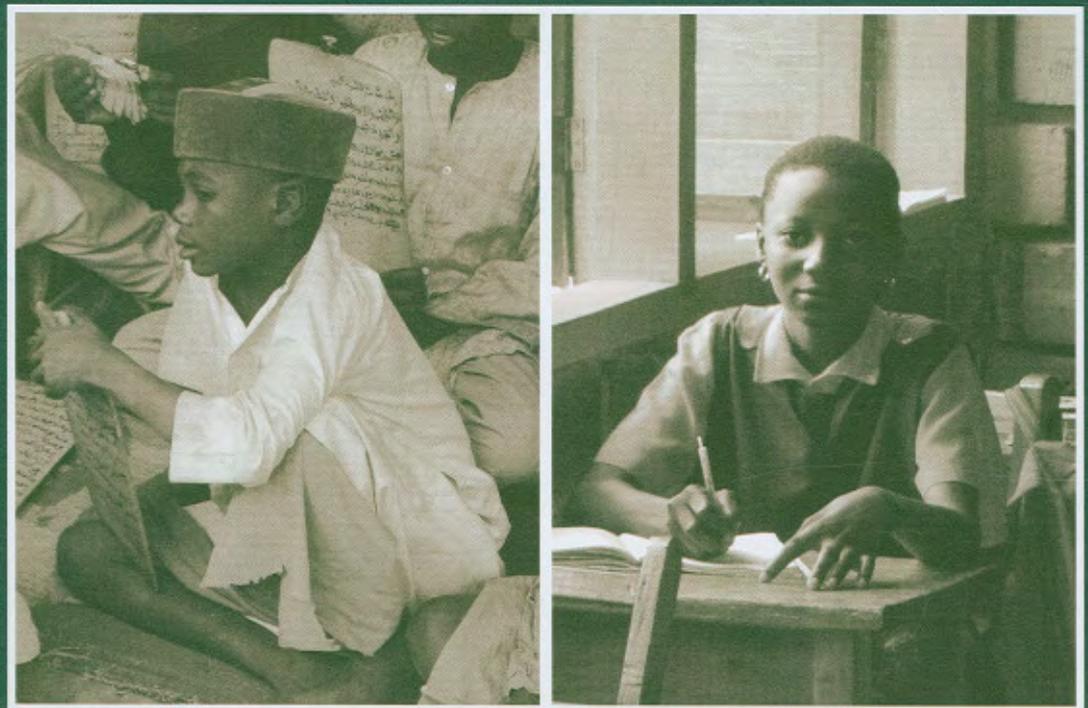


Nigeria

DHS EdData Survey 2004

Education Data for
Decision-making



Nigeria DHS EdData Survey 2004

Education Data for Decision-making

National Population Commission
Abuja, Nigeria

ORC Macro
Calverton, Maryland, USA

November 2004



National Population Commission
Federal Republic of Nigeria



Federal Ministry of Education
Federal Republic of Nigeria



DHS EdData
ORC Macro



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International Development

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Additional information about the 2004 NDES, the DHS EdData Activity, the 2003 Nigeria DHS, or the MEASURE DHS+ program may be obtained by writing to: DHS EdData or MEASURE DHS+, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983; E-mail: reports@orcmacro.com; Internet: <http://www.dhseddata.com> or <http://www.measuredhs.com>).

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MESSAGE FROM THE VICE PRESIDENT

In virtually all nations, education plays a key role in poverty reduction and other development programmes. Nigeria is also committed to education and has accorded great importance to the education sector. In 1999, the government launched the Universal Basic Education Programme, which covers both primary and junior secondary schooling. Efforts will not be spared towards ensuring that the set objectives are realised.

This report has provided some new information and analysis on education in Nigeria, to policy makers, and others who are potential implementers of education policy in the near future, when the momentum for expansion and reform of educational programmes will be taking place.

Information provided in this report should be fully utilised by all, at the three tiers of government, to ensure success in the education sector. I commend USAID for the generous support provided for the study and urge the National Population Commission to continue its efforts to generate additional socio-economic data required for meaningful planning and development.

His Excellency
Atiku Abubakar
(Turakin Adamawa)
Vice President
Federal Republic of Nigeria
Abuja

MESSAGE FROM THE CHAIRMAN

I am delighted to present the final report of the 2004 Nigeria DHS EdData Survey (NDES), which is the first education survey of its kind to be conducted in Nigeria. The survey was conducted by the National Population Commission (NPC) in collaboration with the Federal Ministry of Education (FMOE), with technical support from ORC Macro.

The 2004 NDES is aimed at meeting the needs of policymakers, programme implementers, and researchers, who require timely and reliable data for management of education in Nigeria. It is noteworthy and gratifying that the results of the survey have been analysed and presented soon after the conclusion of field work. This final report, which is a sequel to the preliminary report, affords all stakeholders the opportunity of having the most recent information on education in Nigeria.

The success of the 2004 NDES was made possible by the support and collaboration of a number of organisations and individuals. In this connection, I wish to acknowledge the assistance of the United States Agency for International Development (USAID/Nigeria), which provided funding for the survey. I also wish to express appreciation to ORC Macro for its technical assistance in all the stages of the survey. The NPC remains grateful to other development partners, especially the Department for International Development (DFID), for their supportive roles. The support of the Federal Ministry of Education officials is also greatly appreciated.

Finally, I wish to commend the report of the 2004 NDES to policymakers, programme administrators, and researchers.

Chief S. D. Makama
(Ubandoman Pyem)
Chairman
National Population Commission
Abuja

4 October 2004

FOREWORD

It is generally acknowledged that meaningful national development can be achieved only when detailed information needed for articulating and evaluating policy implementation is readily available and properly documented. The National Population Commission, as the agency charged with the responsibility of gathering and analyzing demographic data, has been unrelenting in its efforts to provide reliable, accurate, and up-to-date data for the country.

The 2004 Nigeria DHS EdData Survey (2004 NDES) is unique in several respects. The survey, which was conducted in collaboration with the Federal Ministry of Education (FMOE), is the first of its kind conducted with the aim of obtaining household information on children's education. The survey covered topics such as the age of children at first school attendance and dropout, reasons for over-age first-time enrolment in school, reasons for never enrolling in school, and the frequency of and reasons for pupil and student absenteeism. The survey also obtained information on household expenditures on schooling and other contributions to schooling; distances and travel times to schools; and parent/guardian perceptions of school quality and the benefits and disadvantages of schooling. The 2004 NDES was linked to the 2003 Nigeria Demographic and Health Survey (Nigeria DHS).

The result of the survey shows that response rates were quite high. Out of the 4,354 occupied households, 4,268 were successfully interviewed, yielding a response rate of 98 percent. In the interviewed households, all of the 3,987 parent/guardians identified were interviewed, yielding a response rate of 100 percent. Data were collected on all 9,695 eligible children identified, yielding a response rate of 100 percent.

As the National Population Commission continues with its efforts to ensure the availability and dissemination of up-to-date and reliable socio-economic data, it is hoped that end users will make use of the available information for programme evaluation, planning and development. The text and the tables have been presented in a user-friendly manner and I hope end-users will avail themselves of the information.

Dr. Adebola Akinsanya
Director-General
National Population Commission
Abuja

4 October 2004

ACKNOWLEDGMENTS

The 2004 Nigeria DHS EdData Survey (NDES), organised by the National Population Commission in collaboration with the Federal Ministry of Education (FMOE), represents the continued efforts in Nigeria to obtain reliable and accurate socio-economic data on the population.

This report presents the major findings of the 2004 NDES. The 2004 NDES is the first education survey of its kind to be conducted in Nigeria. The primary objective of the 2004 NDES is to provide up-to-date household-based information on education among children of primary and secondary school age in order to inform the development, monitoring, and evaluation of education programmes in Nigeria. The survey focuses on the factors influencing household decisions about children's school attendance. In addition, information is available on school attendance, costs of schooling (monetary and non-monetary) and parent/guardian attitudes about schooling.

On behalf of the Commission, I gratefully acknowledge the support of the United States Agency for International Development (USAID/Nigeria) in providing funds to cover the cost of the 2004 NDES. The technical support provided by ORC Macro played a key role during the implementation period. Worthy of mention is Dr. Kristi Fair, the ORC Macro NDES Technical Coordinator, and her colleagues Ms. Stephanie Gorin and Ms. Holly Newby, who worked tirelessly during the period. Their efforts are greatly appreciated. Mr. Glen Heller deserves our deepest appreciation for his assistance in data processing and analysis. Dr. Alfredo Alliaga, the sampling specialist, is acknowledged for his immense contributions.

The Chairman of the Commission and his team of Federal Commissioners greatly assisted during the implementation period by providing excellent leadership and advocacy support. The unflinching support and technical assistance provided by the Director-General and all Directors is hereby acknowledged. During the implementation period of the survey, the core team – also referred to as Zonal Coordinators – worked tirelessly and their efforts are hereby acknowledged. The survey could not have been conducted in such a timely and successful fashion without the commitment of the entire field staff of the 2004 NDES. The entire data processing staff is also commended for their important role in the timely processing of the data. The enormous contributions of the Federal Ministry of Education officials are also greatly appreciated.

In the area of logistics, we acknowledge with gratitude the support of the Department for International Development (DFID) and the United Nations Population Fund (UNFPA). The role of the Accounting firm, Akintola Williams Deloitte and Touche, is also acknowledged.

Finally, our appreciation goes to all the households and respondents who were selected and who participated in the survey; without their participation and support, this project would not have been a success. Our appreciation goes to the entire people of Nigeria for their understanding and for making possible an enabling environment, for the conduct of this very important survey.

Samuel A. Ogunlade
Project Director
National Population Commission
Abuja

4 October 2004

SUMMARY OF FINDINGS

The 2004 Nigeria DHS EdData Survey (NDES) was a nationally representative sample survey covering 4,268 households, 3,987 parent/guardians, 81 independent children age 13-16, and 9,695 children age 4-16. The 2004 NDES was the first education survey of its kind in Nigeria, and was linked to the 2003 Nigeria Demographic and Health Survey (DHS). This report presents information primarily from the 2004 NDES, but also includes selected information from the 2003 Nigeria DHS survey.

The 2004 NDES was designed to provide information on education for children age 4-16, with a focus on factors influencing household decisions about children's schooling. The report presents information on adult educational attainment, children's characteristics and rates of school attendance, absenteeism among primary school pupils and secondary school students, household expenditures on schooling and other contributions to schooling, and parent/guardian perceptions of schooling, among other topics.

The sample size for both the 2003 Nigeria DHS survey and the 2004 NDES was sufficiently large to provide estimates for indicators at the national level, by urban-rural residence, and at the regional level for most indicators. Twelve survey teams trained by the National Population Commission (NPC), in collaboration with the Federal Ministry of Education (FMOE), conducted the survey from February to July 2004.

CHARACTERISTICS OF HOUSEHOLDS AND HOUSEHOLD MEMBERS

Educational Attainment. Fifty-seven percent of adults age 15 or older have attended school, although there are substantial differences in educational attainment by gender, residence, and age group. On average, men have completed two more years of schooling than women (6 compared with 4 years). While 30 percent of adults in urban areas have never attended school, 48 percent of adults in rural areas have never attended school. About two in three adults in the North West and North East have never attended school, compared with about one in seven adults in the South East and South South. Older adults are considerably less likely than younger adults to have attended school.

Children's Living Arrangements. Seventy-one percent of the children age 4-16 live with both of their biological parents, while 9 percent live with their mother (but not with their father), 7 percent live with their father (but not with their mother), and 13 percent live with neither of their biological parents. Some of these children have been orphaned, losing one or both parents: 7 percent have lost their father, 4 percent have lost their mother, and 1 percent have lost both parents.

Children's Eating Patterns. The survey collected information about the meals eaten by children on the day before the household was interviewed. Ninety-five percent of children ate breakfast and the same percentage ate lunch. Overall, children ate about 4 times during the day.

Children's Nutritional Status. The survey also collected and analysed height and weight measurements for children age 4-9. Twenty-nine percent of children age 4-9 are chronically malnourished or stunted, with the North West and North East having the highest rates of stunting. Wasting is uncommon in Nigeria (3 percent), but 19 percent of children are underweight for their age. Children who attend or have attended school are less likely to be stunted or underweight than are children who have never attended school.

Literacy and Numeracy among Children. The survey provides a rough measure of literacy and numeracy among children age 4-12. Children were asked to read from a sentence in a language in which they were likely to be literate, and were asked to add up two one-digit numbers totaling less than 10. Levels of basic literacy among children age 4-12 are low, with only 28 percent of children able to read part or all of a sentence. Basic numeracy rates are considerably higher, with 45 percent of children able to add the numbers correctly.

CHILDREN'S SCHOOL ATTENDANCE

Primary School Attendance and Pupil Flow Rates. Sixty percent of children age 6-11 (64 percent of males and 57 percent of females) attend primary school. School-age children in urban areas are more likely than those in rural areas to attend primary (70 percent versus 56 percent). In addition, there are notable regional differences in the percentage of school-age children attending primary. In the North West, 42 percent of children attend, compared with 83 percent in the South West and 82 percent in the South South. In the most economically advantaged households, children age 6-11 are over twice as likely as those from the least advantaged households to attend primary school.

At the primary level, pupil repetition and dropout rates are low. The highest repetition rate is in primary 1, with just 4 percent of the pupils attending school in 2002-2003 repeating the same class in 2003-2004. While dropout rates are very low in primary 1-5, 17 percent of the pupils who attended primary 6 in 2002-2003 did not attend school during the 2003-2004 school year.

The survey also collected information on religious education among Muslim youth. Seventy-eight percent of Muslim youth age 4-16 attended a purely religious Qur'anic school during the 2003-2004 school year, while 56 percent attended a formal academic school. Forty-four percent of these youth attended both types of schools during the year, and just 11 percent attended neither type of school.

Secondary School Attendance Ratios. Thirty-five percent of youth age 12-17 (38 percent of males and 33 percent of females) attend secondary school. There are substantial differences by urban-rural residence, region, and economic status. While 46 percent of youth age 12-17 attend secondary school in urban areas, just 29 percent attend in rural areas. In the North West, 15 percent of school-age youth attend secondary school, compared with 61 percent in the South West. Differences by economic status are even more dramatic than those at the primary level, with 15 percent of youth in the lowest economic status quintile attending secondary school, compared with 64 percent of youth in the highest quintile.

Factors Affecting Children's School Attendance. Parent/guardians whose 6-16 year-old children had never attended school were asked why their children did not go to school. The most commonly cited reasons were related to the costs of schooling, including the household's need for the child's labour, and the monetary cost of schooling. Other common factors were the perception that the child was too young or immature to attend school, and the distance to school. Similarly, among children age 4-16 who had once attended school but later dropped out during primary school, the most commonly cited reason was the monetary cost of schooling, followed by the need for the child's labour at home, the child's lack of interest in attending school, and the poor quality of schooling.

Household Proximity to Schools. As expected, children in rural areas face longer distances and walking times to the nearest primary and secondary schools than children in urban areas. Children living far from school may be likely to start attending school over age or not to attend school at all. Among over-age children, those in rural areas are more likely than those in urban areas to have started school over age because of the distance to the nearest school. In addition, the distance to school in part explains

why young school-age children do not attend school, since it may be difficult or unsafe for children to walk long distances to school at the age of 6.

PRIMARY SCHOOL PUPIL ABSENTEEISM

Incidence of Absenteeism. Sixty percent of primary school pupils missed one or more days of school during the 2002-2003 school year. On average, pupils absent from school missed almost 10 days during the year. At the secondary level, 53 percent of students missed one or more days of school during the 2002-2003 school year, and those missing some school were absent for about 9 days.

Reasons for Absenteeism. During the 2002-2003 school year, 49 percent of primary school pupils missed school because they were ill, 13 percent because they were needed to do some kind of work in support of the household, and 12 percent because school fees were due and there was no money to pay the fees. At the secondary level, 40 percent of students missed school because they were ill, 18 percent because fees were due and there was no money to pay the fees, and 13 percent because they were needed to do some kind of work in support of the household.

HOUSEHOLD EXPENDITURES ON SCHOOLING AND OTHER CONTRIBUTIONS TO SCHOOLING

Household Expenditures on Primary Schooling. The NDES collected detailed information about household expenditures on schooling for each child attending primary school during the 2002-2003 school year. Questions were asked specifically about each possible cost, including tuition, PTA fees, the school development levy, examination fees, boarding fees, uniforms and school-related clothing, school books and supplies, transportation, food, extra lessons (tutoring), and other types of expenditures. Nearly all primary school pupils' households spent money on schooling during the school year. On average, pupils' households spent ₦7,918 per pupil during the 2002-2003 school year. Pupils' households in urban areas spent considerably more than those in rural areas on schooling (₦10,495 versus ₦6,390). In addition, pupils' households spent far more if their children attended private religious or non-religious schools than if they attended government schools.

