010 and 2018. Indicators considered in this chapter include enrolment, number of schools, number and percentage of qualified teachers, gender parity, learner-classroom ratio, learner-teacher ratio and teachers' years of experience.

10.2 Number of Basic Education Schools by Ownership and Levels

This section examines the availability of schools in terms of the number of basic education schools in the country. Figure 3.1 shows the trend in the number of private and public ECCDE schools, primary and junior secondary schools for the three years under consideration (2006, 2010, and 2018).

The number of ECCDE centres as shown in Figures 10.1 and 10.2 increased from 32,867 to 33,915 and 81,562 respectively over the three-year period, indicating a national increase of 27.6 percent from 2006 to 2010 and an overwhelming 141 percent increase from 2010 to 2018. Also shown are corresponding increases in the number of primary and JSS schools with overriding increase obtained between 2010 and 2018. Generally, the number of primary schools in the country was more than the ECCDE centres and JSS schools. However, the number of basic education schools continued to increase over the same period.

Figure 10.1: Trends in Number of Basic Education Schools by Levels (2006, 2010 & 2018)

Figure 10.2: Percentage Increase/Decrease in Number of Basic Education Schools by Level

In Figures 10.3 and 10.4, the number of public ECCDE centres rose steadily from 15,297 to 23,249 and 33,214 for the three years 2006, 2010 and 2018 respectively, showing an over 50 percent increase from 2006 to 2010 and 43 percent increase from 2010 to 2018. While the number of private ECCDE centres declined by 5.46 percent from 2006 to 2010, the number of primary and JS schools showed marginal increase for that period, but between 2010 and 2018, the number of schools shot up sharply with more than 50 percent increase in all of the basic education levels.

On the other hand, the number of public basic education schools (ECCDE, Primary and JSS) all showed steady but moderate increases over the years as depicted in Figures 10.3 to 10.8. Many more private schools had been established over the years and the

number kept increasing yearly. Public schools also showed increase, though the rate was not as high as that of private schools.

Figure 10.3: Trends in the Number of ECCDE Centres by Ownership 2006, 2010 & 2018

Figure 10.4: Trends in the Number of Primary Schools by Ownership 2006, 2010 & 2018

Figure 10.5: Trends in the Number of Primary Schools by Ownership

Figure 10.6: Percentage Increase in Number of Primary Schools by Ownership

Figure 10.7: Trends in the Number of Junior Secondary Schools by Ownership 2006,

Figure 10.8: Percentage Increase in Number of Junior Secondary Schools by Ownership 2010 & 2018

10.3 Enrolment in National Basic Education

Trends in enrolment for 2006, 2010 and 2018 are presented in Table 10.1 and Figure 10.9. Nationwide, enrolment dropped by 2 percent from 2006 to 2010 but increased significantly by 43 percent in 2018. Enrolment for male and female learners followed the same trend, declining by 3 percent and 0.8 percent respectively between 2006 and 2010, and thereafter increasing greatly between 2010 and 2018 with 36 percent and 51 percent for male and female learners respectively.

At the Early Child Care and Development Education (ECCDE) centres, there were upward increases in enrolment from 2,130,244 to 2,699,428 and 7,159,262 across the three years of 2006, 2010 and 2018 respectively. Corresponding increase in male and female enrolment was also seen as reflected in Table 10.1. Enrolment in primary schools declined from 24,160,654 in 2006 to 21,913,347 in 2010 with a 9 percent decrease, and then increased to 27,889,387 in 2018 with a 27 percent increase rate. Enrolment in JSS went up for the three years under review, i.e from 3,558,394 in 2006 to 4,593,857 in 2010 and 6,841,953 in 2018 with an increase rate of 29 percent between 2006 and 2010 to 49 percent between 2010 and 2018.

Enrolment increased tremendously by 165 percent in ECCDE centres between 2010 and 2018. The increasing enrolment across the years may not be unconnected with the increase in awareness among the public that education holds the key to the attainment of many opportunities and ability to live a productive life. Moreover, opportunity for access to education had been given great impetus by government and in many states, basic education was free and compulsory, thus increasing the rate of enrolment.

Figure 10.9: Trends in Enrolment in Basic Education schools by Levels - 2006, 2010 and 2018

Table 10.1*: Trends in Enrolment of Basic Education Schools by Level, Category and Gender

CATEGORY	2006					2010					2018					% Increase/Decrease	
	MALE	FEMALE	TOTAL	% M	% F	MALE	FEMALE	TOTAL	% M	% F	MALE	FEMALE	TOTAL	% M	% F	2006-2010	2010-2018
ENROLMENT IN ECCDE CENTRES																	
PUBLIC	726,566	679,208	1,405,774	51.7	48.3	933,550	892,307	1,825,857	51.1	48.9	1,834,002	1,828,774	3,662,776	50.1	49.9	30	101
PRIVATE	410,163	314,307	724,470	56.6	43.4	440,463	433,108	873,571	50.4	49.6	1,754,602	1,741,884	3,496,486	50.2	49.8	21	300
NATIONAL	1,136,729	993,515	2,130,244	53.4	46.6	1,374,013	1,325,415	2,699,428	50.9	49.1	3,588,604	3,570,658	7,159,262	50.1	49.9	27	165
ENROLMENT IN PRIMARY SCHOOLS																	
PUBLIC	12,575,402	10,441,157	23,016,559	54.6	45.4	10,988,709	9,303,000	20,291,709	54.2	45.8	11,618,213	10,766,542	22,384,755	51.9	48.1	-12	10
PRIVATE	596,897	547,198	1,144,095	52.2	47.8	812,507	809,131	1,621,638	50.1	49.9	2,775,439	2,729,193	5,504,632	50.4	49.6	42	239
NATIONAL	13,172,299	10,988,355	24,160,654	54.5	45.5	11,801,216	10,112,131	21,913,347	53.9	46.1	14,393,652	13,495,735	27,889,387	51.6	48.4	-9	27
ENROLMENT IN JUNIOR SECONDARY SCHOOLS (JSS)																	
PUBLIC	1,798,618	1,468,162	3,266,780	55.1	44.9	2,410,817	1,902,347	4,313,164	55.9	44.1	2,713,663	2,475,430	5,189,093	52.3	47.7	32	20
PRIVATE	159,332	132,282	291,614	54.6	45.4	141,219	139,474	280,693	50.3	49.7	822,972	829,888	1,652,860	49.8	50.2	-4	489
NATIONAL	1,957,950	1,600,444	3,558,394	55.0	45.0	2,552,036	2,041,821	4,593,857	55.6	44.4	3,536,635	3,305,318	6,841,953	51.7	48.3	29	49
ENROLMENT IN ALL BASIC EDUCATION SCHOOLS																	
TOTAL NATIONAL	16,266,978	13,582,314	29,849,292	54.5	45.5	15,727,265	13,479,367	29,206,632	53.8	46.2	21,518,891	20,371,711	41,890,602	51.4	48.6	-2	43

*Data for private schools for 2006 and 2010 were obtained from the Federal Ministry of Education, data base.

10.3.1 Enrolment in ECCDE Centres

Generally, in the last decade, greater attention had been given to early childcare and education of learners in recognition of the fact that effective access to equitable child care and education is the bedrock to laying a solid foundation of lifelong learning and support as well as broadening the social and educational opportunities of families.

Figure 10.9 shows the trend in enrolment of learners in public and private ECCDE centres. It reveals a higher enrolment in public than private ECCDE centres over the three years under review. In the same way, Figures 10.10 and 10.11 indicate a high percentage increase in enrolment between 2006 and 2010 (30 percent for public and 21 percent for private) and between 2010 and 2018 (101 percent for public and 300 percent for private) ECCDE centres. This shows that between 2010 and 2018, there was more than 100 percent increase in enrolment in both private and public ECCDE centres. This could be attributed to the one-year Pre-primary Education Policy which was approved in 2014 as well as the advocacy, sensitization and enrolment drive campaigns that followed. This may also be connected with the fact that many parents saw the need to have their children taken care of by qualified providers.

Figure 10.10: Trends in Enrolment in ECCDE Centres ECCDE by Ownership - 2006, 2010 and 2018

Figure 10.11: Percentage Increase/Decrease in Enrolment - (2006-2010) & (2010-2018)

10.3.2 Enrolment in Public/Private Primary Schools by Gender

Table 10.1 shows the trend in enrolment of male and female learners in public and private primary schools. The enrolment of male learners in public primary schools slightly decreased in 2010 (54 percent) and 2018 (52 percent) compared to 2006 (55 percent). On the other hand, female learners' enrolment slightly increased in 2018 (48 percent) compared to 2006 (45 percent) and 2010 (46 percent). The same enrolment trend could be seen for male and female learners in private schools.

A comparison of enrolment between public and private primary schools reveals that public schools consistently recorded higher enrolment than the private schools, 95 percent against 5 percent in 2006, 93 percent against 7 percent in 2010 and 80 percent against 20 percent in 2018. However, while the private schools recorded steady increase over the years (with a percentage increase rate from 42 percent to 239 percent), the public schools' enrolment showed a slight decline from 2006 to 2010 (with 12 percent decrease), although it rose again slightly in 2018 (with 10 percent increase) (see Figures 10.12 and 10.13).

Figure 10.12: Trends in Enrolment in Primary Schools by Ownership

Figure 10.13: Percentage Increase/Decrease in Primary Schools by Ownership

10.3.3 Enrolment in JS Schools by Gender and Category

The data in Table 10.1 reveals the trend in enrolment of male and female learners in public and private Junior Secondary Schools (JSS). In public schools, enrolment of both males and females rose by 32 percent from 2006 to 2010 and 20 percent from 2010 to 2018. The enrolment for males in public schools rose from 1,798,618 in 2006 to 2,410,817 in 2008 and 2,713,663 in 2010. In the same way, female learners' enrolment rose steadily from 1,468,162 to 1,902,347 and 2,475,430 for the three years respectively.

The enrolment for JSS male learners in private schools though slightly better than that of female, declined by 11 percent from 159,332 in 2006, to 141,219 in 2010 and rose tremendously by over 400 percent to 822,972 in 2018 while that of their female counterparts increased slightly by 5 percent from 132,282 in 2006 to 139,474 in 2010 and tremendously by 4.95 percent to 829,888 in 2018.

The enrolment of public and private JSS learners reveals a higher enrolment for public schools than private schools, 3,266,780 as against 291,614 in 2006, 4,313,164 as

against 280,693 in 2010 and 5,189,093 as against 1, 652,860 in 2018 (See Figure 10.14).

Figure 10.14: Trends in Enrolment in Junior Secondary Schools' Enrolment by Ownership - 2006, 2010 and 2018

Figure 10.15 shows a 4 percent decrease in public schools enrolment between 2006 and 2010 and a 489 percent increase between 2010 and 2018. In the private schools, on the other hand, there was a 32 percent increase from 2006 to 2010 and a 20 percent increase rate from 2010 to 2018. The increasing trend in enrolment from 2006 suggests the need for additional provision of access to basic education.

Figure 10.15: Percentage Increase/Decrease in JS Schools by Ownership

10.4 Learner-Classroom Ratio (LCR) in Public Basic Education Schools by Level

The availability and adequacy of classrooms is one determining factor in ensuring quality teaching and learning. Availability of classrooms in adequate number it makes teaching more interactive as the teacher is able to move around freely as classes are not crowded and communicates effectively with learners. Learner-classroom ratio (LCR) is determined by the total number of learners divided by the total number of classrooms in the school. This report captures trend in LCR for 2010 and 2018 for only public schools in all the levels of basic education.

Figure 10.16 presents the trend in learner-classroom ratio in public ECCDE, primary and JSS for the years 2010 and 2018. The data shows an increasing trend in LCR in all basic education levels. Nationwide, LCRs of 50 and 55 were obtained in 2010 and 2018 respectively. The approved LCRs are 1:25 for ECCDE, 1:35 for primary and 1:40 for JSS. These ratios were exceeded at all levels of basic education such that in 2010, at the ECCDE centres, 43 learners were accommodated in a class meant for 25 and this number rose to 45 in 2018. At the primary school level, a classroom meant for 35 learners accommodated 49 in 2010 and the number increased to 55 in 2018. The same trend was observed for the JS schools with 62 learners in a class meant for 45 in 2010 and this rose to 63 in 2018.

Figure 10.16: Trends in Learner-Classroom Ratio (LCR) in Basic Education Schools, 2010 and 2018

This implies that far more learners continued to be accommodated in a classroom meant for fewer numbers leading to overcrowded and congested classrooms with over-stretched teachers.

10.5 Number, Percentage of Qualified and Years of Experience of Basic Education Teachers

The teacher plays a vital role in the lives and education of learners as he/she sets the tone of the classroom making it possible for teaching and learning to take place. To effectively teach the learners, the teacher must possess the requisite qualifications. In addition, the number of teachers should be adequate to match up with the teeming population of learners. Figure 10.17 presents the trend in the number of teachers while Figure 10.18 shows the percentage of qualified teachers in basic education schools. Data revealed that there were variations in the number and percentage of qualified teachers in the various school systems. Nationwide, though the number of teachers increased from 841,716 in 2006 to 1,450,142 in 2018, the percentage of qualified teachers declined from 76 percent to 57 percent within these years.

Figure 10.17: Trends in Number of Teachers in Basic Education Schools by levels (2006, 2010 & 2018)

Figure 10.18: Trends in Percentage of Qualified Teachers in Basic Education Schools by levels (2006, 2010 & 2018)

The same trend can be observed for all levels of education but, was worst in the private ECCDE centres where the number of qualified teachers dropped by about 41 percent from 89 percent in 2006 to 48 percent in 2018. Figures 10.17 and 10.18 illustrate the declining rate of qualified teachers in basic education schools.

The implication is that more qualified teachers would be needed for effective teaching. It does appear that in many states unqualified teachers were employed into the school system. If such teachers are not exposed to in-service training, then there was bound to be serious problem. The fact that this declining rate was prevalent at all the basic education levels does not speak well of the education system for it would definitely affect the teaching/learning process.

10.5.1 Number and Percentage of Qualified Teachers in ECCDE by Ownership

Figure 10.19 presents the trend in the number while Figure 10.20 gives the percentage of qualified teachers in public and private ECCDE centres. The figures revealed an increasing number of and percentage of qualified teachers in public ECCDE centres from 55 percent in 2006 to 68 percent in 2010 and 81 percent in 2018. In private ECCDE however, the figure showed a decline in the percentage of qualified teachers from 89 percent in 2006 to 48 percent in 2018. Nationally, the percentage of qualified teachers declined from 76 percent in 2006 to 68 percent in 2010 and 57 percent in 2018.

In terms of the number of teachers as depicted in Figure 10.19, nationwide, there was a decline from 111,836 in 2006 to 69,096 in 2010, but an increase to 154,217 in 2018. The same trend could be seen in the private schools as the number declined from 70,166 in 2006 to 25,331 in 2010 and then rose to 110,849 in 2018.

Figure 10.19: Trends in Number of Teachers in ECCDE Centres by Category - 2006, 2010 & 2018

Figure 10.20: Trends in Percentage of Qualified Teachers in ECCDE Centres by Category - 2006, 2010 &2018

10.5.2 Number and Percentage of Qualified Teachers in Primary Schools by Category

Ensuring availability of qualified teachers had been emphasised by government through the introduction of the Teacher Professional Development (TPD) programme and the Federal Teachers Scheme among others. Figure 10.21 reveals the trend in number and Figure 10.22, the percentage of qualified teachers in public and private primary schools. For the public primary schools, there was an increasing number and percentage of qualified teachers because in 2006 out of 534,794 teachers, 278,905 (52 percent) were qualified, in 2010 out of 564,569 teachers, 340,981 (60 percent) were qualified and in 2018 out of 594,653 teachers, 410,699 (69 percent) were qualified. This trend suggests that government policies are yielding the desired results. It can also be observed that for the private primary schools, there was a steady and continuous increase in the number of teachers, but a decreasing trend in the percentage of qualified teachers because in 2006, out of 75,899 teachers, 61,069 (80 percent) were qualified, in 2010, out of 116,025 teachers, 92,512 (80 percent) were qualified, and in 2018, out of 318,926 teachers, 157,334 (49 percent) were qualified.

Figure 10.21: Trends in Number of Teachers in Primary Teachers in Schools by Ownership - 2006, 2010 & 2018

Figure 10.22: Trends in Percentage of Qualified Primary Schools by Ownership

10.5.3: Number and Percentage of Qualified Teachers in JSS by Category

Figures 10.23 reveals the trend in number and Figure 10.24 shows the percentage of qualified teachers in public and private JS Schools. For the public JS Schools, the number of teachers increased from 92,756 in 2006 to 133,338 in 2010 and 228,487 in 2018. For the private JSS, the increase was from 26,431 in 2006 to 64,083 in 2010 and 153,859 in 2018. The percentage of qualified teachers in the private schools decreased from 89 percent to 84 percent and 65 percent for the years 2006, 2010 and 2018 respectively. Across the nation, there was a percentage increase in the number of qualified teachers from 80 percent in 2006 to 85 percent in 2010 but a decrease to 76 percent in 2018.

Figure 10.23: Trends in Number of Teachers in Junior Secondary Schools by Category - 2006, 2010 & 2018

Figure 10.24: Trends in Percentage of Qualified Teachers Secondary by Category - 2006, 2010 &2018

Generally, the number of teachers in all basic education levels increased across the years from 2006 to 2018. However, while the percentage of qualified teachers rose from 2006 to 2010, it declined in 2018, showing that though the number of teachers in schools increased, the percentage of qualified teachers decreased which does not augur well for the basic education system, thus posing a serious challenge. This implies that though teachers may have been recruited, some proportion of them were not qualified. For instance at the primary school level, 44 percent, 36 percent and 38 percent for 2006, 2010 and 2018 respectively were not qualified.

10.5.4 Teachers by Years of Experience at the Public Basic Education Level

The years of experience of a teacher on the job are important as efficiency may be determined by how experienced teachers are. Table 10.2 presents the number of teachers by their years of experience in only public schools as data was unavailable for teachers in the private schools. At the national level, a high concentration of the teachers was within the 0 to 5 years of experience, while the lowest was of those approaching retirement age (31-35 years). The highest percentage increase (88.3 percent) in the number of teachers from 2010 to 2018 was of those with 11 to 15 years of experience, followed by those with 0 to 5 years of experience (33.8 percent) and the lowest were teachers with 16 to 20 years of experience. On the contrary, those with 6-10, 21-25, 26-30 and 31-35 years of experience were declining from 2010 to 2018. This shows that in most basic education schools, the highest number of teachers was inexperienced, i.e had only 0-5 years experience and these continued to increase over the years.

Table 10.2: Trends in the Distribution of Teachers by Years of Experience at Public Basic Education Level - 2010 & 2018

Year	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	26-30 Years	31-35 Years
Public ECCDE							
2010	12,388	9,936	5,108	6,195	3,720	4,444	1,974
2018	13,922	6,253	8,222	6,272	2,907	4,252	1,540
percentage Increase/Decrease	12.4	-37.1	61.0	1.2	-21.9	-4.3	-22.0
Public Primary							
2010	130,996	129,080	64,289	82,086	51,659	72,729	33,730
2018	157,578	92,880	113,046	90,993	45,199	62,063	32,894
percentage Increase/Decrease	20.3	-28.0	75.8	10.9	-12.5	-14.7	-2.5
Public Junior Secondary (JS)							
2010	46,586	23,633	15,455	15,712	13,380	11,925	6,647
2018	82,666	48,467	38,485	23,483	13,983	14,326	7,077
percentage Increase/Decrease	77.4	105.1	149.0	49.5	4.5	20.1	6.5
National							
2010	189,970	162,649	84,852	103,993	68,759	89,098	42,351
2018	254,166	147,600	159,753	120,748	62,089	80,641	41,511
percentage Increase/Decrease	33.8 percent	-9.3 percent	88.3 percent	16.1 percent	-9.7 percent	-9.5 percent	-2.0 percent

10.5.5 Teachers Years of Experience at the Public ECCDE centres

The data in Table 10.2 presents the trend in the distribution of teachers by years of experience in public ECCDE. The number and percentage distribution of teachers show variation from 2010 to 2018. For instance, as stated above, teachers with limited experience (i.e 0-5 years) increased by 12.4 percent while teachers with 6-10 years of experience decreased by 37.1 percent and so on. Teachers with 11-15 years of experience increased by 61 percent from 5,108 in 2010 to 8,222 in 2018; teachers with 16-20 years of experience showed a slight increase of 1.2 percent from 6,195 in 2010 to 6,272 in 2018. Between 21-25 years of experience, the number of teachers decreased by 21.9 percent from 3,720 in 2010 to 2,907 in 2018; within 26-30 years of experience, the number of teachers again decrease slightly (4.3 percent) from 4,444 in 2010 to 4,252 in 2018 and the number also decreased by 22 percent from 1,974 in 2010 to 1,540 in 2018. Apart from teachers with 0-5 and 11-15 years of experience where the number showed an increase from 2010 to 2018, the number of teachers with all other categories of years of experience declined and the highest decline were for teachers with 6 to 10 years of experience (37 percent) while the lowest (4.3 percent) were for teachers with 26 to 30 years of experience.

10.5.6 Distribution of Teachers by Years of Experience in Public Primary Schools

Table 10.2 also reveals the trend in the distribution of teachers by years of experience in public primary schools, which shows disparities between the two years under review. The number of teachers with 0-5, 11-15 and 16-20 years of experience rose significantly by 20.3 percent, 75.8 percent and 10.9 percent respectively between 2010 and 2018. On the contrary, other categories of years of experience recorded declining number of teachers. While teachers with 11 to 15 years of experience had the highest rate of increase (75.8 percent); those in the category of 6 to 10 years had the lowest decreasing rate (28.0 percent) and teachers of 31 to 35 years had the lowest rate of 2.5 percent at the primary school level. The number of teachers with 0-5 years of experience increased by 20.3 percent from 130,996 in 2010 to 157,578 in 2018. Between 6-10 years of experience, the number of teachers decreased by 28 percent from 129,080 in 2010 to 92,880 but between 11-15 years of experience, the number of teachers increased significantly (75.8 percent) from 64,289 in

2010 to 113,046 in 2018. Teachers with 16-20 years of experience slightly increased (10.9 percent) from 82,086 in 2010 to 90,993 in 2018. Within 21-25 years of experience, the number of teachers decreased again (12.5 percent) from 51,659 in 2010 to 45,199 in 2018. The decreasing trend continued as seen in the data because within 26-30 and 31-35 years of experience, the number of teachers decreased from 72,729 in 2010 to 62,063 in 2018 and from 33,730 in 2010 to 32,894 2018 respectively, leading to a percentage decrease of 14.7 percent and 2.5 percent respectively. The decrease in the number of teachers at higher years of experience indicates the ability of the system to retain its teachers.

10.5.7 Trends in the Distribution of Teachers by Years of Experience in Public JS Schools

Table 10.2 presents data on the trends in the distribution of teachers by years of experience in public JSS. The number of teachers as distributed in the various years of experience shows increasing trend from 2010 to 2018. Between 0-5 years of experience, the number of teachers increased (77.4 percent) from 46,586 in 2010 to 82,666 in 2018, between 6-10 years, the number of teachers increased (105.1 percent) from 23,633 in 2010 to 48,467 in 2018; within 11-15 years of experience, the number of teachers increased by 149 percent from 15,455 in 2010 to 38,485 in 2018. Teachers with 16-20 years of experience increased by 49.5 percent from 15,712 in 2010 to 23,483 in 2018, teachers with 21-25 years of experience also increased by 4.5 percent from 13,380 in 2010 to 13,983 in 2018. Between 26-30 years of experience, the number of teachers increased by 20.1 percent from 11,925 in 2010 to 14,326 in 2018 and between 31-35 years of experience, the number of teacher's increased by 6.5 percent from 6,647 in 2010 to 7,077 in 2018. The percentage increase and decrease in the years of experience clearly shows that teachers who had 11 to 15 years of experience increased more by a whopping 149 percent than teachers with other years of experience. This implies that many more teachers with 11 to 15 years of experience were distributed in public JS schools.

10.6 Gender Parity Index for Learners in Basic Education Schools

Gender Parity Index (GPI) is an indicator of the extent of gender balance used to determine the degree to which the number of boys and girls as a ratio have access to basic education. A GPI of 1.00 reflects gender balance in enrolment. While a GPI of less than 1.00 indicates that more boys than girls are enrolled in schools, an index of more than 1.00 is an indication that there are more girls than boys. At the national level, Figure 3.25 presents the share of boys and girls participation ratio by level of education and the changes from 2006 to 2018. Enrolment by gender was not well balanced at all levels of education with a general low GPI of less than 1.00. The GPI increased from 0.87 to 0.99 between 2006 and 2018 with the proportion in favour of boys. The number of boys enrolled in school continued to increase more than that of girls depicting gender imbalance in enrolment.

Figure 10.25: Trends in Gender Parity Index for Pupils in Basic Education Schools by Levels - 2006, 2010 & 2018

10.6.1 Gender Parity Index for Learners in ECCDE by Ownership

At the ECCDE level, Figure 3.26 depicts the GPI of 0.93, 0.96 and 1.00 for 2006, 2010 and 2018 for public and an index of 0.77, 0.98 and 0.99 for private schools within the respective years. The GPI across public, private and national ECCDE centres show that progress had been recorded even though the ideal ratio of 1.00 had only been achieved in public ECCDE in 2018. This implies that the public ECCDE had been recording increasing GPI from 2006 and by 2018 the ideal index has been achieved showing a balance in enrolment between boys and girls. On the other hand, though many more boys (GPI of 0.77) were enrolled in

private schools in 2006, the gap continued to be close and by 2018 a near parity index of 0.99 had been achieved. Generally, the gap between boys and girls with access to education seemed to be closing as depicted in Figure 3.26 as many girls especially in the Southern states of the country were exposed to education, given opportunity and allowed to enrol in school. The GPI across the public and private ECCDE and nationally on the whole shows increasing trends towards attaining gender balance from year 2006 to 2018 but then a lot still has to be done to encourage more of girls-child participation.

Figure 10.26: Trends in GPI for Learners in ECCDE Centers - 2006, 2010 &2018

10.6.2 Gender Parity Index for Learners in Primary Schools by Ownership

At the primary school level, the GPI rose from 0.83 in 2006 to 0.86 in 2010 and 0.94 in 2018 at the national level with a corresponding increase in GPI observed for public schools as presented in Figure 10.27. However, for the private schools, the GPI increased from 0.92 in 2006 (with more boys participation) to an index of 1.00 in 2010 showing gender balance with almost equal number of boys and girls enrolled but thereafter dropped by about 0.02 percent in 2018 again favouring more boys' participation than girls. Though there are signs of improvement as the index moved closer to the acceptable level, still more boys than girls were enrolled in primary schools. In certain parts of the country, more girls than boys dropped out of school for either early marriage or to support the family economically. This goes further to exacerbate the disparity between the educational opportunities of girls and

boys. The implication is that a lot still had to be done to encourage more girls to attend and participate in school.

Figure 10.27: Trends in GPI for Learners in Primary Schools - 2006, 2010 & 2018

10.6.3 Gender Parity Index for Learners in JSS by Ownership

Variations in gender parity index for the JSS as shown in Figure 3.28 reveals that the proportion of girls to boys slightly dropped from 2006 to 2010 with a GPI of 0.82 and 0.80 respectively. It however rose again by 16 percent in 2018 all in favour of more boys' participation than girls. An equally similar trend can be observed for public schools. However, in private schools, GPI continues to increase towards parity from 0.83 in 2006 to 0.99 in 2010 and in 2018, a little more percentage of girls (2 percent) than boys participated in school with a GPI of 1.01.

Figure 10.28: Trends in GPI for Learners in Junior Secondary Schools - 2006, 2010 & 2018

The increasing parity over the years may be attributed to the increasing number of initiative being launched to encourage more girls' access to education. Added to this is the increasing awareness of the positive benefit of girls and women education for the survival of not only the girl-child but the overriding benefits to the family, health and overall well-being.

10.7 National Learner-Teacher Ratio by Category

Learner-teacher ratio (LTR) is one indicator of quality of education and portrays the effort made by the country to provide basic education to its citizenry. The lower the ratio, the more the number of teachers to be employed and made available in the school system. Table 10.3 and Figure 10.29 illustrate the trend in learner-teacher ratio (LTR) for the basic education sub-sector.

Table 10.3 Learner-Teacher Ratio in Basic Education Schools

		2006			2010			2018	
LEVEL	Learners	Teachers	LTR	Learners	Teachers	LTR	Learners	Teachers	LTR
ECCDE	2,130,244	111,836	19	2,699,428	43,765	62	7,159,262	154,217	46
PRIMARY	24,160,654	610,693	40	21,913,347	680,594	32	27,889,387	913,579	31
JSS	3,558,394	119,187	30	4,593,857	197,421	23	6,841,953	382,346	18
NATIONAL	29,849,292	841,716	35	29,206,632	921,780	32	41,890,602	1,450,142	29

The data reveal an improvement in LTR from 35 in 2006 to 32 in 2010 and 29 in 2018. At the ECCDE centres, LTR worsened from 19 in 2006 to 62 in 2010 and then improved to 46 in 2018. At the primary education level, apart from 2006 where the LTR was as expected (40), the LTR for 2010 and 2018 slightly improved. On the average, the number of learners for each teacher was shown to be manageable, thus allowing for effective pupil-teacher interaction. The LTR for JSS also showed an improvement from 30 in 2006 to 23 in 2010 and 18 in 2018 signifying that an increase in learners' population was accompanied by a corresponding increase in the number of teachers.

Figure 10.29: Trends in Learner-Teacher Ratio (LTR) in Basic Education Schools by Level - 2006, 2010 & 2018

10.7.1 Learner-Teacher Ratio (LTR) in ECCDE by Category

Figure 10.30 presents the trends in learner-teacher ratio (LTR) nationally and in public and private ECCDE. This data shows a worsening trend in LTR of 34, 42 and 84 from 2006 to 2010 to 2018 for public schools. The ratio for the three years exceeded the acceptable limit of 25, which may greatly affect the effectiveness of teaching and learning as teachers would have too many learners to attend to. The LTR for private institutions deteriorated from 10 in 2006 to 34 in 2010 and improved to 32 in 2018.

Figure 10.30: Trends in Learners Teacher Ratio (LTR) in ECCDE Centres - 2006, 2010 & 2018

Generally, apart from 2006 where the LTR showed a lower ratio than the expected, across the other years and school ownership, the LTR continued to increase indicating that the increasing rate in learners' participation earlier reported may not be accompanied by a corresponding increase in the number of teachers. Rather, as learners' enrolment increased, the percentage of qualified teachers declined at the ECCDE level.

10.7.2 Learner-Teacher Ratio (PTR) in Primary Schools by Ownership

Figure 10.31 reveals the trend in learner-teacher ratio (LTR) in public and private primary schools for the three years under consideration. In the public schools, a ratio of 43, 36, 38 for the three years of 2006, 2010 and 2018 respectively was obtained showing an improvement and then a decline in LTR. The private schools recorded very low LTRs across the three years. This implies that the private schools were operating within the set standard for LTR. The data shows that as the learners population increased, there was also a corresponding increase in the number of teachers which resulted in the low LTRs across the three years.

Figure 10.31: Trends in Learner Teacher Ratio (LTR) in Primary Schools - 2006, 2010 & 2018

10.7.3 Learner-Teacher Ratio in JSS by Category

Figure 10.32 illustrates the trends in learner-teacher ratio (LTR) in public and private JSS for the years 2006, 2010 and 2018. The public JSS indicated an improvement in LTR from 2006 (35) to 2018 (23). Thus as the population of learners' increased, the number of teachers also increased. The private JSS data also revealed an acceptable trend in LTR, especially in 2010, signifying that teachers' population increased significantly as learners' population increased.

Figure 10.32: Trends in Learner-Teacher Ratio (LTR) in Junior Secondary Schools - 2006, 2010 & 2018

10.8 Conclusion

The data analysed in this study showed both increasing and decreasing trends in some of the indicators of basic education. It is absolutely imperative to monitor basic education closely for trend analysis continuously to indicate the direction of change, whether progressively or retrogressively so as to consolidate the gains achieved so far in providing basic education for all.

CHAPTER ELEVEN: KEY FINDINGS AND RECOMMENDATIONS

11.1 Introduction

This chapter is a synopsis of the key findings and recommendations recorded in chapters three to ten based on the themes of the various chapters.