Household Expenditures on Secondary Schooling. All secondary school students' households spent money on schooling during the 2002-2003 school year. The average per-student secondary school expenditure was more than twice as high as the per-pupil primary school expenditure (₦20,628 at the secondary level, compared with ₦7,918 at the primary level). On average, more money was spent on female students than on male students. Among the regions, the highest expenditures were in the North West and the lowest in the North East. In addition, expenditures on students in the highest economic quintile were twice as high as those on students in the lowest quintile.

Other Household Contributions to Schooling. In addition to monetary contributions for children's schooling, children and other household members may contribute time, labour, and materials to schools. Including travel time, pupils in day primary schools spend about 6 hours per day on school activities. Over half of the pupils do homework outside school and spend over 2 hours per week on the task. By comparison, the average secondary school student spends over 7 hours per day on school activities. Eighty-seven percent of secondary school students do homework outside of school, spending more than 3 hours per week on the task.

Another kind of contribution households make to schooling is the time parent/guardians and other household members spend on school-related activities. The majority of both primary school pupils and secondary school students doing homework receive help from household members. Furthermore, in the 12 months preceding the survey interview, 85 percent of parent/guardians with one or more children in

primary school said that they or another adult in the household had visited the school to attend a parent-teacher association (PTA) meeting, to attend a celebration or sports event, to meet with a head teacher or teacher, or to collect school forms. Forty-one percent of parent/guardian households made additional contributions of money, materials, or labour to the primary school.

PARENT/GUARDIAN PERCEPTIONS OF SCHOOLING

Perceived Quality of Primary Schooling. Thirty-six percent of the primary school pupils attend schools that their parent/guardians consider to have problems with buildings and facilities, 34 percent attend schools with perceived problems with classroom overcrowding, and 9 percent attend schools with perceived problems with pupil safety. Parent/guardians overwhelmingly agreed that for a primary school to be a good school, it must have permanent buildings and that school quality is improved by requiring pupils to wear uniforms.

Value of Schooling. Parent/guardians were asked about the advantages of primary schooling for a 15-year-old boy or girl compared with a boy or girl of the same age who had never attended school. Nearly all respondents said there were benefits to primary schooling for both boys and girls. There were minimal gender differences in advantages mentioned, with commonly cited benefits for both boys and girls being literacy and developing a moral framework. One benefit listed more often for girls than for boys was the likelihood of making a better marriage.

Parent/guardians were also asked about the disadvantages of sending a boy, and then a girl, to primary school. Virtually all parent/guardians said there were no disadvantages to sending either a boy or a girl to school.

REPRODUCTIVE MATTERS, HIV/AIDS, AND EDUCATION

Sources of Information about Reproductive Matters. Parent/guardians were asked where children in the community get information about reproductive matters, such as conception and contraception. The most commonly cited sources of information include teachers, parent/guardians themselves, children's friends, clinics and health centres, and the radio.

Reproductive Health Education and Primary Schooling. Parent/guardians were asked whether schools should teach about reproductive health education, and 62 percent said that they should. Among these parent/guardians who approved of including reproductive health education in schools, the majority thought that the subject should be introduced in the upper primary grades. Among the 35 percent of parent/guardians who said primary schools should not teach reproductive health education, the most common reasons given were that primary school pupils are too young, that reproductive health education encourages children to have sex, and that it is not appropriate to teach reproductive health education in schools.

HIV/AIDS Education and Primary Schooling. Parent/guardians were asked whether schools should teach about HIV/AIDS, and 86 percent said that they should. Among these parent/guardians who approved of including HIV/AIDS education in schools, the majority thought that the subject should be introduced in the upper primary grades. Among the 14 percent of parent/guardians who said primary schools should not teach HIV/AIDS education, the most common reasons given were the same ones given for not teaching sex education in primary schools. Parent/guardians were also asked whether any children in the community and in their family did not attend school because their parent/guardians were sick from or had died of HIV/AIDS. Eight percent of the parent/guardians said that this was the case in their community, and just 3 percent said that there were children in their own family who did not attend school because a parent/guardian was sick or had died of HIV/AIDS.

NIGERIA



INTRODUCTION

1.1 History, Geography, and Economy

History

The evolution of Nigeria from the mid-1800s until it attained independence in 1960 is largely the story of the transformational impact of the British on the people and culture of the Niger-Benue area. The British were in the Niger-Benue area to pursue their economic and strategic interests. In the process, the socio-political aggregation of Nigeria emerged.

Nigeria came into existence as a nation-state in 1914 through the amalgamation of the North and South protectorates. Before then, there were various separate cultural, ethnic and linguistic groups such as the Oyo, Benin, Nupe, Jukun, Kanem-Bornu and Hausa-Fulani Empires. These peoples lived in kingdoms and emirates with traditional but sophisticated systems of government. There were also other relatively small but strong ethnic groups (e.g., Ibo, Ibibio, and Tiv among others).

The British established a Crown Colony type of government after the amalgamation. In the early 1950s, Nigeria achieved partial self government with a legislature in which the majority of the members were elected into an executive council; most were Nigerians. Nigeria became a federation of three regions in 1954 and remained so until independence in October 1960 with the Lagos area as the Federal Capital Territory. Three years later, on October 1, 1963, Nigeria became a republic. Nigeria has since had different administrative structures. Within the boundaries of Nigeria are many social groups with distinct cultural traits; there are about 374 identifiable ethnic groups, with the Igbo, Hausa, and Yoruba being the major groups.

Presently, Nigeria is made up of 36 states and a Federal Capital Territory (FCT), which are grouped into six geo-political regions: North Central, North East, North West, South East, South South, and South West. There are also 774 constitutionally recognized Local Government Areas (LGAs) in the country.

Geography

Nigeria lies between latitudes 4°16' and 13°53' to the north of the equator and longitudes 2°40' and 14°41' to the east of the Greenwich Meridian. The country is in the West African sub-region and borders Niger in the north, Chad in the northeast, Cameroon in the east, and the Republic of Benin in the west. To the south, Nigeria is bordered by approximately 800 kilometres of the Atlantic Ocean.

With a total land area of 923,768 square kilometres, the country is the fourth largest in Africa. The country is diverse climatically and topographically and exhibits a great variety of relief features, including uplands of 600-1,300 metres elevation in the North Central and the east highlands, and lowlands of less than 20 metres elevation in the coastal areas. Other lowlands extend from the Sokoto plains to the Borno plains in the North; the coastal lowlands of Western Nigeria, and the Cross River basin in the East. The highlands include the Jos Plateau and the Adamawa Highlands in the North, extending to the Obudu Plateau and Oban Hills in the South East. Other topographic features include the Niger-Benue trough and Chad Basin.

Nigeria has a tropical climate with wet and dry seasons associated with the movement of the inter-tropical convergence zone (ITCZ) north and south of the equator. The dry season occurs from October to March, with a period of coolness and dry, dusty harmattan wind felt mostly in the north in December and January. The wet season occurs from April to September. The temperature oscillates between 25 and 40 degrees centigrade, while rainfall ranges from 2,650 millimetres in the southeast to less than 600 millimetres in some parts of the north, mainly on the fringes of the Sahara Desert. The vegetation that results from these climatic differences consists of mangrove swamp forest in the Niger Delta and Sahel grassland in the north. Within a variety of climatic, vegetation, and soil conditions, Nigeria possesses potential for a wide range of agricultural production.

Economy

Nigeria's economic history and development have been closely tied to the agricultural sector. Before the discovery of oil, the country depended almost entirely on agriculture and on agro-industrial raw materials for foreign exchange earnings through commodity trade. At the point of the country's political independence, agriculture also provided employment to over 75 percent of the country's labour force and satisfactory livelihood to over 90 percent of the entire population. Over the years, the dominant role of agriculture in the economy, especially in terms of the country's foreign exchange earnings, gave way to petroleum. Since 1980, oil production has accounted for more than two-thirds of the gross domestic product and more than 80 percent of total government revenue. To date, the government has largely controlled vast industrial and commercial enterprises; however, there is now a vigorous drive toward privatization.

Since the onset of the new democratic administration in 1999, economic policies have become more favourable to investment. Consequently, there has been an improvement in the performance of the real sector of the domestic economy. In 1999, the gross domestic product (GDP) was estimated at 2.7 percent, 2.8 percent in 2000, and 3.8 percent in 2001. The average industrial capacity utilization stood at 35.5 percent in 2001, representing an increase of 4.5 percent over the 1999 figure of 31 percent (Central Bank of Nigeria, 2004). The public enterprise sector accounts for an estimated 50 percent of total GDP, 57 percent of investments, and two thirds of formal sector employment.

As in other developing countries, the civilian administration in Nigeria has recognized the importance of privatization in the restructuring of its economy. The country embarked on a broader economic reform and liberalization programme designed to restore macro-economic stability, achieve faster sustainable growth, raise living standards, and reduce poverty. The reform programme was also aimed at promoting greater private sector participation in economic activity, and included the following elements: the maintenance of sound macro-economic policies and deregulation, with an emphasis on power, telecommunications and downstream petroleum sectors. It is too early to say what the impact of privatization and liberalization will be on the Nigerian economy. However, it is believed that these economic policy reforms, combined with investments in human resources and physical infrastructure, and the establishment of macro-economic stability and good governance, are essential to achieve a high rate of self-sustaining economic growth.

1.2 Education System and Programmes

Structure of the Education System

Education in Nigeria has evolved over a long period of time, with a series of policy changes. The 1976 Universal Primary Education Programme gave every child the right to tuition-free primary education. Later, the 6-3-3-4 system was introduced, establishing six years of primary education, followed by three years of junior secondary and three years of senior secondary education. The last segment of four years is for university or polytechnic education. Tertiary education also includes colleges

of education. Other programmes include nomadic education, which addresses the needs of children of migrant cattle herders and fishermen in the riverine areas, and adult education. In October 1999, Universal Basic Education Programme (UBE) was announced, with the goal of establishing tuition-free, compulsory schooling through the junior secondary school level.

The formal academic school system includes a network of religious schools (primarily Muslim and Christian) that offers a range of religious and secular subjects, such as English language and mathematics. In addition to the formal academic Islamic schools, there are purely religious schools that teach Qur'anic studies.

Education Statistics

Until recently, education statistics from official sources in Nigeria were difficult to come by. Starting with the Baseline 2001 exercise, the effort to collect and analyze school-based data through an education census is expected to produce improved education statistics over time.

According to data from household surveys previously conducted in Nigeria, the percentage of primary-school age children attending primary school (net attendance ratio) declined during the 1990s. The 1995 UNICEF Multiple Indicator Cluster Survey (MICS) found that 64 percent of children age 6-11 attended primary school, while the 1999 MICS found that only 55 percent of school-age children attended primary school. At both points in time, there was a slight gender gap in favor of boys.¹

Repetition is rare at the primary level, with “a de facto practice of automatic promotion.” Dropout, particularly at the end of primary, is substantial. According to an analysis of Federal Ministry of Education (FMOE) data from the mid-1990s, less than half of the pupils completing primary school made the transition to junior secondary school.²

1.3 Objectives of the 2004 Nigeria DHS EdData Survey

The principal aim of the 2004 Nigeria DHS EdData Survey (NDES) is to provide up-to-date information on education among children of primary school age. The survey focuses on factors influencing household decisions about children's school attendance. These data supplement the data collected by the FMOE by focusing on attendance rather than enrolment and exploring the costs of schooling (monetary and non-monetary) and parent/guardians' attitudes about schooling. The survey provides data on topics such as the age of children's first school attendance and dropout; the reasons for over-age first-time enrolment in school, never enrolling in school, and dropout; the frequency of and reasons for pupil absenteeism; household expenditures on schooling and other contributions to schooling; distances and travel times to schools; and parent/guardians' perceptions of school quality and the benefits and disadvantages of schooling. In addition, NDES presents anthropometric (height and weight) data for children age 4-9 and literacy/numeracy data for children age 4-12.

The 2004 NDES was designed to supplement existing education data sources and to provide policy-relevant data to assist policymakers in evaluating education programmes in the country. In broad terms, the 2004 NDES aims to—

- Provide baseline data on key education indicators to support education policy and planning
- Assist in the evaluation of Nigeria's education programmes

¹ See the UNICEF Situation Assessment and Analysis 2001.

² Ibid.

- Advance survey methodology in Nigeria and contribute to national and international databases.

In more specific terms, the 2004 NDES was designed to—

- Provide data on the schooling status of Nigerian children of primary and secondary school age and on factors influencing whether children ever enrol in school and why pupils and students drop out of school
- Quantify household expenditures on children’s schooling and examine differential patterns of expenditure by various background characteristics
- Measure parent/guardians’ attitudes about schooling, including the quality of schooling, to provide an understanding of attitudes that shape parent/guardians’ willingness to send their children to school
- Measure the frequency of pupil and student absenteeism and the reasons for missing school in order to suggest possible approaches to maximizing attendance
- Measure parent/guardians’ attitudes toward reproductive health and AIDS education, in order to understand how the introduction of these topics into primary school would likely be received.

1.4 Organisation of the Survey

The 2004 Nigeria DHS EdData Survey was a comprehensive survey that involved several agencies. The National Population Commission (NPC) had the primary responsibility for conducting the survey, in partnership with the FMOE. Model survey instruments were modified by NPC in consultation with a number of technical institutions and agencies, including the FMOE and various state Ministries of Education; the Universal Basic Education Commission (UBEC); several other Federal Ministries, including Health, Women’s Affairs and Youth Development, and Statistics; the U.S. Agency for International Development (USAID)/Nigeria, UNESCO, UNICEF, UNFPA, the World Bank, and ORC Macro. ORC Macro provided technical assistance for the 2004 NDES, and funding was provided by USAID/Nigeria through the USAID DHS EdData Activity. Funding for the overall DHS EdData Activity, including the development of the core survey instruments, was provided by USAID’s Office of Education in the Bureau for Economic Growth, Agriculture, and Trade.

1.5 Linkage of the 2004 NDES with the 2003 Nigeria DHS Survey

The 2004 NDES was linked to the 2003 Nigeria Demographic and Health Survey (DHS). The 2003 Nigeria DHS survey, for which data collection was carried out from March to August 2003, was the third DHS conducted in Nigeria (previous surveys were implemented in 1990 and 1999). The 2003 Nigeria DHS survey was designed to provide current and reliable information on key indicators of social development, including fertility levels and trends, family planning knowledge and use, maternal and child health, awareness and behaviour regarding AIDS and other sexually transmitted infections, and domestic violence. The 2003 Nigeria DHS survey also included questions on educational attainment among household members and literacy among men age 15-59 and women age 15-49.

The 2004 NDES was linked to the 2003 Nigeria DHS survey in order to collect additional education data on a sub-set of the households (those with children age 4-16) surveyed by the 2003 Nigeria

DHS survey. Of the 7,225 households for which Nigeria DHS interviews were completed in 2003, 4,563 households were selected for the 2004 NDES. Data from the two surveys were then statistically linked to create the data set that was used to produce the results presented in this report.

1.6 Sample Design

The sample for the 2004 NDES is based on the sampling frame for the 2003 Nigeria DHS survey, which was designed to provide estimates of health and demographic indicators for the country as a whole, urban and rural areas, and six geo-political zones (hereafter referred to as regions). This discussion will first address the sample design for the 2003 Nigeria DHS survey, then the subsequent design for the 2004 NDES.

The 2003 Nigeria DHS sample points (clusters) were systematically selected from a list of enumeration areas (EAs) defined in the 1991 Population Census. A total of 365 clusters was drawn from the census sample frame. After selecting the 365 clusters, the NPC trained teams to conduct the comprehensive listing of households and to update maps in the selected clusters.

Following the listing operation, households to be included in the 2003 Nigeria DHS survey were selected, with the number of households selected per cluster being inversely proportional to the size of the cluster. In the 2003 Nigeria DHS sampling frame, the number of households by region was disproportional to population size, in order to have adequate numbers of cases for reporting by region. For both the 2003 Nigeria DHS survey and the 2004 NDES, the sample was constructed to allow for separate estimates for key indicators in each of the six geo-political regions in Nigeria (North Central, North East, North West, South East, South South, and South West), with the result that the sample is not self-weighting at the national level.

Of the 365 clusters selected for the 2003 Nigeria DHS survey, 362 were successfully sampled. For the 2004 NDES, all of the 362 clusters completed for the 2003 Nigeria DHS survey were selected, and within those clusters, all households with children in the eligible child age range (4-16) were selected, comprising 4,563 households with one or more children age 4-16. Of these 362 clusters, 360 clusters were successfully completed for the 2004 NDES.