11. 2 Trends in National Basic Education Data: 2006, 2010 and 2018

11.2.1 Key Findings

i) The enrolment of male learners across the basic education levels in the nation is higher than the enrolment for female learners and this increase was observed across the three years under review. This shows that to some extent, learners and, in fact, their parents and other stakeholders seemed to have faith in the education system.

ii) The enrolment or participation of learners in public schools was found to be consistently higher than participation in private schools. It is, however, heart-warming to note the significant role that private education providers play in meeting the increasing enrolment needs of the children. Enrolment in private schools increased by more than 100 percent. Private school involvement was higher at the ECCDE level than at all other levels. This may be due to the 2014 government policy requiring one year enrolment in ECCDE before primary education, though even before these private schools had exclusively provided pre-primary and nursery education.

iii) Though the number of private and public schools increased every year, the increase did not match the greater demand for enrolment in basic education schools.

iv) The number of public and private schools and learners continued to increase across the country every year. But these increases were not complemented by corresponding increase in the number of classrooms and teachers needed. This had resulted in high learner-teacher and learner-classroom ratios (LTR, LCR).

v) Across the nation, many more qualified teachers are needed. Ironically, as the learners' enrolment increased, the percentage of qualified teachers declined at almost all levels of basic education.

vi) There had been yearly increase in parity in male and female participation in basic education, but there was still the need for equity or gender balance as girls continued to lag behind in educational participation. This ran counter to the policy that every child has a right and should be made to benefit from free and compulsory education. More still has to be done to actualise this. To that end, more female teachers are needed in some parts of the country, if girls are to have a fair share in education. Studies have shown that girls stay longer and learn better in schools when taught by women.

11.2.2 Recommendations

i) In order to raise enrolment and sustain the interest of parents, additional resources, human and material are needed. That is adequate qualified teachers and classrooms should be provided, among others, in order to ensure quality education nationwide.

ii) There is need to restore faith in parents and the community that the school will provide the needed learning opportunity and that the outcome will be both qualitative and beneficial to all.

11.3 Enrolment in Early Childhood Care and Development Education

11.3.1 Key Findings

i) The population of ECCDE learners was adequately spread across the length and breadth of the country giving an indication that the parents had begun to value ECCDE for the role it is expected to play in the development of the learners.

ii) ECCDE enrolment was still far below the projected 17 million 3-5 year olds expected to benefit from it.

iii) The largest number of ECCDE learners were aged four years. About 20 percent of the learners were not within the prescribed age range for ECCDE in both private and public schools, which further indicates the importance attached to ECCDE by parents.

iv) More learners were located in rural than in urban areas, which suggests that the value of education was now appreciated everywhere.

v) The distribution of learners by class appeared to follow a normal distribution curve for learners within Nursery one and Nursery two. It was likely that progression from ECCDE

to primary level of education began earlier than envisaged by the National Policy on Education.

vi) The high incidence of enrolment in the urban areas of Borno and Yobe states was very much connected with the insecurity situation in that part of the country.

11.3.2 Recommendations

i) The interest in ECCDE, which is indicated by enrolment of children below three to above five years, should be sustained.

ii) Efforts should also be made to sustain the current gender parity in enrolment at this level of education.

iii) To leverage on the interest shown by parents, even in the rural areas, to enrol their children in ECCDE centres, the five percent share of ECCDE in the allocation of the Matching Grants to states needs to be increased to 10 percent in order to provide more resources for expanding access to ECCDE for all eligible children.

iv) There is need to encourage parents to allow their children/wards to complete nursery three, if the benefits of ECCDE are to be fully realized.

11.4 Enrolment in Primary Schools

11.4.1 Key Findings

i) The total enrolment in Nigerian primary schools was 27,889,387 comprising 14,393,652 (51.61%) male learners and 13,495,735 (48.39%) female learners, representing a gender parity index in enrolment of 0.95. In terms of age distribution 6.72 percent were under-aged, 87.30 percent were within the normal age range (6-11) and 5.98 percent were over-aged. With respect to school location, 62.61 percent of the learners were found in rural schools, while the remaining 37.39 were found in urban schools.

ii) There were 22,384,755 learners in public primary schools comprising 11,618,213 (51.90%) males and 10,766,542 (48.10%) females, which represents a gender parity index in enrolment of 0.93. In terms of age distribution, 6.72 percent were under-aged, 87.30 percent were within normal age range and 5.98 percent were over-aged.

With respect to school location, 67.34 percent of the learners were found in rural schools, while the remaining 32.66 percent were found in urban schools.

iii) In private primary schools, there were 5,504,632 learners comprising 2,775,439 (50.42%) males and 2,729,193 (49.58%) females, representing a gender parity index of 0.98 percent. In terms of age distribution, 7.95 percent were under-aged, 86.65 percent were within the normal age range and 5.40 percent were over-aged. With respect to school location, 43.38 percent of the learners were found in rural schools, while the remaining 56.62 percent were in urban schools.

iv) There was a systematic increase in enrolment from primary six through primary one irrespective of school type and gender and the gender parity index in enrolment varied from 0.95 to 0.91 in public schools and from 0.99 to 0.98 in private schools.

v) In the geopolitical zones, total enrolment varied from 9,971,028 in the North-West to 2,642,439 in the South-East. Enrolment in public primary schools also varied from 8,841,916 in the North-West to 1,981,261 in the South-East, while in private schools, it varied from 1,228,638 in the South-West to 526,936 in the North-East.

vi) In terms of age distribution in public schools, the proportion of under-aged learners varied from 7.86 percent in the North-Central to 2.74 percent in the South-East. The proportion of official age learners varied from 91.56 percent in the South-East to 83.51 percent in the North-Central, while that of over-aged learners ranged from 7.50 percent in the North-Central to 5.36 percent in the South-South. In private schools, the proportion of under-aged learners ranged from 8.84 percent in the North-Central to 6.32 percent in the South-East. The proportion of official age learners varied from 89.63 percent in the South-East to 83.64 percent in the North-West, while the proportion of over-aged learners varied from 8.77 percent in the North-East to 2.68 percent in the South-South.

vii) With respect to gender in public schools, the proportion of male learners varied from 53.54 percent in the North-East to 49.91 in the South-South, while that of female learners varied from 50.09 percent in the South-South to 46.46 in the North-East. In

private schools, the proportion of male learners ranged from 52.20 percent in the North-West to 49.40 percent in the South-South, while the proportion of females varied from 50.60 percent in the South-South to 49.22 percent in the North-East.

viii) The proportion of learners in rural public schools varied from 76.84 percent in the South-East to 45.44 percent in the South-West, while the proportion of learners in urban public schools varied from 55.46 percent in the South-West to 23.16 percent in the South-East. In private schools, the proportion of learners in rural schools ranged from 61.56 percent in the South-East to 30.12 percent in the South-West, while the proportion of learners in urban schools varied from 69.88 percent in the South-West to 38.44 percent in the South-East.

ix) Kano State had the largest enrolment of learners in public schools, while Bayelsa had the smallest. Gender parity index in enrolment varied from 1.09 in Oyo to 0.59 in Zamfara. Akwa Ibom, Ebonyi, Ekiti, FCT, Kano, Lagos, Oyo and Rivers had attained parity in enrolment of female and male learners in public primary schools.

x) There were more female than male learners in private schools in the southern states, except in Anambra, while in all of the northern states there were more male learners in private schools, except in Borno and Kano.

xi) Lagos State had more learners in private schools than any other state, while Yobe had the least. There were more learners in urban primary schools than in rural ones in Borno, Ekiti, Lagos, Ogun, Osun and Oyo, while in the remaining states there were more learners in rural schools.

xii) The national dropout rate for both public and private primary schools was 1.50 percent. The dropout rate in private primary schools of 1.38 percent, was slightly lower than that of public primary schools of 1.53 percent. In public schools, the females' dropout rate of 1.54 percent was slightly higher than that of males of 1.52 percent. In private schools the males' dropout rate of 1.39 percent was slightly higher than that of females at 1.38 percent.

xiii) The total dropout rate in public schools in the states varied from 5.7 percent in Oyo to 0.4 percent in Osun. In private schools, it varied from 3.6 percent in Benue State to 0.6 percent in Katsina and Kebbi.

xiv) The total transition rate was 93.7 percent. The males' transition rate of 94.3 percent was slightly higher than 93.0 percent for females. The transition rates in public schools were very much lower than those of private schools. The transition rates in states' public schools varied from 201.2 percent in Rivers State to 36.8 percent in Taraba State. In private schools transition rate varied from 426.3 percent in Katsina to 51.3 in Kebbi.

11.4.2 Recommendations

i) All tiers of government and other stakeholders need to make concerted efforts to ensure optimal enrolment for all eligible children through building/construction of more schools, expansion of school infrastructure, recruitment and deployment of more teachers to schools, enlightenment campaigns and implementation of aspects of the UBE law that criminalise failure to send children to school. Schools must also be optimally child-friendly, especially for girls.

ii) Given that there is a higher proportion of enrolment in public primary schools in the rural areas, rural schools should be given priority in the employment and deployment of teachers, construction of schools and classrooms, provision of other infrastructure as well as supply of teaching and learning materials.

iii) States that have not attained parity in enrolment must intensify efforts in the sensitisation and mobilisation, especially of females, for enrolment in to primary schools.

iv) Causes of drop-out need to be investigated so as to arrest the situation. Different mechanisms for bringing back the children to formal schools should be explored. The arrangement of alternative learning programme through non- formal means should also be explored.

v) Research is required on reasons for learner mobility and the effect of mobility on learners.

vi) Research is also required to explain reasons behind learner repetition of classes and its impact on the psychology of learners. The research findings should inform government policy on class repetition.

11.5 Enrolment in Junior Secondary Schools

11.5.1 Key Findings

i) There was evidence of low enrolment in JS schools nationwide. Information from Chapter Six (Access to Basic Education) indicates that over eight million eligible children might lack the opportunity to attend JS schools.

ii) Male learners had a higher share of enrolment (51.7 percent) than females in the junior secondary schools in Nigeria generally, but geo-political correlates indicate that boys had a higher enrolment than girls in the northern zones, but the reverse was the case in the southern zones.

iii) Urban schools had a higher proportion of enrolment (52.3 percent) than schools in rural locations (47.7 percent). On the otherhand, public schools provided enrolment for three out of four learners in JS schools.

iv) The South-West had the highest enrolment in the urban areas, while the North-West had the most in the rural areas. But overall, enrolment was highest in the South-West and lowest in the North-East.

v) The enrolment of learners above 14 years (over-aged) in public and private schools in urban and rural areas was high in all the zones while the North-West had the highest.

vi) The incidence of dropouts was higher in public than in private schools, particularly in the North-West due to socio-economic and cultural factors such as poverty, early girl-child marriage and pervasive lack of interest in Western education. This raises doubt about achieving the objectives of the Sustainable Development Goals (SDGs) as they relate to education.

vii) There was a high number of repeaters in JSS 1, 2, and 3 in both public and private schools nationwide. They overstretched available facilities and teachers, as classrooms

may be overcrowded; a situation that is not conducive for learning. Also, the incidence of high rate of repeaters may result in more over-aged learners in schools.

viii) The number of under-aged and over-aged learners was high. For example, in urban areas, 28.2 percent of the learners were below 11 years, while 28.8 percent of the learners were above 14 years.

11.5.2 Recommendations

i) There is need to push for increased enrolment in JS schools through the establishment of more public JS schools, expansion of infrastructure, recruitment and deployment of more teachers, especially in the rural areas as well as public enlightenment.

ii) Obstacles to optimal enrolment such as charging of illegal levies in public schools, early marriage of girls and child labour need to be removed. For example, the aspects of the UBE Act that criminalises illegal charges and keeping children from enrolling and attending schools should be implemented by states and the FCT without further delay.

iii) States with low enrolment for both boys and girls, especially Jigawa in the North-West, should be encouraged to establish more public JS schools to boost enrolment.

iv) States in the North-East zone should establish more schools in the rural areas.

v) States and other stakeholders should come up with more aggressive intervention programmes and intensify their sensitisation and mobilisation efforts to ensure that learners remain in school.

vi) "Open schooling" should be introduced in all the states, especially in the South-East and South-South zones so that children who are keen on pursuing entrepreneurship can have some time set apart that would enable them have formal education.

11.6 Access to Basic Education

11.6.1 Key Findings

The nation's capacity to provide access to basic education (ECCDE, primary and junior secondary) to eligible children was still low as evident in the low gross enrolment rates, net enrolment rates, gross intake rates and net intake rates across all the basic education levels. Below are the key findings from the data analysis.

At the ECCDE level:

i) The gross and net enrolment rates of 41.2 percent and 30.7 percent respectively meant that about 10 million children who could benefit from ECCDE might not have access. The picture is worse if the exact population of 3-5 year olds (net enrolment) is taken into account as the number of children without access climbed to 11 million. The gross and net intake rates follow the same trend as gross and net intake rates of 41.1 percent and 28.5 percent respectively imply that a majority of 3 year olds still lacked opportunity to enrol in either a public or private ECCDE school.

ii) The implication of low GERs, NERs, GIRs and NIRs was that a great majority of Nigerian children still lacked access to ECCDE/nursery schools, which attendance would give a child a head start in life and predicts success in academic achievement in primary education.

iii) Both public and private providers have the responsibility of providing access to ECCDE as private schools account for as much as 49 percent of gross access and 46 percent net access to ECCDE, respectively, showing that private providers are very active in this level of basic education.

iv) On zonal basis, the chances of a 3-year old boy or girl to enrol in a public or private ECCDE school were highest in the South-East zone with a net intake rate of 48.6 percent and lowest in the North-East zone with a net intake rate of 13.1 percent. On the whole, opportunities to enrol in ECCDE schools, whether public or private, were higher in the southern zones than in the northern zones as seen in the higher GIRs and NIRs in the former.

v) Enablers of access such as availability of schools, classrooms and teachers, were inadequate nationwide for ECCDE/nursery education and worse in the North-East and North-West states where GERs and NERs were also worse. For example, the North-West had the highest LCR at 54 learners to a classroom, followed by the North-East at 40 learners to a classroom. For LTR, the North-West had the highest LTR at 93 learners per teacher, followed by the North-East at 58.

At the Primary level:

i) As many as 3 million eligible children might still lack access as evident in the primary GER of 68.3 percent. However, taking into account the projected population of 6-11 year old children and the total in-school enrolment, 10 million children were extrapolated to be out of school. Similarly, the gross and net intake analyses indicate that many children lacked opportunity to enrol in primary 1. In fact, the net intake data revealed that over two million six- year old children lacked the opportunity to enrol into primary 1 when they clocked six years.

ii) The public sector providers account for a far larger proportion of access to primary education nationwide, though the share of private sector contribution could be higher in reality than the 23 percent reported in this survey.

iii) Enablers of access, such as availability of schools, classrooms and teachers for primary education, were inadequate nationwide. The national LCR of 43 learners per classroom for combined public and primary schools only masks the problem as public schools LTR was as high as 60 learners per classroom. Though the national LTR of 31 was lower than the minimum standard of 35 learners per teacher for primary education, some states had outrageously high LTRs. An example is Gombe with a LTR of 185 learners to a teacher.

At the JSS level

i) Over eight million eligible children might still lack access to JSS education, given the JSS GER of 46.1 percent and NER of 33.0 percent. Similarly, the gross and net intake analyses indicated that 53.9 percent of eligible children lacked the opportunity to enrol in JS 1. In fact, the net intake data revealed that over two million children lacked the opportunity to enrol into JS 1 when they reached 12 years.

ii) Going by gross and net enrolment and intake rates, girls had better access to JS schools than boys generally, but present access in JS schools favoured boys in the three northern zones and girls in the three southern zones.

iii) The share of public sector providers is 76 percent leaving private providers with a share of only 24 percent. In reality, the share of private sector contribution could be higher depending on the extent to which private JS schools were captured in the audit.

iv) The national LCR of 45 pupils per classroom for combined public and private JS schools only masks the problem as public schools LCR was as high as 60 learners per classroom. Though the national LTR of 18 is far lower than the minimum standard of 35 pupils per teacher for JS schools, a few states had outrageously high LTRs. An example is Kano with a LTR of 107 learners to a teacher.

Out-of-School Children

i) Out of the projected population of 40,841,523 of 6-11 year old children, only 30,648,028 were found to be enrolled in both public and private primary schools nationwide. This means that 10,193,918 primary age children were not in school, i.e 25 percent (one out of four) of all primary school age children.

ii) When the data were disaggregated by gender, the out-of-school burden was found to be borne more by boys (62%) than girls (38%).

iii) By zone, the North-West had the highest number of out-of-school children followed by the North-East. The South-East had the least.

iv) The state level analysis indicates that whereas Kano State had the highest number of out-of-school children at 989,234, Yobe State had the highest proportion of its children out-of-school at 43 percent. Overall, no state in Nigeria is totally free from the out of school children's problem as only four states and FCT had less than 20 percent of primary age children out of school.