1.7 Questionnaires

Four questionnaires were used for the 2004 NDES: the Household Questionnaire, the Parent/Guardian Questionnaire, the Eligible Child Questionnaire, and the Independent Child Questionnaire. The household questionnaire listed all of the people who were members of the household at the time the household was surveyed during the 2003 Nigeria DHS survey. The three purposes of the 2004 NDES Household Questionnaire were to: 1) confirm that the household was the same household surveyed by the 2003 Nigeria DHS survey; 2) identify which children were eligible (qualified) to be covered by the Eligible Child Questionnaire and those eligible to have anthropometric and literacy/numeracy data collected about them; and 3) identify a parent or guardian as the respondent for each eligible child. Children who were age 4-16 at the time of the 2003 Nigeria DHS survey were eligible to be covered by the Eligible Child Questionnaire. Children age 4-9 at the time of the 2003 Nigeria DHS survey had their height and weight measured, and children age 4-12 were given a literacy/numeracy test.³

The Parent/Guardian Questionnaire collected background information on each parent/guardian respondent and on general education issues. Information was collected on the parent/guardian's age,

³ Basic literacy was assessed by asking the child to read a single short sentence in either English or one of the local languages into which the questionnaires were translated (Hausa, Igbo, and Yoruba). Basic numeracy was tested by asking a child to add two single-digit numbers, summing to less than 10.

education, literacy, and religion. Questions were asked about the walking time and distance to the nearest primary and secondary schools, as well as household support of and participation in school activities. Parent/guardians were also asked about their views on school quality, the benefits and disadvantages of schooling, and reproductive health and HIV/AIDS education. In addition, information was collected on each primary school attended by the children for whom the parent/guardian responded, including the school type, location, and the reason for selection of that school.

The Eligible Child Questionnaire collected different kinds of information about each eligible child age 4-16, depending on the child's schooling status. While the subject of the Eligible Child Questionnaire was the individual child and his/her schooling, the respondent for the questionnaire was the child's parent/guardian, as the purpose of the questionnaire was to collect information on issues from the parent/guardian's perspective. Data were collected on the following topics, according to a child's schooling status:

- Schooling background and participation during the 2003-2004 school year (attended school during the 2003-2004 school year, dropped out of school, or never attended school)
- Frequency of and reasons for pupil absenteeism, household expenditures on schooling, and other costs of schooling (for children who attended school during the 2002-2003 school year)
- Reasons for dropping out of school (for children who had dropped out of school)
- Reasons for not attending school during the 2003-2004 school year (for children who had never attended school)
- Children's eating patterns

The Independent Child Questionnaire was used to interview directly a small percentage of the children age 13-16 in the selected households, rather than collecting information from a parent/guardian respondent. Independent children included those age 13-16 who were the head of the household, or the spouse of the head, or the son-in-law or daughter-in-law of the household head. Because these children did not have a parent/guardian who could answer questions about their schooling decisions, these children were interviewed directly. The same information was collected from these children themselves that otherwise would have been collected in the Eligible Child Questionnaire, and in terms of analysis, the data were grouped with data on other children in the eligible child age range.

The questionnaires were translated from English into three local languages—Hausa, Igbo, and Yoruba. Pretest training and fieldwork took place from 22 September to 4 October, 2003. For this exercise, six interviewers were trained (two per local language). The questionnaires were tested in Awka and Nibo (in Anambra State), Ibadan (in Oyo State), and Kano (in Kano State) in all languages, including English. The pretest fieldwork was conducted over several days. Data were collected in 116 households, from 111 parent/guardian respondents, and on 227 eligible children age 4-16. Because none of the children age 13-16 in the households visited qualified as an independent child, the Independent Child Questionnaire was not used.

Based on the results of the pretest, changes in the pretest survey questionnaires and interviewers' manual were made before the main survey training was initiated and local language translations finalised. Among the changes made in survey instruments were the modification of answer categories for selected questions (including the classification system for religion), and the addition of new answer categories for some questions. For instance in terms of the benefits of primary schooling, a number of respondents mentioned improved hygiene, so this answer category was added to the relevant questions. Also,

expenditures on furniture were mentioned frequently by respondents when they were asked about other expenditures on children's schooling, so a specific question on this expense was added to the questionnaire. One other change made to the questionnaire was in the sentences used to test literacy among children and adults, to ensure that across the various languages, the sentences included commonly recognized words and that the sentences were of comparable difficulty.

1.8 Training

Training of field staff for the main survey was conducted over a three-week period in January 2004. The majority of potential field and data processing staff were selected from among those involved in the 2003 Nigeria DHS survey, so that the 2004 NDES could benefit from the policies and procedures established during that survey. Fifty-eight interviewer candidates and two data processing staff, selected by NPC from its staff and consultants according to anticipated local language requirements, participated in the training. From this pool, 48 people—36 interviewers and 12 supervisors—were selected to work on the 2004 NDES based on performance and test results.

The training was conducted using the DHS EdData Survey training procedures, including instruction in general interviewing techniques and field procedures, class presentations on the questionnaires, mock interviews between participants, and tests. The training included practice interviews in neighbourhoods in and around Kaduna, using the questionnaire in English and the three local languages. Training and field practice also included using the height boards and scales for the anthropometry module. The trainees were organized into local language teams, headed by trainers, to review the draft local language instruments so that final adjustments could be made.

Supervisors were trained during a one-day classroom session, followed by actual field supervision, questionnaire review, and discussion. Several supervisors had been involved in the 2003 Nigeria DHS survey, which allowed for a briefer training of supervisors than otherwise would have been possible because supervisors were already familiar with survey field procedures.

1.9 Data Collection and Data Processing

Twelve interviewing teams carried out data collection for the 2004 NDES. Each team was composed of one supervisor, one driver, and three interviewers. Staff from NPC coordinated and supervised fieldwork activities, with the assistance of FMOE staff. ORC Macro staff also participated in field supervision. Data were collected from February to July, 2004.

All questionnaires for the NDES were returned to the NPC headquarters in Abuja for data processing. Data processing consisted of office editing, the coding of open-ended questions, data entry, verification, and correcting of the computer-identified errors. A team of two data entry supervisors, a questionnaire administrator, three office editors, and ten data entry clerks processed the data. Data entry and editing started in late February, using the computer package CSPro (Census and Survey Processing System), which was specifically designed to process data from large-scale household surveys of this type. Data tables were produced using CSPro.

Table 1 shows response rates for the 2004 NDES. A total of 4,563 households with children age 4-16 were selected, of which 4,354 were occupied. Of the 4,354 occupied households, 4,268 were interviewed successfully, yielding a household response rate of 98 percent.⁴ In the interviewed households, all of the 3,987 parent/guardians identified were interviewed, yielding a response rate of 100 percent. Of the 90 independent children identified, 81 were interviewed, producing a response rate of 90 percent.

Table 1 Results of the 2004 NDES household and individual interviews			
Number of households, number of interviews and response rates of de jure individuals and children, according to residence, NDES 2004			
Result	Urban	Rural	Total
Household interviews			
Households sampled	1,776	2,787	4,563
Households occupied	1,681	2,673	4,354
Interviews completed	1,638	2,630	4,268
No household member at home	14	18	32
Entire household absent	27	45	72
Refused	26	23	49
Dwelling vacant	4	2	6
Dwelling destroyed	3	2	5
Dwelling not found	3	2	5
Household moved	61	65	126
Household response rate (percent)	97.4	98.4	98.0
Parent/guardian interviews			
Eligible parent/guardians	1,550	2,436	3,987
Interviews completed	1,550	2,436	3,987
Parent/guardian response rate (percent)	100.0	100.0	100.0
Independent child interviews			
Independent children identified	13	77	90
Interviews completed	12	69	81
Independent child response rate (percent)	92.3	89.6	90.0
Children's questionnaires			
Eligible children age 4-16 identified	3,757	5,937	9,695
Child questionnaires completed	3,757	5,937	9,695
Children response rate (percent)	100.0	100.0	100.0
Overall children response rate (percent)	97.4	98.4	98.0
Children age 4-9 anthropometry measures			
Children age 4-9 identified	1,728	3,031	4,759
Children age 4-9 measured	1,585	2,722	4,307
Children age 4-9 response rate (percent)	91.7	89.8	90.5
Children age 4-12 literacy and numeracy measures			
Children age 4-12 identified	2,670	4,428	7,098
Children age 4-12 measured	2,375	3,932	6,307
Children age 4-12 response rate (percent)	89.0	88.8	88.9

Note: All values in this table are unweighted. Eligible children are age 4-16, de jure, and wards of a de jure parent/guardian.

⁴ Occupied households exclude the following categories: entire household absent, dwelling vacant, dwelling destroyed, and household moved. The household response rate is calculated from those households expected to have been interviewed. The categories constituting “occupied” and hence the denominator for the calculation of the response rate include: completed, no household member at home, refused, and dwelling not found. The numerator for the calculation of the household response rate is “completed.”

Since the parent/guardians responded to the questions about their children and the children age 4-16 for whom they are responsible, the eligible child questionnaire response rate reflects the percentage of eligible children for whom data were collected. Data were collected on all 9,695 eligible children identified, yielding a response rate of 100 percent. The overall children response rate, which is 98 percent, is the product of the household response rate, the parent/guardian response rate, and the eligible child response rate.

Anthropometric data were collected and analysed for children age 4-9. A total of 4,759 children were identified and complete measures were obtained for 4,307 of these children, yielding a response rate of 91 percent. Literacy and numeracy data were collected for children age 4-12. A total of 7,098 children were identified and literacy and numeracy data were collected for 6,307 of these children, producing a response rate of 89 percent.

This chapter presents data on the educational attainment of adults in the households surveyed for the 2003 Nigeria DHS survey. Also presented is information on literacy among selected household members: women age 15-49 and men age 15-59.

2.1 Educational Attainment

Educational attainment among adults (defined here as household members age 15 or older) is an indicator of the adult population's exposure to schooling, as well as a rough indicator of a country's human resource base. The 2003 Nigeria DHS survey collected data on the highest level of schooling attended and the highest class completed at that level among Nigerians age 5 or older. This information allows for the calculation of educational attainment among the Nigerian adult *de jure* household population (see Tables 2.1.1 through 2.1.3).¹

Background characteristic	Educational attainment							Total	Number	Mean number of years of schooling
	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/missing			
Age										
15-19	14.8	16.1	8.5	52.7	6.5	0.7	0.6	100.0	1,457	6.5
20-24	15.2	6.5	12.3	29.5	24.7	10.5	1.2	100.0	969	8.1
25-29	19.8	5.2	18.7	13.8	27.1	12.9	2.5	100.0	533	7.8
30-34	26.4	6.4	14.1	19.8	18.2	13.9	1.1	100.0	559	7.4
35-39	29.2	8.6	16.8	19.5	9.1	16.4	0.5	100.0	542	7.0
40-44	37.1	9.3	14.9	14.1	6.4	17.4	0.9	100.0	589	6.4
45-49	39.8	13.3	16.4	11.9	3.8	14.0	0.7	100.0	497	5.9
50-54	47.3	16.1	14.0	10.5	1.9	8.1	2.1	100.0	452	4.5
55-59	55.7	12.2	12.3	6.5	2.4	8.4	2.5	100.0	289	3.6
60-64	67.4	10.9	9.1	6.4	1.3	3.5	1.3	100.0	296	2.3
65+	68.5	10.5	7.9	5.9	1.0	4.6	1.4	100.0	456	2.4
Residence										
Urban	21.3	10.5	12.1	27.4	14.4	13.0	1.3	100.0	2,299	7.6
Rural	36.6	10.9	13.1	22.3	8.8	7.2	1.1	100.0	4,341	5.4
Region										
North Central	22.3	12.5	12.0	30.4	11.4	11.0	0.3	100.0	1,098	6.9
North East	50.7	11.9	5.9	17.0	6.7	6.9	0.9	100.0	1,279	4.4
North West	52.8	11.6	8.5	12.2	7.5	5.9	1.4	100.0	1,765	3.9
South East	11.5	11.5	23.2	25.7	11.1	11.6	5.4	100.0	459	7.7
South South	7.1	9.9	18.9	34.6	16.1	12.9	0.6	100.0	1,250	8.6
South West	14.1	5.7	18.5	35.5	14.4	10.6	1.2	100.0	789	8.4
Total	31.3	10.8	12.7	24.1	10.7	9.2	1.2	100.0	6,640	6.2

¹ The *de jure* household population includes usual household members and excludes visitors to the household.

Table 2.1.2 Educational attainment of female adult household population

Percent distribution of the female household population age 15 and over by highest level of schooling attended, according to background characteristics, Nigeria DHS 2003

Background characteristic	Educational attainment							Total	Number	Mean number of years of schooling
	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/missing			
Age										
15-19	26.4	12.5	9.3	43.6	6.2	1.0	1.0	100.0	1,418	5.7
20-24	34.7	5.6	13.3	18.2	20.0	7.0	1.2	100.0	977	6.0
25-29	45.8	6.5	14.3	11.5	14.7	6.3	0.9	100.0	1,060	4.9
30-34	50.2	7.4	16.3	12.5	7.6	5.3	0.7	100.0	835	4.1
35-39	50.6	7.7	14.7	14.8	3.7	8.0	0.4	100.0	786	4.4
40-44	61.3	8.8	12.4	10.5	2.6	3.9	0.3	100.0	635	3.1
45-49	72.3	10.8	8.3	3.2	1.1	2.6	1.9	100.0	468	1.7
50-54	78.4	7.1	7.5	3.5	0.5	1.5	1.4	100.0	457	1.3
55-59	79.7	7.6	6.8	1.1	0.0	1.8	3.0	100.0	223	1.1
60-64	88.3	4.9	0.7	3.3	0.0	0.9	2.0	100.0	208	0.7
65+	88.4	2.7	2.8	1.3	0.1	0.8	3.9	100.0	354	0.5
Residence										
Urban	37.8	6.1	12.3	21.8	12.4	8.3	1.2	100.0	2,372	5.8
Rural	57.0	9.0	10.9	14.5	5.1	2.2	1.2	100.0	5,051	3.2
Region										
North Central	47.9	10.2	13.4	17.8	6.4	3.4	1.1	100.0	1,226	4.0
North East	72.8	8.2	6.0	7.3	3.4	2.0	0.4	100.0	1,390	2.1
North West	78.1	4.6	5.6	5.1	3.0	2.1	1.5	100.0	1,977	1.6
South East	17.0	11.9	15.5	25.9	17.8	8.4	3.4	100.0	588	7.5
South South	21.3	11.5	16.9	31.4	11.8	6.1	1.0	100.0	1,348	6.5
South West	27.9	5.2	18.6	28.5	11.8	7.7	0.4	100.0	893	6.6
Total	50.9	8.1	11.3	16.9	7.5	4.2	1.2	100.0	7,423	4.1

Table 2.1.3 Educational attainment of adult household population

Percent distribution of the female and male household population age 15 and over by highest level of schooling attended, according to background characteristics, Nigeria DHS 2003

Background characteristic	Educational attainment							Total	Number	Mean number of years of schooling
	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/missing			
Age										
15-19	20.6	14.3	8.9	48.2	6.3	0.8	0.8	100.0	2,875	6.1
20-24	25.0	6.0	12.8	23.8	22.3	8.7	1.2	100.0	1,947	7.1
25-29	37.1	6.1	15.8	12.3	18.8	8.5	1.4	100.0	1,593	5.9
30-34	40.7	7.0	15.4	15.4	11.8	8.8	0.8	100.0	1,395	5.5
35-39	41.9	8.1	15.6	16.7	5.9	11.4	0.5	100.0	1,328	5.4
40-44	49.7	9.1	13.6	12.2	4.4	10.4	0.6	100.0	1,224	4.7
45-49	55.6	12.1	12.5	7.7	2.5	8.5	1.3	100.0	965	3.9
50-54	63.0	11.6	10.7	7.0	1.2	4.8	1.8	100.0	910	2.9
55-59	66.1	10.2	9.9	4.2	1.3	5.5	2.7	100.0	512	2.5
60-64	76.1	8.4	5.7	5.1	0.8	2.4	1.6	100.0	504	1.7
65+	77.2	7.1	5.7	3.9	0.6	3.0	2.5	100.0	809	1.6
Residence										
Urban	29.7	8.3	12.2	24.6	13.4	10.6	1.2	100.0	4,671	6.7
Rural	47.6	9.9	11.9	18.1	6.8	4.5	1.2	100.0	9,392	4.3
Region										
North Central	35.8	11.3	12.7	23.8	8.8	7.0	0.7	100.0	2,324	5.4
North East	62.2	10.0	5.9	12.0	5.0	4.3	0.6	100.0	2,669	3.2
North West	66.2	7.9	7.0	8.5	5.2	3.9	1.5	100.0	3,743	2.7
South East	14.6	11.7	18.9	25.8	14.9	9.8	4.3	100.0	1,047	7.6
South South	14.5	10.7	17.8	32.9	13.9	9.3	0.8	100.0	2,598	7.5
South West	21.4	5.5	18.5	31.8	13.0	9.1	0.8	100.0	1,682	7.5
Total	41.7	9.4	12.0	20.3	9.0	6.5	1.2	100.0	14,063	5.1

As shown in Table 2.1.3, over one-half of Nigerian adults (57 percent) have attended school. Nine percent of adults attended primary school but did not complete it, while one in two (48 percent) adults have completed primary school or attended a higher level of schooling.

Although most Nigerian adults have attended school, there are sizeable differences by sex, urban-rural residence, and region. While 31 percent of men have never attended school, 51 percent of women have never been to school (see Tables 2.1.1 and 2.1.2). The mean years of schooling also reflects the overall gender gap in educational attainment: men have completed an average of 6.2 years of schooling, compared with 4.1 years among women. In urban areas, 30 percent of the adult population has never attended school, compared with 48 percent in rural areas (see Table 2.1.3). In urban areas, men have completed an average of 7.6 years of schooling, compared with 5.4 years among men in rural areas. Among women, the gap is even wider, with women in urban areas having completed an average of 5.8 years and women in rural areas having completed 3.2 years of schooling (see Figure 2.1). There is substantial variation by region, with 66 percent of adults in the North West and 62 percent in the North East never having attended school, compared with only 15 percent in the South South and South East.

Table 2.2 Literacy among adults

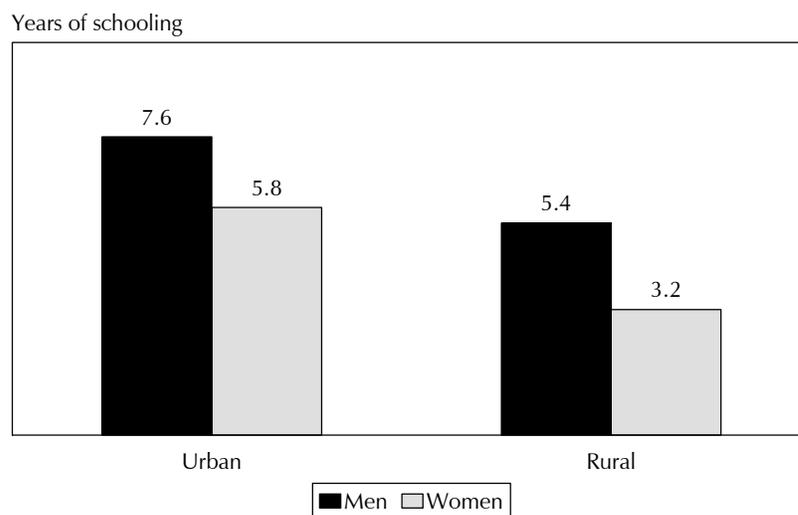
Percent distribution of women and men by level of schooling attended and by level of literacy, and percent literate, according to background characteristics, Nigeria DHS 2003

Background characteristic	Primary school or no schooling						Total	Number of respondents	Percent literate ¹
	Secondary school or higher	Can read whole sentence	Can read part of sentence	Cannot read at all	No card with required language	Missing			
WOMEN									
Age									
15-19	49.8	5.4	6.1	37.7	0.8	0.2	100.0	1,716	61.3
20-24	48.3	3.6	4.5	42.4	0.7	0.5	100.0	1,494	56.4
25-29	41.3	5.4	5.2	46.9	1.0	0.2	100.0	1,382	51.9
30-34	30.4	5.2	5.7	58.3	0.3	0.1	100.0	941	41.3
35-39	25.7	7.8	6.4	58.9	1.2	0.1	100.0	816	39.8
40-44	17.5	6.2	7.4	67.8	0.5	0.5	100.0	688	31.1
45-49	10.0	7.9	4.5	75.8	1.2	0.6	100.0	583	22.4
Residence									
Urban	55.6	6.1	5.9	31.6	0.7	0.2	100.0	2,629	67.5
Rural	27.3	5.2	5.5	60.8	0.9	0.4	100.0	4,991	38.0
Region									
North Central	34.1	4.9	4.4	55.2	1.1	0.3	100.0	1,121	43.4
North East	15.7	4.2	5.7	72.9	1.3	0.2	100.0	1,368	25.6
North West	13.1	3.1	4.7	78.6	0.1	0.5	100.0	2,095	20.9
South East	67.5	10.6	7.5	14.1	0.1	0.2	100.0	737	85.6
South South	61.7	7.3	6.0	22.6	1.9	0.6	100.0	1,342	75.0
South West	65.2	7.1	6.8	20.5	0.4	0.0	100.0	958	79.1
Total	37.0	5.5	5.6	50.7	0.8	0.3	100.0	7,620	48.2
MEN									
Age									
15-19	64.6	4.4	10.2	18.6	2.3	0.0	100.0	453	79.2
20-24	67.9	6.0	6.4	15.0	4.7	0.0	100.0	426	80.3
25-29	59.4	11.0	8.6	16.8	4.3	0.0	100.0	328	78.9
30-34	58.3	8.7	8.7	20.7	3.7	0.0	100.0	299	75.6
35-39	45.7	12.8	11.8	23.7	5.9	0.0	100.0	220	70.4
40-44	42.3	12.0	10.3	27.3	8.1	0.0	100.0	208	64.6
45-49	31.1	14.7	14.2	30.1	9.7	0.2	100.0	159	60.0
50-54	22.6	15.4	17.2	37.9	6.9	0.0	100.0	133	55.2
55-59	14.3	20.5	12.4	42.1	10.7	0.0	100.0	120	47.2
Residence									
Urban	65.8	11.3	9.7	9.3	3.9	0.0	100.0	872	86.8
Rural	45.0	8.8	10.2	30.0	6.0	0.0	100.0	1,474	64.0
Region									
North Central	63.1	6.9	5.2	24.6	0.2	0.0	100.0	348	75.2
North East	35.7	13.9	10.4	37.8	2.2	0.0	100.0	421	59.9
North West	32.2	8.0	15.5	27.2	17.1	0.0	100.0	602	55.7
South East	71.4	5.7	15.8	7.0	0.0	0.2	100.0	207	92.9
South South	65.6	6.7	8.2	18.1	1.4	0.0	100.0	445	80.5
South West	72.1	17.4	3.5	5.9	1.1	0.0	100.0	322	93.0
Total	52.7	9.7	10.0	22.3	5.2	0.0	100.0	2,346	72.5

¹ Refers to respondents who attended secondary school or higher and respondents who can read a whole sentence or part of a sentence

The results by age group indicate that the percentages of adults who have never attended school has decreased over time: 21 percent of young adults age 15-19 have never attended school, compared with 77 percent of those age 65 and older. The absolute gender gap (the difference between the percentage of men and women who have never attended school) decreases among younger cohorts, with a gap of 11 percentage points between men and women age 15-19 (15 percent of men and 26 percent of women), compared with a gap of 19 percentage points between men and women age 65 or older (69 percent of men and 88 percent of women).

Figure 2.1
Mean Years of Schooling Completed by Men and Women
Age 15 or Older, by Residence



Nigeria DHS 2003

2.2 Literacy

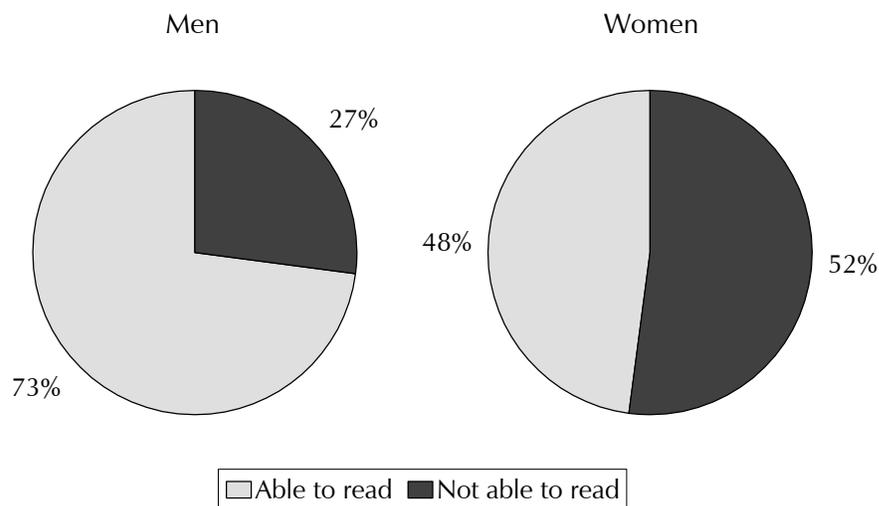
Literacy is a complex construct, not easily captured by one indicator. The 2003 Nigeria DHS survey provides one measure of literacy, namely, whether a man or woman can read a simple sentence about everyday life. This definition does not provide information about functional literacy such as whether the respondent can read and understand the instructions on a medicine bottle or read and make use of a bus timetable, for example. Nevertheless, this indicator of the ability to read some or all of a sentence suggests whether respondents have the basic ability to read common words.

The 2003 Nigeria DHS assessed literacy among men age 15-59 and women age 15-49. The DHS Survey approach is to assume that respondents who have attended school beyond the primary level are literate; therefore, the survey measures literacy only among respondents who have never attended school or who attended primary school only. Among respondents with primary or no schooling, the level of literacy is based on the respondent's ability to read none, part, or all of a sentence in a language in which he/she is likely to be literate. Respondents were asked to demonstrate literacy by reading from a card with a simple sentence in one of four languages (Hausa, Igbo, Yoruba, and English). The percent literate (as presented in Table 2.2) includes respondents who could read part or all of a sentence and those who attended secondary school or higher.

Differences in literacy by sex, residence and region are similar to those in educational attainment. Women are less likely than men to be able to read: 48 percent of women and 73 percent of men are

literate (see Figure 2.2). The gender gap in literacy, however, decreases from older to younger cohorts, with literacy rates among young adults age 15-19 at 61 percent for women and 79 percent for men (an 18 percentage point gap), compared with literacy rates among older adults age 45-49 at 22 percent for women and 60 percent for men (a 38 percentage point gap).

Figure 2.2
Literacy among Men Age 15-59 and Women Age 15-49



Nigeria DHS 2003

Adults in urban areas are more likely than those in rural areas to be able to read. In rural areas, 38 percent of women age 15-49 and 64 percent of men age 15-59 can read, compared with 68 percent of women and 87 percent of men in urban areas. Among regions, differences in women’s literacy rates are substantial, ranging from 21 percent in the North West to 86 percent in the South East. The range of difference in men’s literacy rates by region is somewhat narrower, from 56 percent in the North West to 93 percent in the South West and South East.

Table 2.3 presents information about literacy among women age 15-49 according to the number of years of primary schooling completed. The more years of schooling a woman has completed, the more likely she is to be literate: 2 percent of women with no schooling and 6 percent of women who completed primary 1 can read, while 24 percent of women who completed primary 3 can read. In international comparisons, where data on literacy are unavailable, completion of four years of primary school is often used as a proxy for literacy. Data from the 2003 Nigeria DHS survey suggest that literacy cannot be assumed among women completing primary 4, since only 37 percent of those who completed primary 4 can read. Furthermore, since 60 percent of Nigerian women age 15-49 who have completed primary school (6 years) are literate, primary school completion cannot be assumed to ensure basic literacy.

Table 2.3 Literacy among women who have not attended secondary school

Percent distribution of women age 15-49 who have not attended secondary school by level of literacy, according to highest primary school class completed, Nigeria DHS 2003

Schooling in single years	Primary school or no schooling				Total	Number	Percent literate
	Can read a whole sentence	Can read part of a sentence only	Cannot read at all	Missing or no card with required language			
0	0.5	1.1	97.4	1.0	100.0	3,165	1.6
1	1.5	4.0	93.8	0.7	100.0	33	5.5
2	7.8	9.9	80.5	1.8	100.0	99	17.7
3	9.3	14.6	70.2	5.8	100.0	146	23.9
4	19.8	17.7	59.9	2.6	100.0	156	37.4
5	20.9	28.8	46.0	4.4	100.0	160	49.6
6	31.4	28.4	37.1	3.1	100.0	982	59.8

NDES PARENT/GUARDIAN RESPONDENTS' BACKGROUND CHARACTERISTICS

3

This chapter presents information on the background characteristics, educational attainment, and literacy of the parent/guardians who responded to the Parent/Guardian Questionnaire and the Eligible Child Questionnaire.

3.1 Background Characteristics

Table 3.1 presents the percent distribution of parent/guardians by sex, age group, place of residence, and region. Forty-one percent of the respondents are female. More than half (55 percent) of the parent/guardians are age 30-49, with only 17 percent younger than age 30 and 7 percent over age 65. Two-thirds of the respondents (67 percent) live in rural areas. Among the regions, the highest proportion (28 percent) of the NDES parent/guardian respondents live in the North West and the lowest proportion (8 percent) live in the South East.

3.2 Educational Attainment

For each parent/guardian respondent, data were collected on the highest level of schooling attended and the highest class, form, or year completed at that level. Tables 3.2.1, 3.2.2, and 3.2.3 present the distribution of parent/guardians according to educational attainment by sex and by other background characteristics.

Fifty-eight percent of the parent/guardians have attended primary school or a higher level of schooling. In a departure from the findings on educational attainment among adults in general (see Tables 2.1.1 and 2.1.2), there is effectively no gender difference in educational attainment among parent/guardians. Forty-two percent of the male and 41 percent of the female parent/guardians have never attended school (see Tables 3.2.1 and 3.2.2). Forty-six percent of the male and 49 percent of the female parent/guardians have completed primary schooling or higher. Attendance at the secondary level or higher shows a similar pattern, with 31 percent of male and 32 percent of female respondents having attended school at the secondary or post-secondary levels.

Table 3.1 Background characteristics of parent/guardian respondents

Percent distribution of parent/guardians by background characteristics, NDES 2004

Background characteristic	Weighted percent	Weighted number	Unweighted number
Age			
15-19	1.9	74	77
20-24	5.2	207	211
25-29	9.4	375	374
30-34	14.3	571	537
35-39	14.9	596	571
40-44	14.9	595	577
45-49	11.0	439	451
50-54	9.8	391	388
55-59	5.9	235	250
60-64	5.4	214	223
65+	7.3	292	325
Sex			
Male	58.9	2,352	2,274
Female	41.1	1,642	1,713
Residence			
Urban	33.5	1,337	1,551
Rural	66.5	2,657	2,436
Region			
North Central	15.8	630	709
North East	18.0	717	742
North West	27.9	1,114	924
South East	7.9	317	502
South South	17.7	707	524
South West	12.8	510	586
Total	100.0	3,994	3,987

Table 3.2.1 Educational attainment of male parent/guardian respondents

Percent distribution of male parent/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, NDES 2004

Background characteristic	Highest level of schooling attended							Total	Number	Mean number of years of schooling
	No school- ing	Some primary	Com- pleted primary	Some secon- dary	Com- pleted secon- dary	More than secon- dary	Don't know/ missing			
Age										
15-19	4.7	5.0	6.0	48.3	34.7	1.2	0.0	100.0	30	9.2
20-24	10.8	4.3	11.7	22.2	29.9	21.2	0.0	100.0	91	9.5
25-29	18.6	8.9	27.2	9.6	25.0	10.6	0.0	100.0	123	7.5
30-34	25.1	9.1	20.2	20.0	15.3	9.8	0.5	100.0	276	6.8
35-39	26.9	10.0	18.1	16.7	11.5	16.1	0.6	100.0	332	7.2
40-44	40.1	13.9	10.4	13.4	5.5	16.7	0.0	100.0	349	5.6
45-49	49.5	14.3	11.2	10.1	2.6	12.3	0.0	100.0	298	4.5
50-54	55.1	15.9	12.3	7.9	1.3	7.3	0.3	100.0	273	3.4
55-59	49.6	15.8	18.3	7.4	1.2	7.7	0.0	100.0	186	3.9
60-64	59.9	14.0	11.0	5.4	2.4	7.3	0.0	100.0	164	3.1
65+	72.0	9.3	10.3	3.7	3.3	1.4	0.0	100.0	227	1.9
Residence										
Urban	33.2	8.9	15.7	14.9	10.5	16.5	0.3	100.0	645	6.7
Rural	45.3	13.2	14.0	11.2	7.3	8.9	0.1	100.0	1,707	4.6
Region										
North Central	32.1	11.7	17.7	13.0	10.7	14.9	0.0	100.0	366	6.3
North East	52.1	15.5	7.6	9.3	5.7	9.3	0.5	100.0	509	4.2
North West	60.8	9.8	7.5	8.1	5.4	8.2	0.2	100.0	840	3.5
South East	13.2	19.8	28.5	17.9	8.5	12.0	0.0	100.0	114	6.9
South South	10.4	12.9	29.8	17.8	13.9	15.2	0.0	100.0	345	7.9
South West	23.7	6.6	22.2	23.7	12.2	11.7	0.0	100.0	179	7.2
Total	42.0	12.0	14.5	12.2	8.2	10.9	0.2	100.0	2,352	5.2

The mean years of schooling attained also reflects the gender parity in educational attainment: the mean number of years of schooling is 5.2 years among male and 5.1 years among female parent/guardians. There are, however, notable differences in mean years of schooling attained by gender according to urban-rural residence. Female parent/guardians in urban areas have completed an average of 6.9 years of schooling, compared with 3.8 years among female parent/guardians in rural areas. Among male parent/guardians, the gap is also wide, with male respondents in urban areas having completed 6.7 years of schooling, compared with 4.6 years among men in rural areas. In addition, younger parent/guardians have completed more years of schooling than older parent/guardians. For example, among those age 20-24, the average years of schooling is 7.5, compared with an average of 1.9 years among those age 65 and older.