11.6.2 Recommendations

Based on the above key findings, the following recommendations for improving access to basic education should be considered:

At the ECCDE level

i) There is need for a deliberate effort to increase access to ECCDE schools to provide access to the millions of children who currently lack access. One quick way to do this is to ensure that all existing public primary schools operate ECCDE schools. The Universal Basic Education Commission (UBEC) needs to encourage states to take this forward as it has the potential to provide ECCDE services to children even in remote rural areas.

ii) Serious efforts need to be made to ensure improved access to ECCDE/nursery schools in the North-East and North-West states where access indicators such as GER, NER, GIR, NIR, LCR and LTR were worse. Given the low patronage of private ECCDE schools in those states, each state should ensure that ECCDE schools operate effectively in every public primary school throughout the states.

At the primary level:

i) There should be access to primary schools for all eligible children through enrolment drives and campaigns, in order to narrow the gap between the population of 6-11 year olds and enrolment.

ii) There is needed to improve the quantity and quality of public school infrastructure and facilities to make them child-friendly.

At the JS level

i) There needs to be a deliberate effort to increase access to JS schools for all eligible children through enrolment drives and campaigns, which will nudge the nation toward age appropriate enrolment. This will help to narrow the gap between the population of 11-14 year old children and enrolment and intake. The millions of children without access needed to be brought into the school system across the states and zones without further delay.

ii) Steps should be taken to ensure access for boys in the south and girls in the North-East and North-West. The persistent low access to JS education in the northern zones also needs to be addressed especially by the states and local governments.

Out-of-School Children

i) Every impediment to basic education across the nation should be removed. This includes payment of any fees.

11.7 Facilities

11.7.1 Key Findings

i) Computers have become inevitable tools in teaching and learning and indeed every aspect of human existence. Teachers needed to be taught how to use them to teach. But the fact that they are not available in most schools means that many learners would be deprived of the enormous benefits accruing from the use of computers.

ii) The near absence of libraries means that learners would find it difficult to develop good reading habits, to carry out assignments and projects.

iii) The near absence of laboratories spells doom for the development of scientific knowledge, attitude and processes in learners with undesirable consequences on the country's desire for scientific and technological development.

iv) Across the nation, there were 75,772 schools with toilets (31,910 in public schools and 43,862 in private schools.) In public primary schools, the North-West zone had the highest number of schools with toilets (10,823), while the South-East had the least (30,013). In private primary schools, the South-West zone had the highest number of schools with toilets (18,191), while the North-East had the least (2,489). In public primary schools, Bauchi had the highest number of schools with toilets (12,183), while Bayelsa had the least (213). Whereas in the state private primary schools, Lagos has the highest number of schools with toilet (8,373) while Yobe has the least (119).

11.7.2 Recommendations

i) All providers of basic education should ensure that learners have access to computers and other ICT facilities as befits schools in the 21st century.

ii) Proprietors of both public and private schools should ensure that all schools are equipped with well stocked libraries.

iii) Proprietors should also provide laboratories and health facilities and sanitations for their schools.

11.8 Personnel in Basic Education Institutions

11.8.1 Key Findings

i) More than 50 percent of the employees in SUBEBs are in the departments of Administration and Supplies, and Finance and Accounts. Though the services in these departments are essential, the skewdness in their favour is worrisome as ensuring quality in basic education depends on such departments as School Services, Social Mobilization, Planning, Research and Statistics, and Monitoring and Evaluation/Quality Assurance, which are saddled with quality professional/technical issues of delivery and learning and other related matters.

ii) There is no parity in proportion of male and female employees in almost all departments at the SUBEB level. In particular, the male employees were more than the female employees by more than 40 percent in Physical Planning/ Project, Planning Research Statistics / Research & Publication and Planning Research Statistics / ICT, Planning Research Statistics/ Planning and Planning Research Statistics / EMIS-Statistics. These are fields for which there is always a paucity of females in tertiary level education. An attempt to encourage more females to register for programmes germane to performing duties in these departments would not be out of place.

iii) The distribution of employees according to salary scale and years of experience, being generally pyramidal in both SUBEBs and LGEAs, would ensure that top-level positions can easily be filled when vacancies exist due to retirement and staff turnover.

iv) While more than 50 percent of the employees in SUBEBs have attended one form of training or the other, the proportion is small. Computer literacy helps organisations to perform their duties effectively and efficiently. Unfortunately, less than 60 percent of the employees are computer literate and this may not readily lead to the attainment of benefits of computer literacy.

v) The fact that a large proportion of the employees are in the Departments of Administration & Supplies, Finance & Accounts and Physical Planning/project across

the zones may not be healthy for the system. This is because with the exception of the Department of Physical Planning/Projects, the other departments with a preponderance of employees are mainly involved in purely service schedules that have little bearing on teaching and learning in schools.

vi) The very large gap between male and female employees particularly in the northern zones is not encouraging. This can be attributed to some cultural factors, which may need to be seriously addressed to bridge the gap.

vii) It is observable that distribution of employees is pyramidal in South-West, North-West and North-East; this is not the case in South-South, South-East and North-Central. The situation in South-West, North-West and North-East could have been because there is recruitment to fill lower level grades as employees retire and/or promoted while in the other states, recruitment may have been halted.

viii) The data concerning the size and quality of teachers across the nation reveals a great dearth in the number and quality of teachers teaching in the basic education levels both in the public and private schools. This poses serious challenges in the delivery of quality education. Learners achievement could be differentiated by teachers' quality as qualified teachers significantly and positively contribute to effective teaching and learning. This implies that in recruiting teachers, consideration should not only be given to the quantity in terms of the number of teachers but also on whether the teachers are qualified to teach that particular level of education so as to ensure quality lesson delivery.

ix) Across the nation, the number of male and female teachers varies greatly with much more female teachers teaching in the basic education levels both in the public and private schools. Gender distinctions, gender bias and gender issues remain very paramount in achievement-related behaviours of pupils in schools. Therefore, provision should be made to balance the situation so that both male and female pupils will have the same advantage in terms of the gender-related behaviours of the teachers.

11.8.2 Recommendations

The recommendations based on the Key Findings include the following:

i) There is need to ensure that there is adequate staff with sufficient capacity to execute the mandates of the SUBEBs and LGEAs through proper deployment and capacity development of staff.

ii) Conscious efforts should be made in recruitment to ensure gender parity in distribution of employees.

iii) Continuous employment as positions become vacant is recommended so as to ensure that there are personnel to fill vacancies as they become vacant. In this way, pyramidal distribution of employees can be sustained.

iv) Adequate qualified teachers should be provided in schools so that appropriate teaching and learning can be given to learners. The pedagogical skills of the teachers must be changed to catch up with the evolving changes. So, teachers who have no requisite qualification should not find themselves in the classrooms and if discovered along the way, they should be made to undergo rigorous training in pedagogical skills or should be shown a way out because one cannot give out what he/she does not possess. Teachers must vary learning experiences that captivated learners' interest for effective learning because students taught by qualified teachers are more likely to achieve higher test scores than those taught by unqualified teachers.

v) More qualified male teachers should be recruited into the basic education institution so that they can help boost the morale of the male learners academically and inspire them to aspire to be involved in the teaching profession so that it would not be as if the teaching profession is only for female gender.

vi) Unprofessional teachers teaching in the schools at all levels should be made to undergo professional programmes in teacher education and register with TRCN. This will help them to be acquainted with the requirements of the teaching profession and become school teachers and not just teachers. Professional teachers have the appropriate knowledge of subject matter content, skills and strategies in pedagogical delivery, classroom management, and assessment of students' learning, reinforcement strategies and effective teacher-student interactions that foster positive learning.

vii) School proprietors and administrators should equip schools with technological facilities such as computers, internet service, interactive whiteboards, projectors and other materials so that teachers would utilize the opportunity and get acquainted with the use of these facilities for effective instructional delivery.

11.9 Basic Education Special Programmes: Islamiyah, Tsangaya/Almajiri, Nomadic and Special Needs Programme

11.9.1 Key Findings

i) Governments and the private sector participate in the delivery of basic education (EECDE, Primary Education JSS) to special populations. Whereas the private sector has more Special Needs ECCDE, Islamiyah ECCDE, Islamiyah Junior Secondary Schools, Nomadic Junior Secondary Schools and Tsangaya, government has more Special Needs Primary and Junior Secondary Schools, Nomadic ECCDE and Primary Schools and Islamiyah Primary schools.

ii) Enrolment of learners was higher in private than in public schools with respect to Migrant Fisherfolk JSS, Islamiyah ECCDE, Special Needs ECCDE, Islamiyah JSS and Tsangaya Schools. In all the other schools, enrolment was higher in public schools.

iii) The number of ECCDE schools, primary and junior secondary schools appeared too small and not commensurate with the special needs population they are supposed to serve.

iv) In many states of the federation children with special needs did not have the chance to enrol into ECCDE or primary schools. They were also unable to transit from primary to junior secondary schools because of non-availability of suitable school type. For example, FCT and fourteen states did not have special needs Junior Secondary Schools.

v) Achievement of gender parity in enrolment in ECCDE, primary and junior secondary schools was varied among states.

vi) In Islamiyah and Migrant Fisherfolk JSS, enrolment of females surpassed that of males, and in the latter case the total enrolment was dismal. Nomadic JSS had the lowest gender parity index in enrolment. Only 19.16 percent of enrolees were females.

vii) In Migrant Fisherfolk primary schools, learner-teacher ratio did not measure up to standard. There was more variation in learner-teacher ratio in this type of school than in any other, suggesting the need for a disparate attention to be paid to it by the NCNE, SUBEBs and LGEAs.

viii) Learner-teacher ratio in nomadic primary schools was far above the national minimum standard. The schools also had more male than female teachers.

ix) There were many schools without non-teaching staff.

11.2 Recommendations

i) There is need for the establishment of more ECCDE, primary and junior secondary schools to serve the population of Special Needs, Nomadic and Migrant Fisherfolks who need them. This also applies to model Almajiri schools so that the children who need them can attend and thereafter mainstream into the formal education system in order to reduce the millions of out-of-school children.

ii) State governments should set up more Islamiyah schools while organisations and individuals should also be encouraged to do the same in order to beef-up enrolment.

iii) There is need to employ teaching and non-teaching staff in EECDE and primary schools so as to address the shortfall identified by high learner-teacher ratio and lack of non-teaching staff observed in many states of the federation.

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APPENDICES

APPENDICES

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OPERATIONAL GUIDE

FOR THE CONDUCT OF NATIONAL PERSONNEL AUDIT (NPA) OF ALL BASIC EDUCATION INSTITUTIONS IN NIGERIA

2018

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1.0 FOREWORD

The question of "Out-of-School children" in Nigeria has become a recurrent discourse in all educational fora both locally and internationally. Opinion on the exact figure has varied over time. Though the figure of 10.5 million has always been quoted as the number of out-of-school children in the country, the dearth of credible data has been a sore point in the ability of the education sector to counteract this seemingly embarrassing figure being bandied around.

Since Basic Education covers children of 05-15 years of age, it is expedient for Universal Basic Education Commission (UBEC) to take bold steps in establishing the exact number of children out-of-school and develop strategies to enroll them and ensure their completion. This is a fundamental step towards absolute inclusion of children from all segments of the society into the Universal Basic Education Programme, in line with international laws and conventions to which the country is a signatory.

This noble objective explains the scope of the 2018 National Personnel Audit (NPA), which covers both Public and Private Basic Education schools; registered or unregistered and approved or unapproved, formal, recognized or unrecognized, listed or unlisted. This makes the 2018 NPA unique to those of 2006 and 2010.

As you move to the field, I urge you to conduct yourselves in the most ethical and professional manner; giving recognition to statutory Basic Education establishments like State Ministries of Education (SMoEs), State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs), Traditional and Religious institutions, Voluntary Associations, Private School Proprietors, Nigeria Union of Teachers, Parent-Teacher Association, School-Based Management Committees, as well as Community/Village leaders. You need their co-operation to succeed in this assignment.

On behalf of myself, Management and the entire staff of UBEC, I wish you journey mercies; and always remember that "Education for All is the Responsibility of All."

Dr. Hamid Bobboyi
Executive Secretary
May, 2018

2.0 OPERATIONAL DEFINITION OF TERMS

1. **Head teacher**: Head of a Primary school.
2. **Level of school:** Early Child Care and Development Education (ECCDE)/Pre-primary, Primary and Junior Secondary school levels that constitute the Basic Education programme in Nigeria.
3. **Subjects taught:** The subjects being taught by the teacher.
4. **New Entrants:** Pupils/Students that are newly admitted into the first class (e.g Pry1, JSS1, SSS1) of any school level in a given academic year.
5. **Non-teaching staff**: Personnel in the school engaged to perform non-academic duties such as administrative officers, supervisors, counsellors, school health personnel, librarians, drivers, security guards etc.
6. **Ownership:** The owner of a school e.g. Government, Community, Faith-Based Organisation, Sole Proprietor (a person), Military/Police/Para-Military Institution, etc.
7. **Principal:** Head of a Secondary school.
8. **Promoted:** Pupils/Students who progressed to the next class in the school upon completion of the previous academic year.
9. **Proprietor**: A school proprietor is a person or group of persons who has the exclusive right to the school.
10. **Pupil/Student flow:** It is the progression from one class to the other.
11. **Repeater:** Pupil/Student enrolled in a class on a second or subsequent time repeating a class that he/she was enrolled in the previous academic year.
12. **School:** An established location where teaching and learning take place with the use of a written curriculum.
13. **School Code:** This is a unique number assigned to a school for ease of identification.
14. **Highest Qualification:** The highest academic and professional certification of an official.
15. **Teaching Staff:** Persons engaged in an official capacity for the purpose of guiding and directing the learning experience of pupils and students.
16. **Period/Lesson:** The official time allotted for learning.

17. **Highest Teaching Qualification:** Highest professional certification in education e.g. Grade II, NCE, B.Ed, PGDE.
18. **Staff category:** Teaching or non-teaching staff in a school.
19. **Caregiver**: An employee or person that takes care of children in the Early Child Care and Development Education (ECCDE) centres and may also instruct pupils at that level of learning in the school/centre.

3.0 2018 NATIONAL PERSONNEL AUDIT (NPA)

3.1 INTRODUCTION

The Universal Basic Education Commission (UBEC) is empowered by the UBE Act, 2004Section 9(f) and (l) to:

i. *"carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of ALL basic education institutions in Nigeria", and*

ii. *"establish a basic education data bank and conduct research on basic education in Nigeria", respectively.*

In discharging these responsibilities the Commission has, from its inception, successfully carried out a personnel audit of all public basic education institutions in Nigeria in 2006 and 2010. Reports on these audits are already in the public domain.

Consequent upon the foregoing, the Commission is on the threshold of conducting a more comprehensive audit of all public and private basic education institutions in the country in order to obtain reliable data.

3.2 OBJECTIVES OF THE 2018 NATIONAL PERSONNEL AUDIT

The objectives are to:

i. obtain comprehensive and reliable data of children of school-going age enrolled in basic education schools (ECCDE, Primary and Junior Secondary);
ii. obtain the number and qualification of teaching and non-teaching staff in basic education institutions in Nigeria, including their personal information and progression in service;
iii. determine the existing basic education administrative and management personnel;
iv. generate data for the purpose of effective planning and implementation of programmes in the sub-sector;
v. obtain indices required to determine some Key Performance Indicators (KPIs) in the basic education sub-sector;
vi. provide reliable data for assessing the impact and achievement of the sub-sector in realization of Sustainable Development Goals (SDGs); and
vii. feed the acquired data into the National databank for global reporting in line with Nigeria's Education Management Information System (NEMIS) policy.

3.3 SCOPE

The National Personnel Audit shall cover **ALL** Pupils, Students and Personnel in public and private basic education institutions (Schools, SUBEBs and LGEAs) in Nigeria.

3.4 THE NPA IMPLEMENTATION STRUCTURE

The NPA has the following implementation structure:

i. National Steering Committee

   a. Honourable Minister of Education
   b. UBEC Governing Board
   c. UBEC Executive Secretary
   d. UBEC Deputy Executive Secretaries (Technical and Services)
   e. Representatives of International Development Partners
   f. Representatives of State Universal Basic Education Boards
   g. Nigeria Union of Teachers (NUT)
   h. National Association of Proprietors of Private Schools (NAPPS)

ii. **National Planning and Implementation Committee** as formed and inaugurated by UBEC Management.

iii. **State Implementation Committee**: Composition includes Director of PRS (SMoE), Directors of PRS or Personnel & Admin, School Services, Post Basic/Secondary Education, SUBEBs; FEQAS; UBEC Zonal/State Coordinators; Association of Proprietors of Private Schools; and NUT.

iv. **LGA Implementation Committee**: The composition includes LGEA Education Secretary; Head Administration of PRS, School Services/Supervision; Zonal Inspectors; Representatives of NAPPS and NUT.