Table 3.2.2 Educational attainment of female parent/guardian respondents

Percent distribution of female parent/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, NDES 2004

Background characteristic	Highest level of schooling attended							Total	Number	Mean number of years of schooling
	No school- ing	Some primary	Com- pleted primary	Some secon- dary	Com- pleted secon- dary	More than secon- dary	Don't know/ missing			
Age										
15-19	23.4	5.8	2.0	51.8	13.3	3.6	0.0	100.0	44	7.2
20-24	32.1	12.6	13.3	16.5	19.9	5.6	0.0	100.0	116	5.9
25-29	29.5	8.3	15.7	15.0	21.7	9.7	0.0	100.0	252	6.6
30-34	31.9	11.0	21.2	17.4	8.3	10.0	0.0	100.0	295	5.8
35-39	26.9	6.1	23.7	24.8	4.9	13.5	0.0	100.0	264	6.8
40-44	48.5	9.6	16.6	14.0	4.1	7.1	0.0	100.0	245	4.3
45-49	56.4	13.2	13.1	5.8	1.3	10.0	0.2	100.0	141	3.4
50-54	58.3	14.7	14.7	6.6	1.5	4.0	0.0	100.0	118	2.8
55-59	66.4	17.1	7.8	5.7	2.5	0.5	0.0	100.0	49	2.0
60-64	71.2	8.7	15.8	0.0	0.0	4.3	0.0	100.0	51	1.7
65+	80.3	5.7	2.6	3.0	8.4	0.0	0.0	100.0	65	1.7
Residence										
Urban	28.2	6.2	18.7	21.8	11.3	13.7	0.0	100.0	692	6.9
Rural	50.8	12.6	14.9	10.6	6.7	4.4	0.0	100.0	950	3.8
Region										
North Central	50.3	8.6	15.7	9.7	8.4	7.3	0.0	100.0	264	4.2
North East	68.5	13.2	5.4	4.0	6.2	2.6	0.0	100.0	209	2.4
North West	78.0	5.3	5.1	3.4	4.4	3.7	0.0	100.0	273	1.7
South East	17.1	15.5	17.0	26.8	6.3	17.2	0.1	100.0	203	7.6
South South	21.1	14.7	21.7	18.4	14.2	9.9	0.0	100.0	362	6.8
South West	23.3	4.1	27.6	26.5	9.2	9.3	0.0	100.0	330	6.9
Total	41.3	9.9	16.5	15.3	8.6	8.3	0.0	100.0	1,642	5.1

There are also sizeable urban-rural and regional differences in educational attainment among parent/guardians (see Table 3.2.3). While 31 percent of parent/guardians in urban areas have never attended school, 47 percent of parent/guardians in rural areas have never attended school. Parent/guardians in the South South are most likely to have had some schooling, with 16 percent of parent/guardians never having attended school. In contrast, 65 percent of parent/guardians in the North West have never attended school.

Table 3.2.3 Educational attainment of parent/guardian respondents

Percent distribution of parent/guardians by highest level of schooling attended, and mean number of years of schooling, according to background characteristics, NDES 2004

Background characteristic	Highest level of schooling attended							Total	Number	Mean number of years of schooling
	No schooling	Some primary	Completed primary	Some secondary	Completed secondary	More than secondary	Don't know/missing			
Age										
15-19	15.8	5.5	3.7	50.4	22.1	2.6	0.0	100.0	74	8.1
20-24	22.8	8.9	12.6	19.0	24.3	12.4	0.0	100.0	207	7.5
25-29	25.9	8.5	19.5	13.2	22.8	10.0	0.0	100.0	375	6.9
30-34	28.6	10.1	20.7	18.7	11.7	9.9	0.2	100.0	571	6.3
35-39	26.9	8.3	20.6	20.3	8.6	15.0	0.3	100.0	596	7.0
40-44	43.6	12.1	13.0	13.7	4.9	12.7	0.0	100.0	595	5.1
45-49	51.7	14.0	11.8	8.7	2.2	11.5	0.1	100.0	439	4.2
50-54	56.1	15.5	13.0	7.5	1.4	6.3	0.2	100.0	391	3.3
55-59	53.1	16.1	16.1	7.0	1.5	6.2	0.0	100.0	235	3.5
60-64	62.6	12.7	12.1	4.1	1.8	6.6	0.0	100.0	214	2.7
65+	73.8	8.5	8.6	3.6	4.4	1.1	0.0	100.0	292	1.9
Residence										
Urban	30.6	7.5	17.3	18.5	10.9	15.1	0.2	100.0	1,337	6.8
Rural	47.2	13.0	14.3	11.0	7.1	7.3	0.1	100.0	2,657	4.3
Region										
North Central	39.7	10.4	16.8	11.6	9.7	11.7	0.0	100.0	630	5.4
North East	56.9	14.9	6.9	7.8	5.8	7.3	0.4	100.0	717	3.7
North West	65.1	8.7	6.9	6.9	5.2	7.1	0.1	100.0	1,114	3.1
South East	15.7	17.0	21.1	23.6	7.1	15.3	0.1	100.0	317	7.4
South South	15.9	13.8	25.6	18.1	14.1	12.5	0.0	100.0	707	7.3
South West	23.5	5.0	25.7	25.5	10.2	10.2	0.0	100.0	510	7.0
Total	41.7	11.2	15.3	13.5	8.4	9.9	0.1	100.0	3,994	5.2

3.3 Literacy

The DHS EdData Survey, like the DHS survey, assumes that respondents who have attended school beyond the primary level are literate; therefore, the survey measures literacy only among respondents who have never attended school or who attended school up to the primary level. Among respondents with primary or no schooling, the level of literacy is based on the parent/guardian respondent's ability to read none, part, or all of a sentence in a language in which he/she is likely to be literate. Parent/guardians were asked to demonstrate literacy by reading from a card with a simple sentence in one of four languages (Hausa, Igbo, Yoruba, and English).¹ The percent literate (as presented in Tables 3.3.1 through 3.3.3) includes respondents who could read part or all of a sentence and those who attended secondary school or higher.

¹ The statements included the following: 1) The girl walks to school; 2) The boy is fishing; 3) Father is sleeping; 4) It is raining; 5) The man has many cows; 6) I have ten books; 7) My village is big; 8) I want to eat; 9) It is hot today; 10) My father is old; 11) Mother is cooking rice; 12) I have a dog.

Table 3.3.1 Literacy among male parent/guardian respondents

Percent distribution of male parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, NDES 2004

Background characteristic	Secondary school or higher	Primary school or no schooling			No card with required language/visually impaired/missing	Total	Number	Percent literate
		Can read a whole sentence	Can read part of a sentence	Cannot read at all				
Age								
15-19	84.3	13.7	0.0	2.0	0.0	100.0	30	98.0
20-24	73.2	9.4	5.2	10.6	1.7	100.0	91	87.7
25-29	45.2	14.2	7.8	30.7	2.0	100.0	123	67.3
30-34	45.1	17.9	5.1	30.3	1.5	100.0	276	68.1
35-39	44.3	23.4	3.1	26.2	3.0	100.0	332	70.8
40-44	35.5	20.5	5.6	31.5	6.8	100.0	349	61.7
45-49	25.0	22.5	9.3	37.2	6.0	100.0	298	56.8
50-54	16.5	21.2	10.1	46.3	5.9	100.0	273	47.7
55-59	16.3	29.6	9.8	40.5	3.7	100.0	186	55.8
60-64	15.1	26.1	7.1	39.9	11.8	100.0	164	48.3
65+	8.4	25.5	1.3	59.1	5.7	100.0	227	35.3
Residence								
Urban	41.9	26.0	5.6	22.3	4.2	100.0	645	73.5
Rural	27.4	20.1	6.5	40.9	5.2	100.0	1,707	53.9
Region								
North Central	38.6	20.1	9.1	31.5	0.7	100.0	366	67.8
North East	24.3	23.8	5.4	43.8	2.7	100.0	509	53.5
North West	21.7	16.9	6.7	45.2	9.5	100.0	840	45.3
South East	38.5	32.5	4.7	22.1	2.1	100.0	114	75.7
South South	46.9	26.2	5.9	16.7	4.3	100.0	345	78.9
South West	47.5	25.6	2.6	23.4	0.9	100.0	179	75.7
Total	31.4	21.7	6.3	35.8	4.9	100.0	2,352	59.3

The literacy rate among parent/guardian respondents is 59 percent for males and 52 percent for females (see Tables 3.3.1 and 3.3.2). By gender, there are notable differences in literacy by residence. While 74 percent of male parent/guardians in urban areas are literate, 54 percent of male parent/guardians in rural areas are literate. Among female respondents, 66 percent of parent/guardians in urban areas and 42 percent of those in rural areas are literate.

Table 3.3.2 Literacy among female parent/guardian respondents

Percent distribution of female parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, NDES 2004

Background characteristic	Secondary school or higher	Primary school or no schooling			No card with required language/visually impaired/missing	Total	Number	Percent literate
		Can read a whole sentence	Can read part of a sentence	Cannot read at all				
Age								
15-19	68.7	0.0	1.1	23.2	7.0	100.0	44	69.9
20-24	42.0	9.1	7.8	41.1	0.0	100.0	116	58.9
25-29	46.4	7.5	7.5	38.7	0.0	100.0	252	61.3
30-34	35.8	16.3	5.6	41.8	0.5	100.0	295	57.7
35-39	43.2	18.3	5.9	31.7	0.8	100.0	264	67.5
40-44	25.3	16.5	4.3	52.7	1.3	100.0	245	46.0
45-49	17.0	16.4	4.4	60.1	2.0	100.0	141	37.9
50-54	12.2	12.1	14.1	54.9	6.7	100.0	118	38.4
55-59	8.7	12.5	8.1	65.9	4.8	100.0	49	29.3
60-64	4.3	12.3	2.2	77.4	3.8	100.0	51	18.8
65+	11.4	6.4	1.2	72.7	8.3	100.0	65	19.0
Residence								
Urban	46.8	13.9	5.0	33.5	0.8	100.0	692	65.7
Rural	21.7	13.1	6.8	55.8	2.6	100.0	950	41.6
Region								
North Central	25.4	12.8	9.9	49.8	2.2	100.0	264	48.0
North East	12.8	4.1	2.4	79.9	0.8	100.0	209	19.3
North West	11.5	3.9	4.8	78.3	1.5	100.0	273	20.2
South East	50.3	17.0	4.4	27.1	1.2	100.0	203	71.7
South South	42.5	19.4	6.9	27.4	3.7	100.0	362	68.9
South West	45.0	18.8	6.5	28.8	0.8	100.0	330	70.3
Total	32.3	13.4	6.1	46.4	1.8	100.0	1,642	51.8

As shown in Table 3.3.3, parent/guardians in the South South and South East have the highest literacy rates (74 and 73 percent, respectively). Differences in literacy by region are more pronounced among female parent/guardians: 72 percent of female parent/guardians are literate in the South East, but only 19 percent are literate in the North East. Among male parent/guardians, literacy rates range from 79 percent in the South South to 45 percent in the North West.

Table 3.3.3 Literacy among parent/guardian respondents

Percent distribution of parent/guardians by highest level of schooling attended and level of literacy, according to background characteristics, NDES 2004

Background characteristic	Secondary school or higher	Primary school or no schooling			No card with required language/visually impaired/missing	Total	Number	Percent literate
		Can read a whole sentence	Can read part of a sentence	Cannot read at all				
Age								
15-19	75.1	5.6	0.7	14.5	4.1	100.0	74	81.4
20-24	55.7	9.2	6.6	27.7	0.7	100.0	207	71.5
25-29	46.0	9.7	7.6	36.1	0.7	100.0	375	63.3
30-34	40.3	17.1	5.4	36.3	1.0	100.0	571	62.7
35-39	43.8	21.1	4.4	28.7	2.0	100.0	596	69.3
40-44	31.3	18.9	5.0	40.3	4.5	100.0	595	55.2
45-49	22.4	20.5	7.8	44.5	4.7	100.0	439	50.7
50-54	15.2	18.4	11.3	48.9	6.2	100.0	391	44.9
55-59	14.8	26.0	9.5	45.8	3.9	100.0	235	50.3
60-64	12.6	22.9	5.9	48.7	9.9	100.0	214	41.4
65+	9.1	21.3	1.3	62.1	6.3	100.0	292	31.6
Residence								
Urban	44.4	19.7	5.3	28.1	2.4	100.0	1,337	69.5
Rural	25.3	17.6	6.6	46.2	4.2	100.0	2,657	49.5
Region								
North Central	33.1	17.1	9.4	39.2	1.3	100.0	630	59.5
North East	20.9	18.1	4.6	54.3	2.1	100.0	717	43.6
North West	19.2	13.7	6.2	53.3	7.5	100.0	1,114	39.1
South East	46.1	22.6	4.5	25.3	1.6	100.0	317	73.2
South South	44.7	22.7	6.4	22.2	4.0	100.0	707	73.8
South West	45.9	21.2	5.1	26.9	0.9	100.0	510	72.2
Total	31.7	18.3	6.2	40.2	3.6	100.0	3,994	56.2

3.4 Exposure to Mass Media

Parent/guardian respondents were asked whether they usually read a newspaper at least once a week and how often they watch television and listen to the radio.² For purposes of planning education and other social initiatives, it is important to have information about which groups of people are more or less likely to be reached by the media.

² Only literate respondents were asked about their frequency of newspaper reading.

As shown in Tables 3.4.1 through 3.4.3, access to media is widespread: only 14 percent of the parent/guardian respondents do not read a newspaper, listen to radio, or watch television at least once a week, with female respondents (23 percent) more likely than male respondents (8 percent) not to access one or more of these media. The radio is the most widely accessed form of media: 90 percent of male and 72 percent of female parent/guardians reported listening to the radio at least once a week. Less common is watching television, with 39 percent of male and 46 percent of female parent/guardians watching television. Twenty-nine percent of male and 19 percent of female parent/guardians read a newspaper at least once a week.

Table 3.4.1 Exposure to mass media among male parent/guardians

Percentage of male parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, NDES 2004

Background characteristic	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15-19	66.5	70.7	100.0	58.5	0.0	30
20-24	50.6	74.5	93.8	36.6	3.0	91
25-29	26.9	44.8	88.3	22.5	9.0	123
30-34	30.6	40.9	91.9	25.1	6.8	276
35-39	38.7	47.1	92.6	28.1	4.5	332
40-44	33.9	43.9	90.0	25.3	7.4	349
45-49	30.0	35.0	94.7	18.8	5.1	298
50-54	21.3	34.0	90.3	15.4	7.3	273
55-59	18.2	30.4	90.4	12.9	9.4	186
60-64	25.3	33.9	88.6	18.1	11.2	164
65+	16.4	21.8	81.4	10.8	17.6	227
Residence						
Urban	42.1	63.4	93.4	36.1	5.1	645
Rural	24.6	30.3	89.3	16.0	9.0	1,707
Region						
North Central	27.5	34.5	91.6	19.0	7.8	366
North East	22.6	26.5	89.5	13.2	9.3	509
North West	26.5	33.8	92.3	19.2	7.0	840
South East	30.7	58.8	80.5	24.6	9.2	114
South South	39.4	58.3	87.6	32.0	9.3	345
South West	45.7	63.3	94.2	38.9	5.3	179
Total	29.4	39.4	90.4	21.5	7.9	2,352

Table 3.4.2 Exposure to mass media among female parent/guardians

Percentage of female parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, NDES 2004

Background characteristic	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15-19	34.0	68.1	83.9	29.9	2.4	44
20-24	20.2	48.7	82.7	16.5	15.7	116
25-29	27.5	55.8	73.8	24.9	19.7	252
30-34	20.2	43.8	70.4	18.8	27.8	295
35-39	25.1	53.6	79.1	20.7	12.6	264
40-44	13.7	46.9	72.9	12.0	24.3	245
45-49	15.9	36.1	71.6	15.1	26.8	141
50-54	6.9	34.4	62.5	2.6	33.5	118
55-59	5.4	27.2	58.3	2.9	38.4	49
60-64	8.2	34.8	59.2	3.9	32.4	51
65+	3.3	30.2	59.0	3.3	37.9	65
Residence						
Urban	29.9	69.3	82.8	27.1	11.2	692
Rural	10.5	29.2	64.8	8.1	31.9	950
Region						
North Central	13.2	32.8	65.3	10.2	32.0	264
North East	5.3	26.2	66.5	3.8	30.3	209
North West	8.0	25.4	71.7	7.2	27.4	273
South East	31.3	56.2	79.6	29.0	18.8	203
South South	24.2	55.9	64.7	20.0	24.4	362
South West	26.5	69.5	86.2	23.8	9.5	330
Total	18.7	46.1	72.3	16.1	23.2	1,642

There is a wide disparity in access to the media between urban and rural areas and among the regions (see Table 3.4.3). Thirty-one percent of parent/guardians in urban areas and 13 percent of those in rural areas access all three media. Respondents in the southern regions are considerably more likely to use all three media than are those in the northern regions.