3.5 COLLABORATING AGENCIES:

These include:

i. The National Assembly
ii. National Population Commission (NPopC)
iii. National Bureau of Statistics (NBS)
iv. National Commission for Nomadic Education (NCNE)
v. Nigerian Educational Research and Development Council (NERDC)
vi. National Commission for Mass Literacy, Adult and Non-formal Education (NMEC)
vii. National Commission for Colleges of Education (NCCE)
viii. National Teachers' Institute (NTI)
ix. National Space Research and Development Agency (NASRDA)
x. Ministry of Budget and National Planning (MBNP)
xi. Civil Society Organizations
xii. International Development Partners (UNESCO, UNICEF etc.)
xiii. National Association of Proprietors of Private Schools (NAPPS)

xiv. Community-Based Organizations (CBOs), etc

3.6 OTHER GROUPS

The Roles and Responsibilities of Implementing Agencies are as follows:

i. Federal Ministry of Education (FME)

a. Approve the conduct of the exercise
b. Perform National flag-off of the exercise in any state of choice
c. Publicize the exercise and its outcome
d. Participate in the field exercise

ii. Universal Basic Education Commission (UBEC)

a. Responsible for the general conduct and coordination of the exercise
b. Produce instruments for data gathering
c. Train and sensitize participants
d. Flag-off the exercise at the regional level
e. Take care of logistics
f. Collect, analyze and interpret data
g. Produce and disseminate report to stakeholders at the National, Zonal and State levels

iii. State Ministries of Education (SMoEs)

a. Sensitize and mobilize stakeholders
b. Collaborate with SUBEBs for the success of the exercise
c. Provide comprehensive list of basic education schools under its jurisdiction
d. Provide logistics at the State level
e. Participate in the conduct of the exercise

iv. State Universal Basic Education Boards (SUBEBs)

a. Sensitize and mobilize stakeholders
b. Provide comprehensive list of basic education schools under its jurisdiction
c. Provide logistics at the State level
d. Provide guides to work with Field Officers
e. Publicize the exercise and disseminate its outcome
f. Receive and attend to complaints from the field
g. Ensure the safety and security of field officers

v. Local Government Education Authorities (LGEAs)

a. Sensitize and mobilize stakeholders

b. Provide comprehensive list of basic education schools under their jurisdiction
c. Provide security to field officers at the Local Government level
d. Provide logistic support for the movement of Filed Officers from one school to another
e. Assign LGEA personnel as guides
f. Interface between field officers and school communities

3.7 ROLES AND RESPONSIBILITIES:

The responsibilities to be carried out during the field work are as follows:

i. **Heads of other participating Agencies**

The high level monitoring team shall be led by the Honourable Minister of Education (HME). Members of the team include UBEC Governing Board and Management, Senate and House Committees on Basic Education and Committees on SDGs.

ii. **Independent Monitoring**

To give credibility to the exercise, external monitors will be involved in monitoring field activities in States. The external monitors shall include Civil Society Action Coalition on Education For All (CSACEFA), International Development Partners (IDPs), etc.

iii. **Coordination and Supervision of the Fieldwork**

UBEC top Management staff will be involved in the coordination and supervision of the NPA exercise in different capacities at National, Zonal and State levels. Part of their responsibilities will be to address issues that may arise from the conduct of the exercise and publicity.

iv. **Team Leaders**

AT UBEC HEADQUARTERS

- Attend/participate in the briefing for the exercise.
- Collect instruments for the exercise before departure.
- Ensure safe delivery of materials in State of assignment.

AT THE SUBEB

- Submit letter of introduction to the Executive Chairman
- Discuss logistics with him/her
- Collect updated list of schools
- Conduct briefing for the State Implementation Committee, field participants and school guides. All UBEC Staff posted to the State must attend the briefing at the SUBEB
- Divide Field Officers into teams and assign Local Government Area of coverage to them
- Assign vehicles to the teams

- Share instruments appropriately
- Conduct exercise review at the SUBEB on the first Saturday following the commencement of the exercise
- Liaise with the Director of Administration on SUBEBs based instruments.

v. **Field Officers**

AT THE SUBEB

- Attend/participate in the briefing
- Collect instruments for the exercise from the Team Leader before departure to assigned LGEAs

AT THE LGEA

- Together with the SUBEB Officials/guide introduce yourselves to the LGEA Education Secretary
- Discuss logistics and plot your movement to schools together with the LGEA guide that would be provided
- Liaise with Head of Administration to complete LGEA-based instruments.

AT THE SCHOOL

- Distribute relevant instruments to the Head Teacher or Principal and other school personnel (Teaching and non-Teaching)
- Guide them on how to complete the instruments
- Collect the instruments after completion with all relevant attachments, making sure they are dully signed
- Collect all instruments and enter relevant data at the end of each day's work
- Update your Team Leader on daily basis and refer all unresolved issues or challenges to him/her.
- Obtain clearance from the Team Leader before leaving the State.
- Take GPS coordinates in front of the Headteacher/Principals office

vi. **Head Teachers/Teachers/Non-Teaching Staff**

a. Receive field officers in their schools
b. Provide required information on their schools
c. Corporate with field officers to ensure hitch-free enumeration exercise
d. Complete relevant instruments and endorse same
e. Ensure safety and security of field officers at the school level

4.0 METHODOLOGY

4.1 Data Collection Instruments

The following Instruments would be administered during the exercise:

a. the Optical Mark Reader (OMR) Form A1 – School Personnel

b. the Optical Mark Reader (OMR) Form A2 – SUBEB/LGEA
c. Form A3 - ECCDE
d. Form A4 - JSS

4.2 State Level training

At the state level

- Field officers report to State to meet with the State Team
- Briefing and deployment of Field officers and Field assistants/Guides to LGEAs of responsibility

At the LGEA level,

- field officer and assistant/guide report to the Education Secretary
- in liaison with the Education Secretary, draw up itinerary for auditing of personnel in schools(field work) including date(s)for the LGEA officials

At the school level,

- the LGEA Team reports to the Headteacher/Principal for introduction;
- using the GPS device provided, enumerator **takes the GPS coordinates** right in front of the headteacher's office and records the coordinates in the space provided on form A3 or A4;
- obtains and scrutinizes the school form A3/A4 for completeness; ask questions, where necessary, on completed form and cross-check from records for accuracy;
- collects/retrieves completed form OMR A1 from all school officials, scrutinizes forms in the presence of each official to ensure completeness. ***Note that All official in the school are to be physically present for the personnel audit.***
- sign the visitors' book before leaving school

At the end of the day,

- team retires to residence
- records and package personnel form OMR 1 for schools visited
- ensures data entry is done and completed for the number of forms A3/A4 for schools visited for the day
- rests and plans for the next day's visit

At the completion of exercise in the LGEA,

- report to the State team leader with all field materials
- submit computer/laptop to the technical assistant for downloading/uploading, collation and harmonization of LGEA data to produce provisional State report
- keeps record of forms distributed to each LGEA and schools
- cross-checks to ensure that number of forms collected corresponds to the number distributed
- collect all un-used forms

4.3 Distribution of Instruments

- Materials (forms) will be moved to the States in advance and be distributed to all public and private schools and the target Officials
- Leading a team of 3 technical officers from UBEC, each State Team Leader reports to his/her State of assignment one week prior to the commencement of field work to:

- carry out the Training of all State participants including State Implementation Committee members
- ensure effective and efficient distribution of all field materials to the LGEAs and schools
- finalize all plans and necessary logistics for the smooth take off of the main field work

- After the State training, all Education Secretaries, trained as Master Trainers, will report to their respective LGEAs to:
  - replicate the training to all headteachers/principals of public and private schools within their jurisdiction using the training manual
  - using the school list provided, distribute school forms A3 and A4and school personnel forms OMR A1 to headteachers/principals of all schools in the LGEA
- After the LGEA training, Headteachers/Principals return to their respective schools to:
  - distribute the form OMR A1 to school officials and guide them on how to fill the form according to instructions received during training as contained in the training manual;
  - ensure the completion of the school level form A3/A4 in addition to filling his/her personnel form OMR A1
- The SUBEB Director Personnel/Administration and Education Secretaries shall
  - ensure the distribution and filling of form OMR A2 by all SUBEB/LGEA officials respectively;
  - ensures completed forms are well scrutinized before presenting the Officials for audit.

Absentee

- Those with official permission, medical leave

The Headteacher should complete instruments for them with supporting evidence/documents

5.0 HOW TO COMPLETE THE FORMS

5.1 Form A1- BASIC INFORMATION ON TEACHING AND NON-TEACHING STAFF IN BASIC EDUCATION SCHOOLS

This Form is to obtain Personal data of Teaching and Non-Teaching staff working in Basic Education Schools. Every official will complete this instrument using HB Pencil.

GUIDES ON SHADING THE OMR FORM A1– SCHOOL PERSONNEL.

THE FORM IS TO BE COMPLETED BY ALL MEMBERS OF STAFF IN THE SCHOOL

IMPORTANT: USE HB PENCIL ONLY

1. **UBEC-SCHOOL-CODE**: This is the unique Code (numbers) given to each school for its identification. It is made up of the State Code/LGA Code/School Serial Number. The UBEC SCHOOL CODE has been generated for every school and it will be made available to you. Follow the example below to enter the Code.

   Assume you are in Osun State (with code 29) Ayedire LGA (with code 04) and working in a school with serial number 0137 enter 29 under State Code, 04 under LGA Code and 0137

under school serial number. Shade the appropriate circled number that corresponds to the State and LGA Codes as demonstrated below.

2. **CATEGORY OF SCHOOL**: This is the classification or group to which a school belongs: It can only be **Public** or **Private**. Shade the appropriate circle provided.
3. **STAFF CATEGORY**: Shade whether **Teaching or Non-Teaching**.
4. **SEX**: Indicate your sex by shading **1 for Male** or **2 for Female**.
5. **MARITAL STATUS**: Shade as appropriate if you are **Single, Married, Separated, Divorced or Widowed**.
6. **EMPLOYER**: Owner of the school or the person who engages you to work for the school. Shade only one circled alphabet.
7. **SUBJECT(S) TAUGHT**: (***This is for Teaching staff only)*** Indicate only the subject(s) you teach by shading the appropriate circled alphabets. The following are the Subject Groupings and their Codes.

Subject Group Name	Subjects	Code
English	English	A
Mathematics	Mathematics	B
Basic Science & Technology	Basic Science Basic Technology Physical & Health Education Information Technology (IT)	C
*Religious and National Value (RNV)	Christian Religious Studies Islamic Religious Studies Social Studies Civic Education Security Education	D
Cultural and Creative Arts (CCA)	Cultural & Creative Art	E
Arabic Language	Arabic Language	F

French	French	G
Pre-Vocational Studies	Home Economics Agriculture	H
Nigerian Languages	Igbo, Hausa, Yoruba, etc.	I

8. **NAME OF OFFICIAL**: Enter your name, in **FULL and CAPITAL** letters**,** as registered with your employer. ***Follow the Example below.***

   *Assume your name is **OBI ADE ALI**. Enter the name as shown below, leaving a space between each name. Shade the appropriate circled alphabets that correspond to your name.*

9. **DATE OF BIRTH**: Enter your date of birth in the boxes provided and shade the corresponding circled number. ***See the Example below.***

   Assume you were born on 13th May, 1976, enter 13 under Day column, 05 under Month column and 1976 under the Year column. Shade the appropriate circled number that corresponds to the Day, Month and Year entered as demonstrated below.

10. **DATE OF FIRST APPOINTMENT**: Enter the date of your first appointment in your official records and shade the corresponding circled number. ***Follow the Example in 9 above.***

11. **YEARS OF TEACHING EXPERIENCE**: **(For Teaching staff only).** Enter the number of years you have spent teaching and shade the appropriate circled number. For those less than one year, shade zero (0). (This shows you are in service but not up to one year).***Follow the Example in 9 above.***

12. **SALARY GRADE LEVEL AT FIRST APPOINTMENT AND PRESENT SALARY GRADE LEVEL**: (***For Public Schools* only)**. Enter your Salary Grade Level (GL) on entry into service and your present GL in the boxes provided and shade the corresponding circled number***.***provide appropriate example***

13. **THE LEVEL OR LEVELS AT WHICH YOU TEACH**: e.g ECCDE, Primary or JSS (***This is for Teaching staff only***): Shade circled number representing the level or levels at which you teach. ******provide appropriate example***

14. **NUMBER OF PERIOD(S)/LESSON(S) TAUGHT PER WEEK**: (**This is for teaching staff only**). Enter the number of lessons or periods you teach in a week and shade the corresponding circled number(s). ******provide appropriate example***

15. **TYPE OF APPOINTMENT**: This is according to the Terms and Conditions of your engagement into the service as contained in your Letter of Appointment e.g. permanent and pensionable, permanent and non-pensionable, contract or part-time. Shade the circled number as appropriate.

16. **NATIONALITY**: ***This is for Non-Nigerians***. Shade the box, if not a Nigerian.

17. **HIGHEST ACADEMIC QUALIFICATION**: Enter the highest qualification ***attained*** in your academic pursuit. Shade only one of the circled alphabets that is applicable to you.

18. **HIGHEST TEACHING QUALIFICATION**: Enter the highest qualification that makes you a qualified teacher. Shade only one of the circled numbers that is applicable to you.

19. **SUBJECT COMBINATION/AREA OF SPECIALISATION**: **This is for all Teachers**. **For graduates with double subject combination/specialization**, Enter the subject/codes in the space provided in columns A & B and shade the appropriate circled numbers.

    For graduates with single subject/area of specialization, enter the subject code/specializations in the space provided in column A only and shade the appropriate number.

Select the appropriate Code that corresponds with your subject combination/specialisation from the List of Subject Codes below, enter and shade the corresponding circled number.

S/N	LIST OF SUBJECT AREA/SPECIALIZATION	CODE
1	ACCOUNTANCY	**O1**
2	ADULT & NON FORMAL EDUCATION	**02**
3	AGRICULTURAL AND ENVIRONMENTAL ENGINEERING	**03**
4	AGRICULTURE	**04**
5	ANTHROPOLOGY	**05**
6	ARABIC	**06**
7	ARABIC LANGUAGE AND LITERATURE	**07**
8	ARCHEOLOGY	**08**

9	ARCHEOLOGY COMBINED	**09**
10	AUTOMOBILE	**10**
11	BASIC SCIENCES	**11**
12	BIOLOGY	**12**
13	BOTANY	**13**
14	BUILDING	**14**
15	BUSINESS EDUCATION	**15**
16	BUSINESS ADMINISTRATION	**16**
17	CHEMISTRY	**17**
18	CHRISTIAN RELIGION STUDIES	**18**
19	CLASSICS	**19**
20	COMMERCE	**20**
21	COMMUNICATION AND LANGUAGE ARTS	**21**
22	COMPUTER SCIENCE	**22**
23	CULTURAL AND CREATIVE ARTS	**23**
24	DENTISTRY	**24**
25	EARLY CHILDHOOD CARE EDUCATION	**25**
26	ECONOMICS	**26**
27	EDUCATION MANAGEMENT	**27**
28	ELECTRICAL/ELECTRONICS	**28**
29	ENGLISH LANGUAGE	**29**
30	ENGLISH LANGUAGE AND LITERATURE	**30**
31	ESTATE MANAGEMENT	**31**
32	FINE AND APPLIED ARTS	**32**
33	FISHERIES AND WILDLIFE MANAGEMENT	**33**
34	FORESTRY RESEARCH MANAGEMENT	**34**
35	FRENCH	**35**
36	GENERAL EDUCATION	**36**
37	GEOGRAPHY	**37**
38	GERMAN	**38**
39	GOVERNMENT	**39**
40	GUIDANCE AND COUNSELLING	**40**
41	HAUSA	**41**
42	HEALTH EDUCATION	**42**
43	HISTORY	**43**
44	HOME ECONOMICS	**44**
45	HUMAN KINETICS	**45**
46	HUMAN NUTRITION	**46**
47	IGBO	**47**
48	INDUSTRIAL EDUCATION	**48**
49	INT. SCIENCE	**49**
50	ISLAMIC RELIGIOUS STUDIES	**50**
51	LAW	**51**
52	LIBRARY STUDIES	**52**
53	LINGUISTICS	**53**
54	LINGUISTICS AND AFRICAN STUDIES	**54**
55	LITERATURE	**55**

56	MATHEMATICS	**56**
57	MARKETING	**57**
58	MECHANICAL ENGINEERING	**58**
59	MEDICINE AND SURGERY	**59**
60	METAL WORK	**60**
61	MICROBIOLOGY	**61**
62	MUSIC	**62**
63	OFFICE EDUCATION	**63**
64	OTHER NIGERIAN LANGUAGES	**64**
65	PETROLEUM ENGINEERING	**65**
66	PHARMACY	**66**
67	PHILOSOPHY	**67**
68	PHYSICAL AND HEALTH	**68**
69	PHYSICS	**69**
70	PHYSIOLOGY	**70**
71	PHYSIOTHERAPY	**71**
72	POLITICAL SCIENCE	**72**
73	PRIMARY EDUCATION STUDIES	**73**
74	PRIMARY SCIENCE	**74**
75	PSYCHOLOGY	**75**
76	QUANTITY SURVEY	**76**
77	RUSSIAN	**77**
78	SECRETARIAL STUDIES	**78**
79	SOCIAL STUDIES	**79**
80	SOCIOLOGY	**80**
81	SPECIAL EDUCATION	**81**
82	STATISTICS	**82**
83	TEACHER EDUCATION	**83**
84	TECHNICAL DRAWING	**84**
85	TECHNICAL EDUCATION	**85**
86	THEATRE ARTS	**86**
87	URBAN AND REGIONAL PLANNING	**87**
88	VOCATIONAL EDUCATION	**88**
89	WOODWORK TECHNOLOGY	**89**
90	YORUBA	**90**
91	ZOOLOGY	**91**

20. **COMPUTER LITERACY**: Shade **Yes,** if you have the ability to use computer and **No** if you do not.