Table 3.4.3 Exposure to mass media among parent/guardians

Percentage of parent/guardians who usually read a newspaper at least once a week, watch television at least once a week, and listen to the radio at least once a week, by background characteristics, NDES 2004

Background characteristic	Reads a newspaper at least once a week	Watches television at least once a week	Listens to radio at least once a week	All three media	No media	Number
Age						
15-19	47.3	69.2	90.5	41.6	1.4	74
20-24	33.6	60.0	87.6	25.3	10.1	207
25-29	27.3	52.2	78.5	24.1	16.2	375
30-34	25.2	42.4	80.8	21.9	17.6	571
35-39	32.7	50.0	86.7	24.8	8.1	596
40-44	25.6	45.2	82.9	19.8	14.4	595
45-49	25.5	35.4	87.3	17.6	12.1	439
50-54	16.9	34.1	81.9	11.5	15.2	391
55-59	15.5	29.8	83.7	10.8	15.4	235
60-64	21.2	34.1	81.6	14.7	16.2	214
65+	13.5	23.7	76.4	9.1	22.1	292
Residence						
Urban	35.8	66.5	87.9	31.4	8.2	1,337
Rural	19.5	29.9	80.5	13.2	17.2	2,657
Region						
North Central	21.5	33.8	80.5	15.3	18.0	630
North East	17.5	26.4	82.8	10.5	15.4	717
North West	21.9	31.7	87.2	16.2	12.0	1,114
South East	31.1	57.2	79.9	27.4	15.3	317
South South	31.7	57.0	75.8	25.8	17.1	707
South West	33.2	67.3	89.0	29.1	8.0	510
Total	25.0	42.1	83.0	19.3	14.2	3,994

CHILDREN'S BACKGROUND CHARACTERISTICS

This chapter presents information on the characteristics of the children age 4-16 for whom data were collected by the 2004 NDES. The chapter also presents information on the nutritional status of children age 4-9 and on rates of literacy and numeracy among children age 4-12.

4.1 Children's Background Characteristics

Table 4.1 provides information about the age, sex, and residence of the children age 4-16. Fifty-two percent of the children are male and 48 percent are female. Thirteen percent of the children are age 4-5, 19 percent age 6-7, 26 percent are age 8-11, and 42 percent are age 12-16. Among the six regions, the highest percentage of children live in the North West (29 percent) and in the North East (20 percent), and the lowest percentage live in the South East (7 percent).

Background characteristic	Weighted percent	Number of children	
		Weighted number	Unweighted number
Age			
4-5	13.4	1,302	1,281
6-7	18.6	1,803	1,787
8-11	26.3	2,547	2,527
12-16	41.7	4,043	4,100
Sex			
Male	51.7	5,013	5,030
Female	48.3	4,682	4,665
Residence			
Urban	33.6	3,257	3,773
Rural	66.4	6,438	5,922
Region			
North Central	16.4	1,587	1,812
North East	20.1	1,951	2,085
North West	28.8	2,794	2,357
South East	7.3	708	1,059
South South	16.9	1,642	1,204
South West	10.4	1,013	1,178
Total	100.0	9,695	9,695

4.2 Children's Living Arrangements

Table 4.2 provides information on the living arrangements of children age 4-16. This table groups children into four categories: those living with both parents, those living with their mother (but not their father), those living with their father (but not their mother), and those not living with either parent.

Table 4.2 Children's living arrangements

Percent distribution of de jure children age 4-16 by survival status of parents and children's living arrangements, according to background characteristics, NDES 2004

Background characteristic	Living with both parents	Living with mother but not father		Living with father but not mother		Not living with either parent				Missing information on father/mother	Total	Number
		Father alive	Father dead	Mother alive	Mother dead	Both alive	Mother dead	Father dead	Both dead			
Age												
4-5	78.3	6.5	2.5	2.8	1.1	7.0	0.1	1.1	0.3	0.4	100.0	1,256
6-7	77.1	5.3	2.9	4.1	1.8	5.9	0.8	1.1	0.3	0.6	100.0	1,717
8-11	73.7	5.3	2.9	3.7	2.5	7.8	1.4	2.0	0.6	0.2	100.0	2,407
12-16	64.0	5.5	5.6	5.0	2.8	10.6	1.9	3.0	1.2	0.5	100.0	3,752
Sex												
Male	71.3	5.2	4.2	4.4	2.3	8.6	1.1	2.2	0.8	0.1	100.0	4,173
Female	70.7	5.8	3.7	4.0	2.3	8.5	1.5	2.1	0.7	0.7	100.0	4,958
Residence												
Urban	67.3	6.1	4.0	5.9	2.3	9.8	1.4	2.2	0.9	0.1	100.0	3,025
Rural	72.8	5.3	3.9	3.3	2.3	7.8	1.3	2.1	0.7	0.6	100.0	6,106
Region												
North Central	70.3	7.0	5.1	3.4	2.2	8.5	0.4	2.1	0.8	0.2	100.0	1,491
North East	74.4	2.7	2.9	5.7	2.4	6.9	1.0	2.9	0.8	0.2	100.0	1,866
North West	79.9	1.6	2.1	3.5	1.9	6.8	1.1	1.7	0.4	1.1	100.0	2,678
South East	71.5	4.6	7.1	0.9	1.8	10.7	1.0	1.6	0.5	0.3	100.0	649
South South	56.9	11.8	5.2	4.1	3.5	11.3	3.4	2.5	1.3	0.0	100.0	1,491
South West	61.7	10.7	5.2	6.3	1.9	10.7	0.9	1.4	0.8	0.3	100.0	957
Total	71.0	5.5	3.9	4.2	2.3	8.5	1.3	2.1	0.7	0.4	100.0	9,132

Seventy-one percent of children age 4-16 live with both of their biological parents. Younger children are more likely than older children to live with both parents. For instance, 78 percent of children age 4-5 live with both parents, compared with 64 percent of children age 12-16. There are no notable differences by sex of the child. Children in rural areas are slightly more likely than those in urban areas to live with both parents. Among the regions, the percentages of children living with both biological parents range from 57 percent in the South South to 80 percent in the North West.

Sixteen percent of children live with either their mother or their father (but not both). For the 13 percent of children who are not living with either parent, most (9 percent) have both parents still living, 3 percent have one parent still living, and 1 percent have lost both parents.

The table also provides data on the extent of orphanhood, defined here as the proportion of children who have lost one or both parents. Of children age 4-16, 7 percent have lost their father and 4 percent have lost their mother.¹ One percent of children have lost both natural parents. One in ten has lost one or both parents.

¹ The percent of children who have lost their mother (or their father) was calculated by summing the percentages of children who have lost that parent in each of the relevant categories of living arrangements (living with father, living with mother, not living with either parent). For example, the percentage of children who have lost their father (6.7 percent) is equal to the percent of children living with their mother whose father is dead (3.9 percent) plus the percent of children not living with either parent whose mother only is alive (2.1 percent) plus the percent of children not living with either parent whose parents are both dead (0.7 percent).

4.3 Children's Eating Patterns

Children's nutrition is an important education issue. Children who are malnourished may be less likely to attend school, and those who do attend school may be absent frequently, have difficulty concentrating on learning activities, and have other problems. The 2004 NDES collected information about the meals eaten by school-age children on the day before the parent/guardian was interviewed. The results are presented in Tables 4.3.1 through 4.3.3, according to children's schooling status (day pupils or non-pupils) and their background characteristics.²

Table 4.3.1 Children's food consumption on the day before the interview: day pupils										
Percent distribution of day pupils age 4-16 by consumption of breakfast and lunch on the day before the interview, and mean number of meals and snacks eaten that day, according to background characteristics, NDES 2004										
Background characteristic	Ate breakfast				Ate lunch				Number of children	Mean number of meals and snacks
	Yes	No	Don't know/missing	Total	Yes	No	Don't know/missing	Total		
Age										
4-5	96.5	0.7	2.9	100.0	96.5	0.2	3.3	100.0	622	3.8
6-7	95.0	1.3	3.7	100.0	95.8	0.4	3.8	100.0	1,213	3.7
8-11	94.6	1.2	4.2	100.0	94.8	0.6	4.6	100.0	2,009	3.6
12-16	93.1	1.4	5.5	100.0	92.7	1.5	5.8	100.0	2,945	3.4
Sex										
Male	94.3	1.4	4.2	100.0	94.3	1.0	4.7	100.0	3,709	3.6
Female	94.0	1.0	5.0	100.0	94.1	0.8	5.0	100.0	3,081	3.5
Residence										
Urban	95.3	1.2	3.5	100.0	95.5	0.6	3.9	100.0	2,651	3.6
Rural	93.5	1.3	5.3	100.0	93.4	1.1	5.5	100.0	4,139	3.5
Region										
North Central	93.4	1.6	5.0	100.0	94.3	0.6	5.2	100.0	1,296	3.5
North East	97.4	0.7	1.9	100.0	97.7	0.2	2.0	100.0	962	3.5
North West	96.4	1.9	1.7	100.0	97.3	0.8	1.9	100.0	1,458	3.9
South East	90.8	1.4	7.9	100.0	90.2	0.8	8.9	100.0	681	3.3
South South	90.7	1.0	8.3	100.0	89.3	2.4	8.3	100.0	1,456	3.4
South West	96.4	0.6	3.0	100.0	96.2	0.1	3.6	100.0	937	3.5
Economic status quintile										
Lowest	92.6	1.1	6.3	100.0	92.6	0.8	6.6	100.0	989	3.4
Second	95.9	1.1	3.0	100.0	95.8	1.0	3.2	100.0	1,200	3.6
Middle	92.3	2.3	5.3	100.0	93.5	0.8	5.8	100.0	1,390	3.6
Fourth	94.4	0.8	4.7	100.0	94.4	1.0	4.6	100.0	1,590	3.6
Highest	95.2	0.9	3.8	100.0	94.5	1.0	4.5	100.0	1,621	3.6
Total	94.2	1.2	4.6	100.0	94.2	0.9	4.9	100.0	6,790	3.6

² Questions about food consumption on the day before the household was surveyed were asked only for non-pupils and for pupils attending day schools. Children attending boarding schools were excluded because the parent/guardians were unlikely to be able to answer questions about these children's food consumption.

Table 4.3.2 Children's food consumption on the day before the interview: non-pupils

Percent distribution of non-pupils age 4-16 by consumption of breakfast and lunch on the day before the interview, and mean number of meals and snacks eaten that day, according to background characteristics, NDES 2004

Background characteristic	Ate breakfast				Ate lunch				Number of children	Mean number of meals and snacks
	Yes	No	Don't know/missing	Total	Yes	No	Don't know/missing	Total		
Age										
4-5	97.2	0.9	1.9	100.0	97.2	0.3	2.5	100.0	679	3.9
6-7	97.0	1.2	1.8	100.0	97.6	0.4	2.0	100.0	589	3.5
8-11	97.3	0.2	2.5	100.0	96.5	0.7	2.8	100.0	527	3.6
12-16	92.8	0.8	6.4	100.0	92.2	1.1	6.7	100.0	969	3.5
Sex										
Male	95.3	0.9	3.8	100.0	94.8	0.9	4.4	100.0	1,236	3.6
Female	95.9	0.8	3.4	100.0	95.9	0.6	3.6	100.0	1,529	3.6
Residence										
Urban	94.0	1.7	4.3	100.0	95.4	0.1	4.6	100.0	554	3.6
Rural	96.0	0.6	3.4	100.0	95.4	0.9	3.7	100.0	2,210	3.6
Region										
North Central	93.9	0.0	6.1	100.0	91.1	1.0	7.9	100.0	271	3.5
North East	97.0	0.5	2.6	100.0	97.1	0.2	2.7	100.0	960	3.5
North West	96.6	1.2	2.2	100.0	96.8	0.8	2.4	100.0	1,306	3.8
South East	83.7	0.0	16.3	100.0	81.3	2.4	16.3	100.0	21	3.2
South South	82.1	1.6	16.3	100.0	83.0	0.6	16.3	100.0	139	3.5
South West	95.2	0.0	4.8	100.0	90.9	3.5	5.6	100.0	68	3.2
Economic status quintile										
Lowest	96.5	0.2	3.3	100.0	95.6	0.7	3.7	100.0	1,052	3.5
Second	95.7	0.9	3.3	100.0	95.8	0.5	3.7	100.0	787	3.6
Middle	95.0	1.3	3.6	100.0	95.2	1.1	3.7	100.0	583	3.9
Fourth	93.6	1.8	4.6	100.0	94.3	0.7	5.0	100.0	275	3.6
Highest	93.8	0.0	6.2	100.0	93.8	0.0	6.2	100.0	69	3.3
Total	95.6	0.8	3.6	100.0	95.4	0.7	3.9	100.0	2,765	3.6

Overall, children are equally likely to eat breakfast and lunch (95 percent for both).³ There were virtually no differences by schooling status in the percentage of children eating meals.

Tables 4.3.1 through 4.3.3 also show data on children's eating patterns by economic status quintile. The economic status index is a recently developed measure that has been tested in a number of countries in relation to inequities in household income, use of health services, and health outcomes (Rutstein et al., 2000). It is an indicator of the level of wealth that is consistent with expenditure and

³ For the purposes of this survey, food is defined as solid food such as porridge, fruit, or any other solid food. Milk and other beverages do not constitute food, although solid milk products, such as yoghurt or cheese do. If a parent/guardian said that his/her child ate food in the morning, the interviewer probed to find out what kind of food was eaten. If the reply was, for example, tea with milk, then the interviewer recorded the child as not having eaten food in the morning.

income measures (Rutstein, 1999). The economic status index was constructed using household asset data and principal components analysis. Asset information was collected in the 2003 NDHS Household Questionnaire and covers information on household ownership of a number of consumer items ranging from a television to a bicycle or car, as well as dwelling characteristics such as source of drinking water, type of sanitation facilities, and type of material used in flooring.

Each asset was assigned a weight (factor score) generated through principal component analysis, and the resulting asset scores were standardized in relation to a standard normal distribution with a mean of zero and standard deviation of one (Gwatkin et al., 2000). Each household was then assigned a score for each asset, and the scores were summed for each household; individuals were ranked according to the total score of the household in which they resided. The sample was then divided into quintiles from one (lowest) to five (highest).