21. **REGISTRATION WITH TEACHER REGISTRATION COUNCIL OF NIGERIA (TRCN)**: You are to shade `**Yes'** if you are registered with TRCN and `**No'** if you are not.

22. **WORKSHOPS/SEMINARS/TRAININGS YOU ATTENDED IN THE LAST FIVE YEARS**: Shade a circled number that is applicable to you from the options provided.

23. **SALARY RANGE:** Shade the appropriate salary range as shown below that is applicable to you per month.

S/N	SALARY
1	0 - No Salary

2	Below ₦10,000
3	₦11,000 - ₦20,000
4	₦21,000 - ₦50,000
5	₦51,000 - ₦80,000
6	₦81,000 - ₦100,000
7	₦100,000 - ₦150,000
8	Above ₦150,000

24. **DOCUMENTS TO BE SIGHTED**: Respondents are to bring the following documents only for sighting. These are Birth Certificate or Declaration of Age, Letter of First Appointment, Academic/Professional/Proficiency Certificates etc. The documents are to be returned to them after sighting.

5.2 Form A2: BASIC INFORMATION ON SUBEB AND LGEA STAFF

This Form is to obtain Personal data of Personnel in SUBEBs, FCT UBEB and LGEAs. Every official will complete this instrument using HB Pencil.

GUIDES ON SHADING THE OMRFORM A2– SUBEB/LGEA PERSONNEL

THE FORM IS TO BE COMPLETED BY ALL MEMBERS OF STAFF IN SUBEBs AND LGEAs

IMPORTANT:USE HB PENCIL ONLY

1. **UBEC-CODE**: This is a combination of State and LGA Codes. UBEC has generated the Code for your State and Local Government, and this will be made available to you to enter in the appropriate section of the Form. Follow the Example below to enter the UBEC code.** provide example
2. **OFFICE CATEGORY**: Shade as appropriate where you currently work: e.g **SUBEB** or **LGA**.
3. **SEX**: Indicate your sex by shading **1 for Male** or **2 for Female**
4. **MARITAL STATUS**: Shade as appropriate if you are Single, **Married, Separated, Divorced or Widowed**.
5. **DATE OF BIRTH**: **DATE OF BIRTH**: Enter your date of birth in the boxes provided and shade the corresponding circled number. ***See the Example below***

   Assume you were born on 13th May, 1976, enter 13 under Day column, 05 under Month column and 1976 under the Year column. Shade the appropriate circled number that corresponds to the Day, Month and Year entered, as demonstrated below.

6. **DATE OF FIRST APPOINTMENT**: Enter the date of your first appointment as stated in your official records and shade the corresponding circled number. ***Follow the Example in 5 above***.

7. **SALARY GRADE LEVEL AT FIRST APPOINTMENT AND PRESENT SALARY GRADE LEVEL**: Enter your Salary Grade Level (GL) on entry into service and your present GL in the boxes provided and shade the corresponding circled number***. Follow the Example below.*** provide appropriate example***

8. **NATIONALITY**: This is for Non-Nigerians. Shade the box

9. **DEPARTMENT**: Indicate the **current Department** where you are deployed by shading the appropriate circled letter. *For those in the Department of **Planning, Research and Statistics**, you should indicate your Unit by shading the appropriate circled letter under **PRS***. **Drivers, Security and Clerks** are all under the Department of Administration.

10. **COMPUTER LITERACY**: Shade **Yes** if you have the ability to use computer and **No** if you do not.

11. **TYPE OF APPOINTMENT**: This is according to the Terms and Conditions of your engagement into the service as contained in your Letter of Appointment. Shade the appropriate circled number if appointment is "permanent and pensionable", "contract" or "part-time".

12. **WORKSHOPS/SEMINARS/TRAININGS YOU ATTENDED IN THE LAST FIVE YEARS**: Enter the number of capacity building Workshops/Seminars/Trainings you attended in the past five years. Shade the circled letter that applies to you from the options provided.

13. **HIGHEST ACADEMIC QUALIFICATION**: Enter the highest qualification ***attained*** in your academic pursuit. Only ***ONE*** letter that applies to you should be shaded.

14. **NAME OF OFFICIAL**: Enter your name, in **Full** and **CAPITAL** letters, as registered with your employer. Leave a space between the names and shade the corresponding circled letters as they appear in the names. ***Example:***

    *Assume your name is **OBI ADE ALI**. Enter the name as shown below, leaving a space between each name. Shade the appropriate circled letters that correspond to the name.*

15. **DOCUMENTS TO BE SIGHTED**: You are to bring the documents only for sighting. These are Birth Certificate or Declaration of Age, Letter of First Appointment, Academic/Professional/Proficiency Certificates etc. The documents would be returned to you after sighting by the the Officer.

5.3 FORM A3: BASIC SCHOOL INFORMATION ON ECCDE AND PRIMARY SCHOOLS

This form is to be completed by only the Headteacher of the school. This means each school will have only one copy of the form.

It is advisable that Headteachers or Head of Schools are sure that they complete this form and hand it over to the Enumerator to avoid omissions.

This Form is to be completed by HEAD of the School.

Complete the Form using Ballpoint pen (Biro). For neatness and clarity, it is advisable that you first use pencil to complete the form before writing over it with Biro. Write in **CAPITAL** Letters

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UBEC SCHOOL CODE: Enter the unique number that is assigned to your school. The UBEC SCHOOL CODE is generated by UBEC and will be made available to you.

CATEGORY OF SCHOOL: Tick (√) the appropriate box if the school is **Public** or **Private**.

TYPE OF SCHOOL: Select from the options the one that applies to your school and tick (√).

GENERAL INFORMATION

1. **STATE**: Write the name of the State where the school is located.
2. **LGA**: Write the name of the Local Government Area where the school is located.
3. **NAME OF SCHOOL**: Write the official name (in full) by which the school is known, identified or addressed. **No Abbreviation**.
4. **TOWN/VILLAGE/SETTLEMENT**: Write the name of Village, Town or Settlement in which the school is located.
5. **LOCATION**: Indicate whether the school is **Rural** or **Urban** by ticking (√) either of the box.
6. **LEVEL OF EDUCATION OFFERED**: Tick (√) whether the level of education is ECCDE/Pre-primary, ECCDE/Pre-primary and Primary, or Primary only.
7. **YEAR OF ESTABLISHMENT**: Check the school Log Book and enter the year in which the school was established. If not available in the Log Book, ask the Education Secretary or the Proprietor to provide other records that show the year of establishment.
8. **SCHOOL OWNERSHIP:** Indicate the owner of the school by ticking (√) the appropriate cell from the options provided
9. **NUMBER OF OFFICIALS IN THE SCHOOL** This refers to everybody (both senior and junior staff) working in the school, teaching and non-teaching. Enter the number appropriately. **NB**: *The Enumerator will cross-check with the list provided by you to ensure that the number given corresponds to the number of OMR Forms collected.*
10. **NUMBER OF TEACHERS TEACHING AT BOTH ECCDE AND PRIMARY LEVEL:** Complete this for schools operating ECCDE/Pre-primary and Primary together.
11. **SHIFT**
    - (a) Indicate whether your school operates a shift system, whereby some classes operate morning session and others afternoon session.
    - (b) Indicate whether another school uses your premises after your school has closed for the day.

SECTION A: ECCDE/PRE-PRIMARY LEVEL

12. **NUMBER AND CONDITION OF CLASSROOMS:** Assess the condition of the classrooms in the ECCDE section and enter how many classes used by the playgroup are **Good** or **Bad**. Do same for Nursery I, Nursery II and Kindergarten.

13. **PUPIL ENROLMENT FOR ECCDE SECTION ONLY:** Check the appropriate records and enter the number of pupils by class, sex and age. You should also provide information on the number of streams by class.

SECTION B: PRIMARY SCHOOL LEVEL

14. **NUMBER AND CONDITION OF CLASSROOMS**

    Complete this section by following the procedure in Section A12 above

15. **ENROLMENT FOR PRIMARY SCHOOL SECTION ONLY** Follow the procedure in Section A13 above.

16. **PUPIL FLOW IN THE PRIMARY SCHOOL SECTION** Complete the Pupil flow as follows:

    Dropout: Find out from the appropriate School Records the number of pupils by class (Pry 2 - Pry 6) and sex that left the school, for at least six continuous weeks without transfer certificates and enter as appropriate.

    Transfer in: Find out from the appropriate School Records the number of pupils by class (Pry1 – Pry 6) and sex that transferred into the school from another School with/without transfer certificates in the last academic session and enter as appropriate.

    Transfer out: Find out from the appropriate School Records the number of pupils by class, (Pry1– Pry6) and sex that transferred to another school with certificates in the last academic session and enter as appropriate.

    Promoted: Find out from the appropriate School Records the number of pupils by class (Pry 2 – Pry 6) and sex that were promoted to the next class on completion of the last academic year and enter as appropriate.

    Repeater: Find out from the appropriate School Records the number of pupils by class (Pry 1 – Pry 6) and sex that repeated.

    Completed Primary 6 Last Academic Session: Find out from the appropriate School Records the number of pupils by sex that who completed primary 6 in the last academic year.

17 **ATTENDANCE (ON THE DAY VISIT)**

Provide pupils attendance class and by sex on the day of visit by the Enumerator.

18 **SCHOOL FACILITIES**

18.1 **Source of Safe Drinking Water:**

Identify the sources of water in the school that is safe for drinking (Piped water, Borehole, well, etc) that are available in the school and tick the primary source. Please tick only one (i.e the main) source.

18.2 **Number of Useable and Not Useable Facilities** (Computers, Laboratories, Library, Play Ground(s), and Incinerator)

Check appropriate records and enter the total number of useable (functional) and not useable (non-functional) facilities available in the school. If any of the facilities is not available, simply write zero**"0"**.

18.3 **Sources of Power**

Identify the sources of power (PHCN/NEPA, Generator, Solar, etc) available in the school and tick as appropriate.

18.4 **Health Facilities**

Indicate all the different health facilities (Health clinic/sickbay, First Aid Kit, etc) that are available in the school tick as appropriate.

18.5 **Fence/Wall**

Indicate by ticking as appropriate the availability or otherwise and condition of the school fence or wall around school.

18.6 **Learning Materials**

Show whether the school has learning materials (Charts, posters, toys, word puzzle box, caregiver guide and audio/visual such as Radio, TV, DVD) for ECCD by ticking all that apply.

19.0 **Toilet Facilities**

19.1 **Toilet Type**

Count and enter the number of Pit/VIP, Bucket system, Water flush, Mobile and other types of toilet respectively and indicate the number by gender usein the appropriate spaces provided.

20.0 **PUPILS' FURNITURE**

Confirm by counting the seats owned by the school by class, indicating the type of seat by seating capacity (only count seats where both a seat and a writing desk are available). Complete as appropriate the number of seats of different seating capacities by grade ECCDE/Pre-primary and primary1 – primary6.

21.0 **INSTRUCTIONAL MATERIALS: Pupils'/Teachers' Books**

21.1 **Number of Pupils' Textbooks and Library Resource Materials Available in School:**

Write the number of pupils' textbooks available for use by pupils by subject for the respective classes (ECCDE/Pre-primary - Primary 6)in the boxes provided.

Also indicate the total number of Library resource materials available for use in the school.

21.2 **Number of Teachers' Textbooks and Library Resource Materials Available in School**

Write the number of teachers' textbooks/guides available for use by subject for the respective classes (ECCDE/Pre-primary - Primary 6)in the boxes provided.

Also indicate the total number of Library resource materials for teachers available in the school.

22.0 **Special Needs Enrolment in School**

Check the appropriate records of special needs pupils' enrolment in the school and enter the number of pupils by class, gender and type of impairment.

Note: i. To determine inclusiveness of Special Needs children in conventional schools or an Exclusively Special Needs School.

ii. Where School is Exclusively a Special Needs School, Table 22 must reconcile with Table 13 and/or Table 15 for ECCDE/Pre-primary and Primary enrolment respectively as applies.

5.4 FORM A4: BASIC SCHOOL INFORMATION ON JUNIOR SECONDARY SCHOOLS

Basic information on Junior Secondary Schools is to be completed by the principal of the Junior Secondary School. The Principal is advised to carefully go through the explanations in the form before completing it.

GUIDES FOR COMPLETING FORM A4

This Form is to be completed by the Principal of the School.

(Information required here is on Junior Secondary School only. Where the Junior Secondary School is part of a Senior Secondary School, information on the Junior Secondary School only should be provided).

Complete the Form using Ballpoint pen (Biro). For neatness and clarity, it is advisable that you first use pencil to complete the form before writing over it with Biro. Write in **CAPITAL** Letters.

UBEC School Code: Enter the unique number that is assigned to your school. The UBEC SCHOOL CODE is generated by UBEC and will be made available to you.

CATEGORY OF SCHOOL: Tick (√) the appropriate box if the school is **Public** or **Private**.

TYPE OF SCHOOL: Select from the options the one that applies to your school and tick (√).

1. **STATE**: Write the name of the State where the school is located.
2. **LGA:** Write the name of the Local Government Area where the school is located.
3. **NAME OFSCHOOL**: Write the official name (in full) by which the school is known, identified or addressed. **No Abbreviation**.
4. **TOWN/VILLAGE/SETTLEMENT**: Write the name of the Village, Town or Settlement in which the school is located.

5 **LOCATION**: Indicate whether the school is **Rural** or **Urban** by ticking (√) either box.

6 **LEVEL OF EDUCATION OFFERED**: Tick whether the school stands on its own as JSS or is with Senior Secondary School.

7 **YEAR OF ESTABLISHMENT**: Check the school Log Book and enter the year in which the school was established. If not available in the Log Book, ask the Education Secretary or the Proprietor to provide other records that show the year of establishment.

8 **SCHOOL OWNERSHIP:** Indicate the owner of the school by ticking (√) the appropriate cell from the options provided.

9 **NUMBER OF OFFICIALS IN THE SCHOOL:** This refers to everybody both senior and junior shift teaching and non-teaching working in JSS, where the school stands alone or where the JSS is run together with Senior Secondary section. **NB**: *The Enumerator will cross-check the list provided by you to ensure that the number given corresponds to the total number of OMR Forms collected.*

10 **SHIFT**

(a) Indicate whether your school runs a shift system whereby a section of the school comes in the morning and another section comes in the afternoon.

(b) Indicate whether your premises is used by another school after closing for the day.

11. **NUMBER AND CONDITION OF CLASSROOMS:** Assess the condition of the classrooms in the JSS section and enter the number of classrooms that are **Good** or **Bad**.

12. **STUDENTS' ENROLMENT:** Check the appropriate records and enter the number of students by class, sex and age. You should also provide information on the number of streams by class.

13. **STUDENTS' FLOW FROM THE PREVIOUS ACADEMIC YEAR:** Complete the Students flow as follows:

Dropout: Using appropriate School Records, enter the number of students by class (JSS 1 – JSS 3) and sex that left the school for at least six continuous weeks without transfer certificates.