Table 4.3.3 Children's food consumption on the day before the interview: day pupils and non-pupils

Percent distribution of day pupils and non-pupils age 4-16 by consumption of breakfast and lunch on the day before the interview, and mean number of meals and snacks eaten that day, according to background characteristics, NDES 2004

Background characteristic	Ate breakfast				Ate lunch				Number of children	Mean number of meals and snacks
	Yes	No	Don't know/missing	Total	Yes	No	Don't know/missing	Total		
Age										
4-5	96.9	0.8	2.4	100.0	96.9	0.3	2.9	100.0	1,301	3.8
6-7	95.6	1.3	3.1	100.0	96.4	0.4	3.2	100.0	1,803	3.6
8-11	95.2	1.0	3.9	100.0	95.1	0.7	4.2	100.0	2,535	3.6
12-16	93.0	1.2	5.7	100.0	92.6	1.4	6.0	100.0	3,915	3.5
Sex										
Male	94.6	1.3	4.1	100.0	94.4	1.0	4.6	100.0	4,945	3.6
Female	94.6	0.9	4.4	100.0	94.7	0.7	4.6	100.0	4,609	3.5
Residence										
Urban	95.1	1.3	3.6	100.0	95.5	0.5	4.0	100.0	3,205	3.6
Rural	94.4	1.0	4.6	100.0	94.1	1.0	4.9	100.0	6,350	3.6
Region										
North Central	93.5	1.3	5.2	100.0	93.7	0.6	5.6	100.0	1,567	3.5
North East	97.2	0.6	2.2	100.0	97.4	0.2	2.4	100.0	1,922	3.5
North West	96.5	1.6	1.9	100.0	97.1	0.8	2.1	100.0	2,763	3.8
South East	90.6	1.3	8.1	100.0	90.0	0.9	9.2	100.0	702	3.3
South South	90.0	1.0	9.0	100.0	88.8	2.2	9.0	100.0	1,595	3.4
South West	96.3	0.5	3.1	100.0	95.9	0.4	3.8	100.0	1,005	3.4
Economic status quintile										
Lowest	94.6	0.6	4.8	100.0	94.2	0.8	5.1	100.0	2,040	3.5
Second	95.8	1.1	3.1	100.0	95.8	0.8	3.4	100.0	1,987	3.6
Middle	93.1	2.0	4.8	100.0	94.0	0.9	5.2	100.0	1,973	3.7
Fourth	94.3	1.0	4.7	100.0	94.4	0.9	4.7	100.0	1,865	3.6
Highest	95.2	0.9	3.9	100.0	94.5	0.9	4.6	100.0	1,690	3.5
Total	94.6	1.1	4.3	100.0	94.6	0.9	4.6	100.0	9,554	3.6

There are no notable differences in eating patterns by economic status. Regional differences were minor, with the highest incidence of eating both meals in the North East (97 percent), and the lowest in the South South (90 percent eating breakfast and 89 percent eating lunch). On average, children eat 3.6 times per day (see Table 4.3.3).

4.4 Nutritional Status of Children Age 4-9

The DHS, including the 2003 Nigeria DHS, routinely assesses the nutritional status of children age five and under, but few large-scale surveys have collected these data for school-age children. The 2004 NDES included indirect measuring of the nutritional status of children age 4-9 by taking body measurements to derive three indices: height-for-age, weight-for-height, and weight-for-age. It is important that an awareness and understanding of the incidence and impact of malnutrition among school-age children be developed in order to address the factors that cause malnutrition. School-age children suffer from nutritional problems that may affect their physical and cognitive development, as well as their capacity to attend school, to stay in school, and to learn while attending school. Previous research has found correlations between nutrition and school enrolment/attendance, performance in school, age-of-entry, absenteeism, repetition, and dropout.

Measures of Nutritional Status in Childhood

As recommended by the World Health Organization (WHO), the nutritional status of children in the NDES is compared with an international reference population defined by the U.S. National Center for Health Statistics (NCHS) and accepted by the U.S. Centers for Disease Control (CDC). Each of the three status indicators described below is expressed in standard deviation units (z-scores) from the median for the reference population. The use of this reference population is based on the finding that well nourished young children of all population groups (for which data exist) follow very similar growth patterns, up to the onset of puberty.⁴ These reference populations serve as a point of comparison, facilitating the examination of differences in the anthropometric status of subgroups in a population and changes in nutritional status over time. In any large population, there is variation in height and weight; this variation approximates a normal distribution.

Each of these indices—height-for-age, weight-for-height, and weight-for-age—give different information about growth and body composition used to assess nutritional status. The height-for-age index is an indicator of linear growth retardation. Children whose height-for-age z-score is below minus two standard deviations (-2 SD) from the median of the reference population are considered short for their age (*stunted*) and have been or are chronically malnourished. Children who are below minus three standard deviations (-3 SD) from the median of the reference population are considered severely stunted.

Stunting reflects failure to receive adequate nutrition over a long period of time and is also affected by recurrent or chronic illness.⁵ Height-for-age, therefore, represents a long-term effect of malnutrition in a population. Research has found that short stature—a result of stunting—is an important factor in parental decisions to enrol a child in school. Delays in enrolment can have negative, long-term consequences for educational attainment and performance. Height-for-age is positively associated with verbal development and performance on reading, spelling and arithmetic tests (Fentiman et al., 2001; Levinger, 1992; Partnership for Child Development, 2000).

⁴ Consequently, the NDES has not used data on children older than 9 years/11 months.

⁵ Stunting is widely believed to occur mainly in early childhood (mostly by age 3) through a cumulative process of pre-natal, infant and early childhood malnutrition, and has been considered irreversible. However, evidence that both the prevalence and severity of stunting increases through primary school years has spurred debate about whether stunting can occur in later childhood years and the extent to which stunted children can “catch-up” growth if their health and diet improve (See Drake et al., 2002; Partnership for Child Development, 2000).

The weight-for-height index measures body mass in relation to body length and describes current nutritional status. Children whose z-scores are below minus two standard deviations (-2 SD) from the median of the reference population are considered thin (*wasted*) and are acutely malnourished. Wasting represents the failure to receive adequate nutrition in the period immediately preceding the survey and may be the result of inadequate food intake or recent episodes of illness, causing loss of weight and the onset of malnutrition. Children whose weight-for-height is below minus three standard deviations (-3 SD) from the median of the reference population are considered to be severely wasted. Wasted children are more susceptible to disease and are burdened by more health problems. Wasting is associated with non-enrolment in school, frequent absenteeism, repetition and dropout (Fentiman et al., 2001; Levinger, 1992; Partnership for Child Development, 2000).

Weight-for-age (*underweight*) is a composite index of height-for-age and weight-for-height. It takes into account both acute and chronic malnutrition, but does not distinguish between chronic malnutrition (stunting) and acute malnutrition (wasting). A child can be underweight for age because he is stunted, because he is wasted, or because he is stunted and wasted. It is a good overall indicator of a population's nutritional health and a useful tool in clinical settings for continuous assessment of nutritional progress and growth. Children whose weight-for-age is below minus two standard deviations (-2 SD) from the median of the reference population are classified as underweight. Greater weight-for-age has been found to correlate with better performance on concentration tests (Levinger, 1992).

Levels of Child Nutrition in Nigeria

Table 4.4 presents the percentage of children age 4, 5, 6, 7, 8, and 9 classified as malnourished according to height-for-age, weight-for-height, and weight-for-age indices by background characteristics. With this age range, the NDES, taken together with the 2003 Nigeria DHS survey, provides data on nutritional status for children age 0-9. The upper age limit for the 2004 NDES was set at 9 because variations in the maturation and growth rates of adolescent children age 10 and older make growth comparisons problematic.⁶

⁶ In this report, data are presented for male and female children in the same age range, and according to the growth reference curves established by CDC/NCHS for school-age children. All three indices—height-for-weight, weight-for height, and weight-for-age—were available for female children up to 120 months (10 years) and less than 137 cm in height, and for male children up to 138 months (11.5 years) and less than 145 cm in height. In order to present information on all three measures for children in the same age group, this report presents anthropometric data for all children age 7 years/0 months through age 9 years/11 months.

Table 4.4 Nutritional status of children by demographic characteristics

Percentage of children age 4-9 years classified as malnourished according to three anthropometric indices of nutritional status: height-for-age, weight-for-height and weight-for-age, by background characteristics, NDES 2004

Background characteristic	Height-for-age			Weight-for-height			Weight-for-age			Number
	Percentage below -3 SD	Percentage below -2 SD ¹	Mean Z-score (SD)	Percentage below -3 SD	Percentage below -2 SD ¹	Mean Z-score (SD)	Percentage below -3 SD	Percentage below -2 SD ¹	Mean Z-score (SD)	
Age										
4	12.9	28.3	(0.9)	0.6	1.3	(0.2)	0.7	14.0	(0.7)	343
5	12.8	31.1	(1.2)	0.2	3.1	(0.4)	2.8	21.9	(1.0)	760
6	12.1	31.0	(1.3)	0.0	3.7	(0.4)	2.6	20.4	(1.0)	800
7	8.9	26.3	(1.2)	0.1	3.0	(0.4)	3.1	17.7	(1.1)	763
8	9.6	26.5	(1.2)	0.3	3.6	(0.4)	1.5	17.9	(1.1)	741
9	10.8	29.3	(1.5)	0.4	3.1	(0.4)	2.3	20.7	(1.3)	655
Sex										
Male	12.4	32.1	(1.3)	0.2	3.3	(0.4)	3.1	21.5	(1.1)	2,141
Female	9.5	25.2	(1.1)	0.3	3.0	(0.4)	1.5	16.6	(1.0)	1,922
Child's schooling attainment										
No schooling	19.9	41.2	(1.7)	0.6	4.3	(0.4)	4.1	27.9	(1.4)	1,312
Has only been in preschool	6.1	22.9	(1.0)	0.0	1.6	(0.3)	2.6	15.8	(0.9)	541
Has been in primary	7.0	22.9	(1.1)	0.1	2.9	(0.3)	1.2	14.9	(0.9)	2,210
Child's age for class attended in 2003-2004										
Over age	14.3	38.7	(1.7)	0.0	3.9	(0.3)	2.0	25.0	(1.4)	304
On time	6.7	23.6	(1.1)	0.1	2.7	(0.4)	1.2	15.4	(1.0)	1,380
Under age	3.6	10.7	(0.4)	0.0	2.4	(0.3)	1.0	6.5	(0.5)	482
Residence										
Urban	5.2	18.5	(0.9)	0.1	3.5	(0.4)	1.9	14.3	(0.9)	1,273
Rural	13.7	33.5	(1.4)	0.3	3.0	(0.4)	2.5	21.4	(1.2)	2,790
Region										
North Central	6.4	22.2	(1.0)	0.7	3.3	(0.2)	0.9	12.0	(0.8)	703
North East	13.5	32.1	(1.4)	0.2	3.3	(0.4)	3.1	21.0	(1.2)	744
North West	15.5	36.0	(1.5)	0.1	3.6	(0.4)	2.7	24.1	(1.3)	1,414
South East	3.4	13.4	(0.6)	0.0	3.9	(0.4)	1.6	11.2	(0.7)	248
South South	8.8	26.3	(1.0)	0.3	2.8	(0.4)	2.6	17.7	(1.0)	555
South West	6.6	21.9	(1.1)	0.0	1.3	(0.5)	2.1	18.4	(1.0)	398
Mother's education										
No schooling	13.6	32.9	(1.4)	0.4	3.9	(0.4)	3.0	22.4	(1.2)	2,273
Some or completed primary	10.3	26.9	(1.1)	0.1	1.8	(0.3)	1.5	16.8	(1.0)	808
Some, completed or higher than secondary	5.4	19.9	(0.9)	0.0	2.7	(0.4)	1.4	13.5	(0.8)	945
Father's education										
No schooling	13.8	34.1	(1.5)	0.4	3.8	(0.4)	2.4	22.2	(1.2)	1,755
Some or completed primary	10.5	28.9	(1.3)	0.2	1.9	(0.3)	2.5	18.2	(1.0)	846
Some, completed or higher than secondary	7.3	21.9	(0.9)	0.0	3.2	(0.4)	1.8	15.9	(0.9)	1,393
Economic status quintile										
Lowest	16.1	37.0	(1.6)	0.5	3.8	(0.4)	3.0	25.4	(1.3)	897
Second	15.5	35.6	(1.5)	0.3	3.2	(0.4)	3.5	22.3	(1.2)	921
Middle	11.1	31.4	(1.4)	0.2	2.2	(0.3)	2.2	20.2	(1.1)	809
Fourth	6.9	22.2	(1.0)	0.0	4.0	(0.4)	2.0	15.8	(1.0)	779
Highest	2.7	12.8	(0.6)	0.0	2.3	(0.4)	0.4	9.2	(0.6)	657
Total	11.0	28.8	(1.2)	0.2	3.2	(0.4)	2.3	19.2	(1.1)	4,063

Note: Age for class attended in 2003-2004 excludes children not attending school in that year.

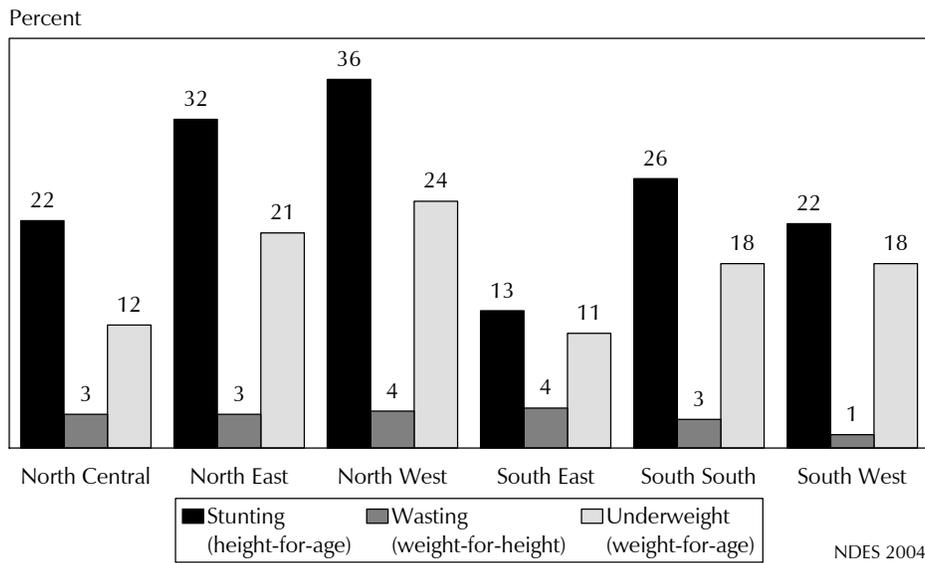
¹ Includes children who are below -3 SD.

Stunting (height-for-age)

Twenty-nine percent of children age 4-9 are moderately and severely stunted (<-2 SD), and 11 percent are severely stunted (<-3 SD). Male children are more likely to be stunted than female children (32 percent versus 25 percent), and more likely to be severely stunted (12 percent versus 10 percent). Children in rural areas are far more likely to be classified as stunted (34 percent) than children in urban areas (19 percent), and nearly three times as likely to be severely stunted as those in urban areas (14 percent versus 5 percent).

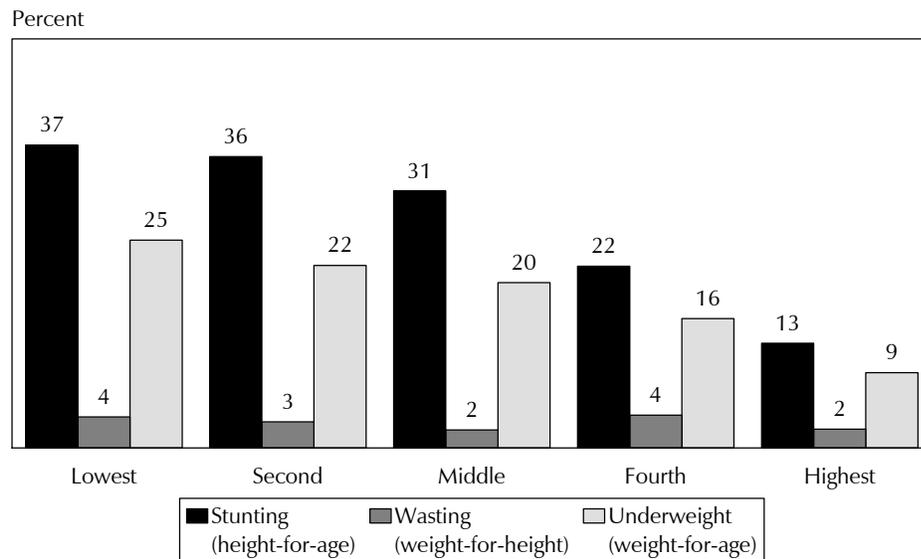
As shown in Figure 4.1, the highest rates of stunting are in the North West (36 percent) and the North East (32 percent). The lowest rates of stunting are in the South East (13 percent). Severe stunting is highest in the North West (16 percent) and in the North East (14 percent). The less economically advantaged the household, the more likely the child is to be stunted: 37 percent of the least advantaged children are stunted, compared with 13 percent of the most advantaged children (see Figure 4.2).

Figure 4.1
Nutritional Status of Children Age 4-9, by Region



Among children whose parents attended school, there are lower rates of stunting. Thirty-three percent of children age 4-9 whose mothers have no schooling are stunted, while 27 percent of children whose mothers attended primary school are stunted, and 20 percent of children whose mothers have some secondary schooling or higher are stunted. A similar pattern is observed with fathers, with the stunting rate for children whose fathers have no schooling at 34 percent, falling to 29 percent for children whose fathers attended primary, and 22 percent for children whose fathers have some secondary schooling or higher.

Figure 4.2
Nutritional Status of Children Age 4-9, by Economic Status Quintile



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Wasting (weight-for-height)

Only 3 percent of children age 4-9 were found to be wasted, and almost none (0.2 percent) were found to be severely wasted. These findings are comparable to those of the NCHS reference population of well-nourished children, and falls with the normal population range of variability for weight-for-height.