Transfer in: Using appropriate School Records, enter the number of students by class (JSS 1 – JSS 3) and sex, that transferred into the school from another School with/without transfer certificates in the last Academic Session.

Transfer out: Using appropriate School Records, enter the number of students, by class, (JSS 1 – JSS 3) and sex, that transferred to another school with certificates in the last Academic Session.

Promoted: Using appropriate School Records, enter the number of students by class (JSS 2 – JSS3) and sex that were promoted to the next class on completion of the last academic year.

Repeater: Using appropriate School Records, enter the number of students by class (JSS 1 – JSS 3) and sex that repeated.

Completed JSS 3 Last Academic Session: Find out from the appropriate records the number of students that completed JSS 3 in the last Academic Session by sex.

14**.** **ATTENDANCE (ON THE DAY OF VISIT)**

Provide the students' attendance by class and sex on the day of visit by the Enumerator.

15 **SCHOOL FACILITIES**

15.1 **Source of Safe Drinking Water:**

Identify the sources of water in the school that is safe for drinking (Piped water, Borehole, well, etc) that are available in the school and tick the primary source. Please tick only one (i.e. the main) source.

15.2 **Number of Useable and Not Useable Facilities** (Computers, Laboratories, Library, Play Ground(s), and Incinerator)

Check appropriate records and enter the total number of useable (functional) and not useable (non-functional) facilities available in the school. If any of the facilities is not available, simply write zero**"0"**.

15.3 **Sources of Power**

Identify the sources of power (PHCN/NEPA, Generator, Solar, etc) available in the school and tick as appropriate.

15.4 **Health Facilities**

Indicate all the different health facilities (Health clinic/sickbay, First Aid Kit, etc) that are available in the school and tick as appropriate.

15.5 **Fence/Wall**

Indicate by ticking as appropriate the availability or otherwise and condition of the school fence or wall around school.

16. **TOILET FACILITIES**

Count and enter the number of Pit/VIP, Bucket system, Water flush, Mobile and other types of toilet respectively and indicate the number by gender use in the appropriate spaces provided.

17. **STUDENTS' FURNITURE**

Confirm by counting the seats owned by the school by class, indicating the type of seat by seating capacity (only count seats where both a seat and a writing desk are available). Complete as appropriate the number of seats of different seating capacities by grade JS 1 – JS 3.

18. **INSTRUCTIONAL MATERIALS: Students'/Teachers' Books**

18.1 **Number of Students' Textbooks and Library Resource Materials Available in School:**

Write the number of pupils' textbooks available for use by pupils by subject for the respective classes (JS1 – JS3) in the boxes provided.

Also indicate the total number of Library resource materials available for use in the school.

18.2 **Number of Teachers' Textbooks and Library Resource Materials Available in School**

Write the number of teachers' textbooks/guides available for use by subject for the respective classes (JS1 – JS3) in the boxes provided.

Also indicate the total number of Library resource materials for teachers available in the school.

19. **Special Needs Enrolment in School**

Check the appropriate records of special needs pupils' enrolment in the school and enter the number of pupils by class, gender and type of impairment.

Note: i. to determine inclusiveness of Special Needs children in conventional schools or an Exclusively Special Needs School.

ii. Where School is Exclusively a Special Needs School, Table 19 must reconcile with Table 12.

6.0 DATA ENTRY BY FIELD OFFICERS

TRAINING MANUAL FOR THE DATA CAPTURING SOFTWARE PACKAGE
Information provided in Forms A3 and A4 are to be entered into the Data Entry Template already downloaded into the Laptop

6.1 THE SYSTEM BOOTING (POWERING) PROCESS AND NAPERA SOFTWARE SETUP

STEP 1: Press the power button on the top-left hand side of your laptop to start the booting process. After the completion of the booting process, your system opens the desktop.

STEP 2: Double-click the NAPERA.exe icon on your desktop to launch the software application.

6.2 MAKING ENTRY

Fig. 1: Page 1 Data Entry Interface

The first display when the package is open is the typeface seen in fig.1 with options to choose from which area to start data entry activity. Data entry is to be done ONLY in this platform: Choose in the combo box:

- **ECCDE/PRIMARY**
- **JSS**
- **DELETE ECCD/PRIMARY WRONG ENTRY**
- **DELETE JSS WRONG ENTRY**

and click continue:

When Page Two of the application is launched for the first time, all fields are masked grey, except for the first Filter "IS THE SCHOOL ON THE SCHOOL LIST?"
If the school is included in the list, click "**YES**", and the entire field will become blue in colour, indicating readiness for data entry:

- **YES**
- **NO**

If the school is in the School List given for the LGA, a Code must be filled by the H/M from the list. However, if the school is NOT initially captured on the list, it is treated as a new school, therefore you click "**NO**" and you provide the Code continuing from the LAST Code for that LGEA

Fig. 2: Page 2 Interface for Data entry

Fig. 3: Page 2 Interface for Data entry

STATE CODE: Serial Number of the state on List of States,

LGA CODE: Serial Number of the LGEA in the state,

SCHOOL CODE: Serial Number of the School on the School List.

All Serial numbers are provided as poll down menus from an inbuilt database to enable selection as appropriate. For example:

Abia State = 01
Aba North = 01
Serial number for school 1 in Aba North = 0001
UBEC School code = 01010001

Fig. 4: Page 2 Interface for Data entry – Provision for editing School Name

School LEVEL:

- ECCD/Pre-primary only
- ECCD/Pre-primary and Primary
- Primary only

In choosing the level of school, the application is user friendly to permit only fields for the selected school level to be entered. Thus, if you choose ECCD/Pre-primary only, all fields concerning primary section are disabled; and if you choose Primary school only, all the fields for the ECCD/Pre-primary are block. It is only when a school operates both ECCD/Pre-primary and Primary Sections that both fields will be active for data entry, thereby reducing confusing on which data type are being entered.

IMPORTANT NOTE ON SCHOOL NAME:

All schools as collated on the School List are presumed to be correct in their naming. However, as the instruments are being completed by the headteachers, it is most likely the name the name they used in filling them is the correct one. So, provision is made by the right side box of the school name Column for "Edit School Name". Click on this to edit the name that appeared from the database on the system and write the correct one written on the form.

In the School Codes provided, extra codes are given to allow for additional schools which might not otherwise be captured in the current list. In the event of exhausting such codes, the coding should continue with the last code on the list…appending on existing data.

NOTE:

1. Any school category you choose to start work with is displayed at top of each template at every point in time of the data entry process.
2. For ECCD/Primary: If only Primary school exists, the ECCD ENTRY fields disables, and if only ECCD exists, the PRIMARY ENTRY fields disabled.
3. Coordinates are to be entered to the last minutes – no box field should be empty
4. Any field that shows a downward pointing arrow means that it is a draw-down field for options to be selected from.
5. At end of each filter, the cursor automatically jumps to the next expected point of entry
6. The Tab key can be used to move to the next field.
7. Every field must have a value else zero should be entered.

Fig. 5: Page 2 - A Typically completed Data entry template For Primary School Basic Information ready to proceed to the next level

When all fields have been entered, the "Back", "Exit" and "Submit Data" buttons highlight:

Click:

"Back" = if you wish to go back to previous entry for correction

"Exit" = if you wish to go out of the template, BUT you **lose** the particular data you were entering.

"Submit Data" = when you are sure everything has been correctly entered and ready to be saved. This sends the particular data you entered to the database.

Fig. 4: Page 4 - Second page of the template completed

Fig. 5: Page 5. End of Data Entry - Telling that the data entered is saved.

The same pattern of entry activities takes place with other school categories.

6.3 DELETING WRONG ENTRY

At any point in the data entry process, you discovered that you have entered the wrong figure, you can easily go to the **DELETE WRONG ENTRY** Template, click on the Category of School you want to delete, open it, and see that the entire record for that school is highlighted, press delete and exit.

The Delete Error window displays data only of the current window viewed. If, after deleting a record, many entries are made and there is need for another deletion, Click on "Refresh" and the entire data will be rearranged and to include the new entries.

6.4 MERGING

Merging of data from the various field officers is a technical issue and **so only the technical people can handle that either at the State or headquarters**. But basically, the templates look like the below:

6.5 REPORTING

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
UBEC BUILDING, NO. 7 GWANI STREET, WUSE ZONE 4, P.M.B 5086, POST CODE 900284, ABUJA, NIGERIA,
website : www.ubeconline.com

2017 NATIONAL PERSONNEL AUDIT

PRIMARY ENROLMENT LGA SUMMARY

PUBLIC SCHOOLS

STATE	LGA	NAME OF SCHOOL	primary 1			primary 2			primary 3			primary 4			primary 5			primary 6			Grand Total		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ABIA	ABA-NORTH	AAAAAAAAAAA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		AAAAAAAAAAAAA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		TESTING 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		TESTING 2	64	64	128	68	72	140	72	72	144	72	72	144	72	72	144	72	72	144	420	424	840
		No of Schools = 4	64	64	128	68	72	140	72	72	144	72	72	144	72	72	144	72	72	144	420	424	840

NAME OF EDUCATION SECRETARY ..... Sign/Date ..... PHONE No .....

NAME OF SUBEB OFFICIAL ..... Sign/Date ..... PHONE No .....

NAME OF UBEC OFFICIAL ..... Sign/Date ..... PHONE No .....

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WEB DISPLAY FORMAT – ONLINE

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

UBEC BUILDING, NO. 7 GWANI STREET, WUSE ZONE 4, P.M.B 5096, POST CODE 900284, ABUJA, NIGERIA.
website : www.ubeconline.com

2017 NATIONAL PERSONNEL AUDIT

PUBLIC SCHOOLS

PRIMARY ENROLMENT STATE SUMMARY

STATE	LGA	No of schls	primary 1			primary 2			primary 3			primary 4			primary 5			primary 6			Grand Total		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ABIA	ABA-NORTH	4	64	64	128	68	72	140	72	72	144	72	72	144	72	72	144	72	72	144	420	424	840
	ABA-SOUTH	1	53	58	111	53	59	112	58	58	116	58	58	116	58	58	116	58	58	116	338	349	676
	Total	5	117	122	239	121	131	252	130	130	260	130	130	260	130	130	260	130	130	260	758	773	1516

NAME OF SUBEB CHAIRMAN ..... Sign/Date..... PHONE No.....

NAME OF STATE TEAM LEADER ..... Sign/Date..... PHONE No.....

copy right: Universal Basic Education Commission (UBEC) ICT Unit

6.5 Reports

(a) Field Officers' Reports

Field Officers are to submit their reports to State Team Leaders as provided in the data entry software.

(b) Team Leaders' Reports

State Team Leaders are to submit their reports to the National Planning Committee in the prescribed format not later than one week after the exercise.

(c) National Report

The National report will be written by the National Planning Committee in conjunction with ICT and EMIS Staff.

7.0 CONCLUSION

The Executive Secretary and entire UBEC Management wish everyone a successful exercise during the 2017 National Personnel Audit. Participants are urged to be security conscious throughout the exercise.

OMR A1: SCHOOL PERSONNEL

UNIVERSAL BASIC EDUCATION COMMISSION
NATIONAL PERSONNEL AUDIT
Basic Information on Teaching and Non-Teaching Staff in Basic Education Schools

INSTRUCTIONS
Refer to the Guides On How To Complete Form OMR A1
Use HB pencil throughout.
Shade the circle completely ●
Erase completely any response you wish to change

1. UBEC SCHOOL CODE

STATE CODE		LGA CODE		SCHOOL SERIAL NUMBER			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

2. CATEGORY OF SCHOOL

Public	Private
1	2

3. STAFF CATEGORY

Teaching	Non-Teaching
1	2

4. SEX

Male	Female
1	2

5. The Level at which you are teaching?

ECCDE	PRI	JSS
1	2	1

6. Marital Status

Married	Single	Separated	Widowed	Divorced
1	2	3	4	5

7. EMPLOYER

FGN				State		LGA	Comm/PTA / SBMC	Volunteer	Private prop	Philanthropist
Full Time	N-Power	NYSC	FTS	Full Time	State Scheme					
A	B	C	D	E	F	G	H	I	J	K

8. Shade only the subject you teach (Check Training Guides)

English	Maths	Basic Science and Technology	RNV	CCA	Arabic Language	French	Pre Vocational Studies	Nigerian Languages
A	B	C	D	E	F	G	H	I

9. NAME OF OFFICIAL

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

10. DATE OF BIRTH							
DAY		MONTH		YEAR			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

11. DATE OF FIRST APPOINTMENT							
DAY		MONTH		YEAR			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

12. YEARS OF EXPERIENCE	
TEACHING STAFF ONLY	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

13. For Public Schools ONLY (GRADE LEVEL GL)			
GL Level at first Appointment		PRESENT GL LEVEL	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14. NUMBER OF PERIOD(s)/LESSON(s) PER WEEK (Teaching Staff ONLY)					
ECCDE		PRIMARY		JSS	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

15. TYPE OF APPOINTMENT			
Permanent and pensionable	Permanent and non-pensionable	Contract	Part-time
1	2	3	4

16. NATIONALITY (For non-Nigerians only)
1

17 HIGHEST ACADEMIC QUALIFICATION (SHADE ONLY ONE)												
NONE	FSLC	BEC/ JSS	SSCE/GCE	TCII	ACE/ACIE	OND /ND	DIP IN EDUC	NCE	HND	FIRST DEGREE	MASTERS DEGREE	PHD
A	B	C	D	D	E	F	G	H	I	J	K	L

18. HIGHEST TEACHING QUALIFICATION (SHADE ONLY ONE)					
NONE	NCE	PGDE	B.ED/BA.ED/BSC.ED	M.ED/MSC.ED.MA.ED	PHD
1	2	3	4	5	6

19. PLS CHECK GUIDES FOR SUBJECT CODE			
SUBJECT/AREA OF SPECIALISATION			
1st AREA OF SPECIALIZTION		2nd AREA OF SPECIALIZTION	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

20. Are you computer literate?	Yes	No
	1	2

21. Are you registered with TRCN?	Yes	No
	1	2

22. How many Workshops/Seminar/Trainings have you attended in the last 5years?					
NONE	1	2	3	4	5 & above
1	2	3	4	5	6

23. DOCUMENTS SIGHTED (For official use only)		YES	NO
i	Birth Cert/Declaration of Age	1	2
ii	Letter of First Appointment	1	2
iii	Academic/Professional/Proficiency Certificates	1	2

NAME OF OFFICIAL ..... SIGN.....

PHONE NUMBER

NAME OF HM/PRINCIPAL ..... SIGN.....

PHONE NUMBER

NAME OF SMOE/SUBEB/Private Prov..... SIGN.....

PHONE NUMBER

NAME OF VERIFICATION OFFICER..... SIGN.....

PHONE NUMBER

OMR A2: SUBEB & LGEA STAFF

UNIVERSAL BASIC EDUCATION COMMISSION
NATIONAL PERSONNEL AUDIT
Basic Information on SUBEB and LGEA Staff

INSTRUCTIONS
Refer to the Guides On How To Complete Form OMR A2
Use HB pencil throughout.
Shade the circle completely ●
Erase completely any response you wish to change

1. CODE

STATE CODE		LGA CODE	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

2. OFFICE CATEGORY (current place of work)

SUBEB	LGEA
1	2

3. SEX

male	female
1	2

4. MARITAL STATUS

Married	Single	Separated	Widowed	Divorced
1	2	3	4	5

5. DATE OF BIRTH

DAY		MONTH		YEAR			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

6. DATE OF FIRST APPOINTMENT

DAY		MONTH		YEAR			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

7. SALARY GRADE LEVEL (GL)

GL AT FIRST APPOINTMENT		PRESENT GL	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

8. NATIONALITY (non Nigerians only	1

9. DEPARTMENT

PRS					Admin & Supplies	Finance & Accounts	Academic Services	Monitoring & Evaluation/Quality Ass/School Services/Inspectorate Services	Social Mobilisation	SUBEB Executiv Chairma Educatio Sec Offi
Physical Planning /Project	Planning	Research & Pub	EMIS/ Stat	ICT						
A	B	C	D	E	F	G	H	I	J	K

10. Are you computer literate?	Yes	No
	1	2

11. TYPE OF APPOINTMENT		
Permanent and pensionable	Contract	Part-time
1	2	3

12. How many Workshops/Seminars/Training(s) have you attended in the last 5years?					
NONE	1	2	3	4	5 & above
A	B	C	D	E	F

13. HIGHEST ACADEMIC QUALIFICATION (SHADE ONLY ONE)														
NONE	FSLC	BEC/JSS	SSCE/GCE	TCII	ACE/ACIE	OND /ND	DIP IN EDUC	NCE	HND	1ST DEGREE WITHOUT TEACHING QUAL	1ST DEGREE WITH TEACHING QUAL	MASTERS DEGREE WITHOUT TEACHING QUAL	MASTERS DEGREE WITH TEACHING QUAL	PHD
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O

14.	NAME OF OFFICIAL																													
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

15 DOCUMENTS SIGHTED (For official use only)		YES	NO
i	Birth Cert/Declaration of Age	1	2
ii	Letter of First Appointment	1	2
iii	Academic/Professional/Proficiency Certificates	1	2

NAME OF OFFICIAL..... SIGN.....

PHONE NUMBER

NAME OF DIRECTOR ADMIN/EDUC SEC..... SIGN.....

PHONE NUMBER

NAME OF VERIFICATION OFFICER..... SIGN.....

PHONE NUMBER

FOR ENUMERATOR ONLY: Is this school in the school list provided?	☐ Yes ☐ No

UBEC SCHOOL CODE	State Code		LGA Code		School Serial Number			

FORM A3: ECCDE/PRY SCH. DATA

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)
NATIONAL PERSONNEL AUDIT 2018

BASIC INFORMATION ON ECCDE AND PRIMARY SCHOOLS

PURPOSE: To obtain basic data on ECCDE and Primary schools.

INSTRUCTIONS:
i. This form is to be completed by the **Head** of the School only.
ii. Write in the space provided or tick (V) the box as appropriate.

GPS Coordinates (*for official use only*)

	Degree (⁰)	Min (')	Seconds (")
N			
E			

CATEGORY OF SCHOOL: PUBLIC ☐ **PRIVATE** ☐

TYPE OF SCHOOL: CONVENTIONAL ☐ **SPECIAL NEEDS** ☐ **NOMADIC** ☐

FAITH-BASED: CHRISTIAN/MISSION ☐ **ISLAMIYYA** ☐ **TSANGAYA/ALMAJIRI** ☐

MIGRANT FISHERMEN/FARMERS ☐

GENERAL INFORMATION

1. **STATE :** .....
2. **LGA:** .....
3. **NAME OF SCHOOL:** .....
   .....
4. **TOWN/VILLAGE/SETTLEMENT:** .....
5. **LOCATION:** **URBAN** ☐ **RURAL** ☐

   ☑ *Please tick as appropriate*
6. **LEVEL OF SCHOOL: A. ECCDE/Pre-Pry ONLY** ☐ **B. ECCDE/Pre-Pry AND PRIMARY** ☐

   C. PRIMARY ONLY ☐
7. **YEAR OF ESTABLISHMENT:** .....

8. SCHOOL OWNERSHIP

OWNERSHIP	Tick only one cell
State/ Local Government	
FGN/State Agencies (e.g. Staff/Demonstration Schools)	
Community	
Faith-Based Organization	
Private Proprietor	
Military/Police/Para-Military Institution	
Association (e.g. NAOWA, POWA)	
Others	

9. NUMBER OF OFFICIALS IN THE SCHOOL

LEVEL	TEACHING STAFF		NON-TEACHING STAFF	
	MALE	FEMALE	MALE	FEMALE
ECCDE/Pre-primary				
Primary				

10. How many Teachers in ***item 9*** above teach at both ECCDE and Primary Levels? M ☐ F ☐

11. SHIFT

a. Does the school run shift system? Yes ☐ No ☐

b. Does another school operate in your premises in the afternoon? Yes ☐ No ☐
(*to be completed by the Headteacher of the morning session*)

SECTION A: ECCDE/PRE-PRIMARY LEVEL

12. NUMBER AND CONDITION OF CLASSROOMS

CONDITION OF CLASSROOM	Number of Classroom			
	Playgroup	Nursery 1	Nursery 2	Nursery 3/ Kindergarten (One Year Pre-primary)
GOOD				
BAD				

13. PUPILS' ENROLMENT FOR ECCDE SECTION ONLY

Pupil age	Playgroup		Nursery 1		Nursery 2		Nursery 3/ Kindergarten (One Year Pre-primary)	
No. of streams								
	Male	Female	Male	Female	Male	Female	Male	Female
Below 3 Years								
3 Years								
4 Years								
5 Years								
Above 5 Years								

SECTION B: PRIMARY LEVEL

14. NUMBER AND CONDITION OF CLASSROOMS

CONDITION OF CLASSROOMS	Number of Classroom					
	PRY 1	PRY 2	PRY 3	PRY 4	PRY 5	PRY 6
GOOD						
BAD						

15. ENROLMENT FOR PRIMARY SCHOOL SECTION ONLY

	PRY1		PRY2		PRY3		PRY4		PRY5		PRY6	
No. of streams												
(Arms) Pupil age	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 6 Years												
6 Years												
7 Years												
8 Years												
9 Years												
10 Years												
11 Years												
Above 11 Years												

16. PUPILS' FLOW IN THE PRIMARY SCHOOL SECTION

Pupil Flow	Pry 1		Pry 2		Pry 3		Pry 4		Pry 5		Pry 6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts												
Transfers In												
Transfers Out												
Promoted												
Repeaters												
Completed Pry 6 in the previous year												

17. ATTENDANCE (ON THE DAY OF VISIT)

CLASS	SEX	
	Male	Female
Playgroup		
Nursery 1		
Nursery 2		
Nursery 3 (One Year pre-primary)		
PRY 1		
PRY 2		
PRY 3		
PRY 4		
PRY 5		
PRY 6		

ADDITIONAL INFORMATION

18. SCHOOL FACILITIES

18.1	**Source of Safe Drinking Water** Is there a source of water in the school that is **safe** to drink and in **sufficient** quantity to provide water every day for students? **Tick as applicable.**	**1. Yes Piped Water** **2. Yes Borehole** **3. Yes Well** **4. Yes Other** **5. No Source of Safe Water**	☐ ☐ ☐ ☐ ☐

18.2	How many of these useable facilities does the school have? (If the facilities are not available, write zero) **Please note only figure is required here**	**Number Useable**	**Number Not useable**
	Computers		
	Laboratories		
	Library		
	Play Ground(s)		
	Incinerator		

18.3	**Sources of Power** Is there a source of power for the school? **Tick as applicable.**	1. Yes PHCN/NEPA	☐
		2. Yes Generator	☐
		3. Yes Solar	☐
		4. No. No source of Power	☐

18.4	**Health Facility** Does the school have a health facility? **Tick as applicable.**	**1. Yes Health Clinic/Sick Bay**	☐
		2. Yes First Aid Kit	☐
		3. No. No Health facility	☐

18.5	**Fence/Wall** Does the school have a fence or wall around it?	1. Yes In Good Condition	☐
		2. Yes Needs Minor Repair	☐
		3. Yes Needs Major Repair	☐
		4. No. Fence or Wall	☐

18.6	**Learning Materials** Does the school have learning materials for ECCD? **Tick all that apply**	1. Charts	☐
		2. Posters	☐
		3. Toys	☐
		4. Audio/Visual (Radio, TV, DVD)	☐
		5. Word Puzzle Box	☐
		6. Caregiver Guide	☐

19. TOILET FACILITIES

Type of Toilet	**Number of Toilets by Type** (Unit of toilet counts)									
	Used only by pupil			Used only by teachers			Used by pupil and teachers			**Total**
	Male only	Female only	Mixed	Male only	Female only	Mixed	Male only	Female only	Mixed	
Pit/VIP										
Bucket System										
Water Flush										
Mobile										
Others										

20. PUPIL FURNITURE

Class	Total Seating Capacity			
	1-Seater	2 - Seater	3 - Seater	more than 3 – Seater
ECCDE/Pre-primary				
PRY1				
PRY2				
PRY3				
PRY4				
PRY5				
PRY6				

Instructions

Please indicate the seating capacity by type. For example, if one 3-seater was available, the capacity is 3 Pupils and not 1.

Only count seats where both a seat and a writing desk is available. Where there are benches, count seats only where desks are attached to bench.

Only seats and desks owned by the school should be counted.

21. INSTRUCTIONAL MATERIALS: Pupil/Teacher Books

21.1 Number of Pupils' Textbooks and Library Resource Materials Available in School

Subject Area	Number of Pupils' Books Available by Subject						
	Pre-Primary	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
English							
Mathematics							
Basic Science & Technology							
Social Studies							

Total number of Library Resource Materials available in school	

21.2 Number of Teachers' Textbooks and Library Resource Materials Available in School

Subject Area	Number of Teachers' Books Available by Subject						
	Pre-Primary	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
English							
Mathematics							
Basic Science & Technology							
Social Studies							

Total number of Library Resource Materials available in the school	

22. SPECIAL NEEDS ENROLMENT IN SCHOOL

Class	Visual Impairment			Hearing Impairment			Physically Challenged			Mentally Challebged			Gifted/ Talented Children			Others (Specify)			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Total ECCDE/Pre-primary																					
PRY 1																					
PRY 2																					
PRY 3																					
PRY 4																					
PRY 5																					
PRY 6																					
Total																					

Note:

i. To determine Inclusiveness of Special Needs Children available in conventional schools where applicable.

ii. Where School is Exclusively a Special Needs School, Table 22 must reconcile with Table 13 and/or Table 15 for ECCDE/Pre-primary and Primary enrolment respectively as applies.

---

i. NAME OF HEAD TEACHER _____ **SIGNATURE/DATE:** _____

GSM NO: _____

ii. NAME OF SMOE/SUBEB/Private Provider's OFFICIAL _____ **SIGNATURE/DATE** _____

GSM NO: _____

iii. NAME OF VERIFICATION OFFICER _____ **SIGNATURE/ DATE** _____

NAME OF ORGANIZATION: _____

GSM No: _____

FOR ENUMERATOR ONLY: Is this school in the school list provided? ☐ Yes ☐ No

UBEC SCHOOL CODE	State Code	LGA Code	School Serial Number

FORM A4: JUNIOR SEC. SCH. DATA

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

NATIONAL PERSONNEL AUDIT 2018

BASIC INFORMATION ON JUNIOR SECONDARY SCHOOLS

PURPOSE: To obtain Basic Data on Junior Secondary Schools.

INSTRUCTIONS:
i. This form is to be completed by the **PRINCIPAL** of the School.
ii. Write in the space provided or tick (V) the box as appropriate.

GPS Coordinates (*for official use only*)

	Degree (°)	Min (')	Seconds (")
N			
E			

CATEGORY OF SCHOOL: PUBLIC ☐ **PRIVATE** ☐

TYPE OF SCHOOL: CONVENTIONAL ☐ **SPECIAL NEEDS** ☐

FAITH-BASED: CHRISTIAN/MISSION ☐ **ISLAMIYYA** ☐

GENERAL INFORMATION

1. **STATE :** .....
2. **LGA:** .....
3. **NAME OF SCHOOL:** .....
.....
4. **TOWN/VILLAGE/SETTLEMENT:** .....
5. **LOCATION:** **URBAN** ☐ **RURAL** ☐

☑ *Please tick as appropriate*

6. **LEVEL OF SCHOOL: A. JSS ONLY** ☐ **B. JSS & SSS** ☐
7. **YEAR OF ESTABLISHMENT:** .....

8. SCHOOL OWNERSHIP

OWNERSHIP	Tick (v) only one cell
State/Local Government	
FGN/State Agencies (e.g. Staff/Demonstration Schools)	
Community	
Faith-Based Organization	
Private Proprietor	
Military/Police/Para-Military Institution	
Association (e.g. NAOWA, POWA)	
Others	

9. NUMBER OF OFFICIALS IN THE JUNIOR SECONDARY SCHOOL/SECTION ONLY

	TEACHING STAFF		NON-TEACHING STAFF	
Number of officials assigned to serve in the Junior Secondary School section only	**MALE**	**FEMALE**	**MALE**	**FEMALE**

10. SHIFT

a. Does the school run shift system? Yes ☐ No ☐

b. Does another school operate in your premises in the afternoon? Yes ☐ No ☐
(*to be completed by the principal of the morning session*)

11. NUMBER AND CONDITION OF CLASSROOMS

CONDITION OF CLASSROOM	Number of Classroom		
	JS 1	JS 2	JS 3
GOOD			
BAD			

12. STUDENTS' ENROLMENT

	JS1		JS2		JS3	
No. of Streams (Arms)						
Age	Male	Female	Male	Female	Male	Female
Below 12 years						
12 Years						
13 Years						
14 Years						
Above 14 years						
Total						

13. STUDENTS' FLOW FROM THE PREVIOUS ACADEMIC YEAR

Student Flow	JS 1		JS 2		JS 3	
	Male	Female	Male	Female	Male	Female
Dropouts						
Transfers In						
Transfers Out						
Promoted						
Repeaters						
No. Completed JSS 3 in the previous year						

14. ATTENDANCE (ON THE DAY OF VISIT)

CLASS	SEX	
	Male	Female
JS 1		
JS 2		
JS 3		

ADDITIONAL INFORMATION

15. SCHOOL FACILITIES

15.1	**Source of Safe Drinking Water** Is there a source of water in the school that is **safe** to drink and in **sufficient** quantity to provide water every day for students? **Tick as applicable.**	**1. Yes Piped Water** **2. Yes Borehole** **3. Yes Well** **4. Yes Other** **5. No Source of Safe Water**	☐ ☐ ☐ ☐ ☐

15.2	How many of these useable facilities does the school have? (If the facilities are not available, write zero) **Please note only figure is required here**	**Number Useable**	**Number Not useable**
	Computers		
	Laboratories		
	Library		
	Play Ground(s)		
	Incinerator		

15.3	**Sources of Power** Is there a source of power for the school? **Tick as applicable.**	1. Yes PHCN/NEPA	☐
		2. Yes Generator	☐
		3. Yes Solar	☐
		4. No. No source of Power	☐

15.4	**Health Facility** Does the school have a health facility? **Tick as applicable.**	**1. Yes Health Clinic/Sick Bay**	☐
		2. Yes First Aid Kit	☐
		3. No. No Health facility	☐

15.5	**Fence/Wall** Does the school have a fence or wall around it?	1. Yes In Good Condition	☐
		2. Yes Needs Minor Repair	☐
		3. Yes Needs Major Repair	☐
		4. No. Fence or Wall	☐

16. TOILET FACILITIES

Type of Toilet	Number of Toilets by Type (Unit of toilet)									
	Used only by students			Used only by teachers			Used by students and teachers			Total
	Male only	Female only	Mixed	Male only	Female only	Mixed	Male only	Female only	Mixed	
Pit/VIP										
Bucket System										
Water Flush										
Mobile										
Others										

*Note: Record **unit counts** of toilets*

17. STUDENTS' FURNITURE

Class	Total Seating Capacity			
	1-Seater	2 - Seater	3 - Seater	more than 3 - Seater
J S 1				
J S 2				
J S 3				

Instructions

Please indicate the seating capacity by type. For example, if one 3-seater was available, the capacity is 3 Pupils and not 1.

Only count seats where both a seat and a writing desk is available. Where there are benches, count seats only where desks are attached to bench.

Only seats and desks owned by the school should be counted.

18. INSTRUCTIONAL MATERIALS: Students'/Teachers' Books

18.1 Number of Students' Textbooks and Library Resource Materials Available in School

Subject Area	Number of Students Books Available by Subject		
	JS 1	JS 2	JS 3
English Language			
Mathematics			
Basic Science & Technology			
Social Studies			

Total number of Library Resource Materials available in the school	

18.2 Number of Teachers' Textbooks and Library Resource Materials Available in School

Subject Area	Number of Teachers' Books Available by Subject		
	JS 1	JS 2	JS 3
English Language			
Mathematics			
Basic Science & Technology			
Social Studies			

Total number of Library Resource Materials available in the school	

19. SPECIAL NEEDS ENROLMENT IN SCHOOL

Class	Visual Impairment			Hearing Impairment			Physically Challenged			Mentally Challebged			Gifted/ Talented Children			Others (Specify)			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
JSS1																					
JSS2																					
JSS3																					
Total																					

Note:

i. To determine Inclusiveness of Special Needs Children available in conventional schools where applicable.

ii. Where School is Exclusively a Special Needs School, Table 19 must reconcile with Table 12 for Junior Secondary enrolment.

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i. **NAME OF PRINCIPAL** _____ **SIGNATURE/DATE** _____

GSM NO: _____

ii. **NAME OF SMOE/SUBEB/Private Provider's Official** _____ **SIGNATURE/DATE** _____

GSM NO: _____

iii. **NAME OF VERIFICATION OFFICER** _____ **SIGNATURE/ DATE** _____

NAME OF ORGANIZATION: _____

GSM No: _____

UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

Education for all is the Responsibility of All

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