Wasting was least common in children age 4-9 in the South West (1 percent), and most common in children in the South East (4 percent). There were no substantial differences by gender, parents' educational attainment, or economic status.

Underweight (weight-for-age)

Nineteen percent of children age 4-9 are under-weight, although only 2 percent are severely underweight. As with stunting and wasting, male children age 4-9 are more likely than female children to be underweight (22 versus 17 percent, respectively).⁷ Children in rural areas are more likely to be underweight (21 percent) than children in urban areas (14 percent). The North West has the highest prevalence of underweight children (24 percent), and the South East (11 percent) and the North Central (12 percent) have the lowest prevalence of underweight children. Children from less economically advantaged households (the lowest, second and middle quintiles) are more likely to be underweight than are those children in the most economically advantaged households (the fourth and highest quintiles). For example, while 25 percent of the least economically advantaged children are underweight, only 9 percent of the most economically advantaged children are underweight.

Children whose mothers attended secondary school or higher are less likely to be underweight (14 percent) than those children whose mothers did not attend school (22 percent) or who only attended primary school (17 percent). A similar trend is found for fathers' schooling, with 16 percent of children

⁷ The evidence from studies of school-age children suggests that boys are more likely to be stunted and underweight than girls, and in some countries, they are more likely to be wasted than girls (Drake et al., 2002: 5-7).

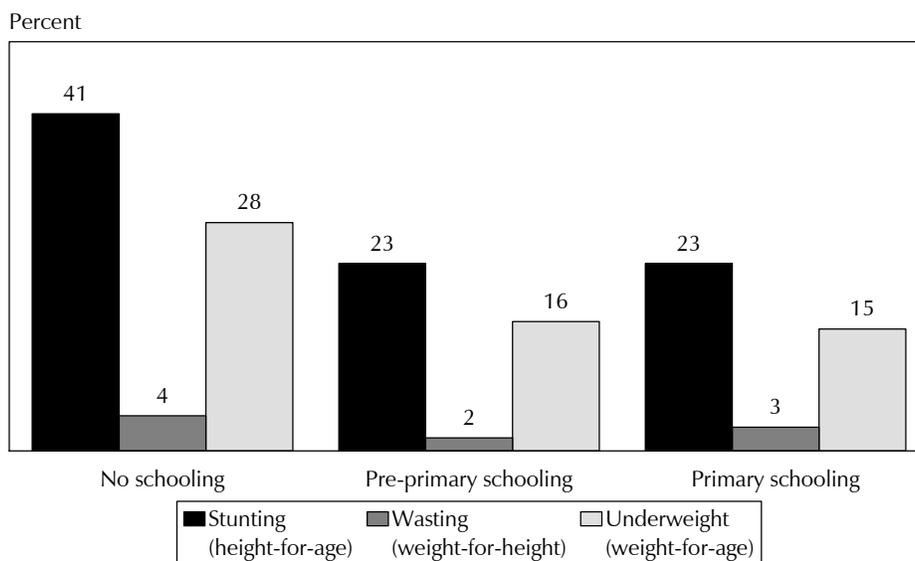
whose fathers attended secondary schooling or higher being underweight, compared with 22 percent of those children whose fathers have no schooling and 18 percent of those children whose fathers attended primary school.

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Table 4.4 also presents the percentage of children age 4-9 classified as malnourished according to height-for-age, weight-for-height, and weight-for-age indices by the level of schooling they have attained (no schooling, pre-primary only, some primary education), regardless of their attendance status during the 2003-2004 school year. In addition, data are presented on the nutritional status of pupils age 4-9 who attended primary school during the 2003-2004 school year by whether they are under age, on time, or over age for the class attended.

As shown in Figure 4.3, children who attend or have attended pre-primary or primary school are less likely to be stunted (height-for-age) and underweight (weight-for-age) than children who have never attended school. While 23 percent of children with primary or pre-primary schooling are stunted, 41 percent of children with no schooling are stunted. Moreover, children with no schooling are more likely to be severely stunted (20 percent) than children with some primary or pre-primary schooling (7 percent and 6 percent, respectively). Similarly, 28 percent of children with no schooling are underweight, compared with 16 percent of children with pre-primary schooling and 15 percent of children with some primary schooling.

Figure 4.3
Nutritional Status of Children Age 4-9, by Schooling Attainment



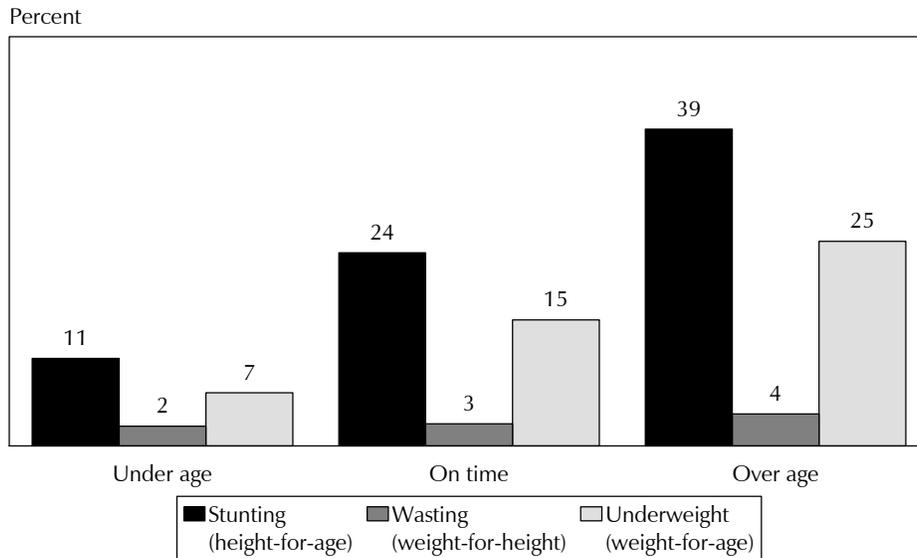
NDES 2004

Overall, rates of wasting among children age 4-9 are low, and while children with primary schooling or higher are least likely to be wasted, the differences by schooling attainment are minimal. These findings suggest that all children are unlikely to have suffered from recent inadequate food intake or episodes of illness.

As shown in Figure 4.4, among pupils who attended primary school in the 2003-2004 school year, pupils who are over age for the class they attended are far more likely to be stunted (39 percent)

than pupils who are on time for the class they attended (24 percent), and three times as likely to be stunted as pupils who are under age for the class they attended (11 percent). Similarly, over-age pupils are more likely to be underweight (25 percent) than pupils who are on time for the class they attended (15 percent), and nearly four times more likely to be underweight than pupils who are under age for the class they attended (7 percent).

Figure 4.4
Nutritional Status of Children Age 4-9, by Child's Age for Class



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4.5 Literacy and Numeracy among Children Age 4-12

The 2004 NDES tested literacy and numeracy among young school-age children, regardless of whether they had ever attended school. While primary schools test pupils' achievement, literacy and numeracy skills are not solely or necessarily acquired through formal schooling. In order to provide a general estimate of the level of basic literacy and numeracy among children in this age group, the NDES collected literacy and numeracy data on children age 4-12⁸ who have never attended school, who are currently attending school, or who have dropped out of school.

Literacy and numeracy are complex constructs, not easily captured by one indicator. The NDES provides only one measure each for literacy and numeracy, and therefore should be interpreted with some caution. Each child was given a simple test for literacy and numeracy. Basic literacy was assessed by asking the child to read a single short sentence in his/her preferred language (Hausa, Igbo, Yoruba, or English). Children were rated on whether they could not read the sentence at all, whether they could read part of the sentence, or whether they could read the entire sentence. Children who could read either part of or an entire sentence correctly are considered to have basic literacy skills. Basic numeracy was tested by asking a child to add two single-digit numbers, summing to less than 10, such as 3 + 2. Respondents were

⁸ The data presented in this section are for children age 4 years/0 months through 12 years/0 months. The percentages presented in the tables in this section are based on the number of children for whom data was obtained (i.e., children with missing data were excluded from the denominator).

rated on whether they correctly summed the numbers or not. Children who calculated the correct sum are considered to have basic numeracy skills.

Literacy

Literacy levels for children in the 4-12 age group are low: only 28 percent of children are able to read some or all of a sentence (see Table 4.5.3). Older children are more likely than younger children to be literate: 21 percent of children age 6-7 have basic literacy skills, compared with 52 percent of those age 8-12. Almost none of the children age 4-12 who have never attended school (1 percent) have acquired basic literacy skills, while 15 percent of children who have attended pre-primary and 39 percent who have attended primary school are literate, suggesting that for this age group, literacy acquisition is primarily through formal schooling.⁹ Almost all (94 percent) of those children who have attended some secondary school are literate.

Background characteristic	Cannot read at all	Can read part of a sentence	Can read a whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
4-5	91.5	5.2	3.2	0.1	100.0	1,050	8.4
6-7	78.1	11.0	10.5	0.4	100.0	846	21.5
8-12	42.9	21.0	35.3	0.8	100.0	651	56.3
Education							
No schooling	96.9	1.1	0.6	1.4	100.0	797	1.7
Pre-primary	86.0	8.7	5.4	0.0	100.0	300	14.0
Primary	60.6	18.7	20.7	0.0	100.0	2,128	39.4
Secondary and higher	6.4	20.7	72.9	0.0	100.0	98	93.6
Residence							
Urban	55.5	17.8	26.2	0.5	100.0	1,126	43.9
Rural	77.5	11.5	10.8	0.2	100.0	2,199	22.3
Region							
North Central	65.2	17.3	17.5	0.0	100.0	543	34.8
North East	83.0	8.5	7.4	1.1	100.0	689	15.9
North West	82.5	9.6	7.5	0.4	100.0	1,019	17.2
South East	49.5	22.1	28.4	0.0	100.0	203	50.5
South South	60.3	16.6	23.1	0.0	100.0	514	39.7
South West	42.6	20.0	37.4	0.0	100.0	356	57.4
Economic status quintile							
Lowest	88.5	7.5	4.0	0.0	100.0	732	11.5
Second	81.9	9.8	7.3	1.1	100.0	700	17.1
Middle	75.6	13.1	11.3	0.1	100.0	647	24.4
Fourth	60.8	19.0	19.7	0.5	100.0	679	38.7
Highest	36.4	20.2	43.4	0.0	100.0	567	63.6
Total	70.0	13.6	16.0	0.3	100.0	3,325	29.6

⁹ In assessing these results, it is important to keep in mind that many of the pupils in the 4-12 age group are not likely to have progressed beyond class 4, a class level that is often used in international comparisons as a benchmark and proxy for literacy. Consequently, conclusions cannot be drawn about the quality of instruction received in primary school. See Chapter 2 for discussion of educational attainment and literacy in adults and Chapter 5 for discussion of age-specific attendance.

Table 4.5.2 Literacy among female children

Percent distribution of female children age 4-12 by level of literacy and percent literate, according to background characteristics, NDES 2004

Background characteristic	Cannot read at all	Can read part of a sentence	Can read a whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
4-5	90.4	7.0	2.6	0.1	100.0	989	9.5
6-7	79.9	9.0	11.1	0.0	100.0	777	20.1
8-12	52.0	15.9	31.9	0.2	100.0	598	47.8
Education							
No schooling	98.7	0.7	0.4	0.2	100.0	994	1.1
Pre-primary	83.7	13.4	2.8	0.0	100.0	279	16.3
Primary	62.2	17.2	20.6	0.0	100.0	1,720	37.8
Secondary and higher	6.1	16.0	78.0	0.0	100.0	92	93.9
Residence							
Urban	54.2	17.8	28.0	0.0	100.0	980	45.8
Rural	83.6	8.5	7.8	0.1	100.0	2,107	16.3
Region							
North Central	70.4	12.4	17.2	0.0	100.0	510	29.6
North East	89.3	5.9	4.8	0.1	100.0	643	10.7
North West	87.6	6.0	6.2	0.2	100.0	984	12.2
South East	37.9	30.1	31.9	0.0	100.0	227	62.1
South South	62.4	19.9	17.7	0.0	100.0	438	37.6
South West	48.5	13.2	38.4	0.0	100.0	284	51.5
Economic status quintile							
Lowest	92.2	5.2	2.6	0.0	100.0	666	7.8
Second	89.4	6.0	4.6	0.0	100.0	699	10.6
Middle	79.9	10.9	9.1	0.1	100.0	627	20.0
Fourth	69.1	15.7	15.0	0.2	100.0	571	30.6
Highest	30.2	22.8	46.9	0.0	100.0	524	69.8
Total	74.3	11.5	14.2	0.1	100.0	3,086	25.7

Children in urban areas are twice as likely as children in rural areas to be literate (45 percent versus 19 percent). The highest basic literacy rates for children age 4-12 are found in the South East (57 percent) and South West (55 percent). The lowest levels of literacy are in the North East (13 percent) and in the North West (15 percent). The higher the economic status of the child, the higher the literacy rate: 67 percent of the most economically advantaged children can read some or all of a sentence, compared with only 10 percent of the least economically advantaged children.

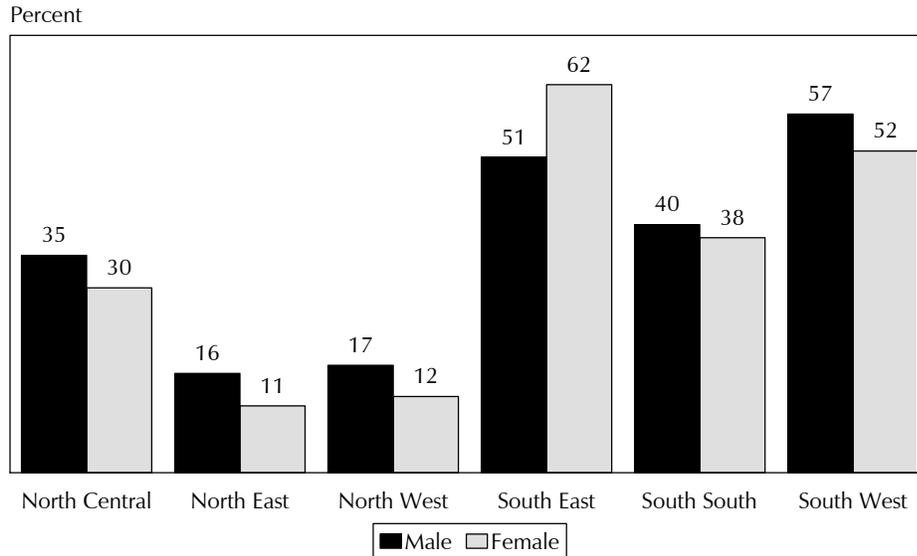
Table 4.5.3 Literacy among children

Percent distribution of male and female children age 4-12 by level of literacy and percent literate, according to background characteristics, NDES 2004

Background characteristic	Cannot read at all	Can read part of a sentence	Can read a whole sentence	No card with required language	Total	Number of children	Percent literate
Age							
4-5	91.0	6.1	2.9	0.1	100.0	2,039	8.9
6-7	79.0	10.1	10.8	0.2	100.0	1,623	20.8
8-12	47.3	18.6	33.6	0.5	100.0	1,249	52.2
Education							
No schooling	97.9	0.9	0.5	0.7	100.0	1,791	1.4
Pre-primary	84.9	11.0	4.1	0.0	100.0	579	15.1
Primary	61.3	18.0	20.7	0.0	100.0	3,848	38.7
Secondary and higher	6.3	18.4	75.3	0.0	100.0	190	93.7
Residence							
Urban	54.9	17.8	27.0	0.3	100.0	2,106	44.8
Rural	80.5	10.0	9.3	0.2	100.0	4,306	19.4
Region							
North Central	67.7	14.9	17.3	0.0	100.0	1,053	32.3
North East	86.0	7.2	6.1	0.6	100.0	1,332	13.4
North West	85.0	7.9	6.9	0.3	100.0	2,003	14.7
South East	43.4	26.3	30.3	0.0	100.0	431	56.6
South South	61.2	18.1	20.6	0.0	100.0	952	38.8
South West	45.2	17.0	37.8	0.0	100.0	641	54.8
Economic status quintile							
Lowest	90.3	6.4	3.3	0.0	100.0	1,397	9.7
Second	85.6	7.9	5.9	0.5	100.0	1,399	13.8
Middle	77.7	12.0	10.2	0.1	100.0	1,274	22.2
Fourth	64.6	17.5	17.6	0.4	100.0	1,250	35.0
Highest	33.4	21.5	45.1	0.0	100.0	1,092	66.6
Total	72.1	12.6	15.2	0.2	100.0	6,411	27.7

Male children are somewhat more likely than female children to be literate (30 percent versus 26 percent). As shown in Figure 4.5, for male children, the highest rate of literacy is found in the South West (57 percent), and the lowest rate is in the North East (16 percent). For female children, the highest rate of literacy is found in the South East (62 percent), and the lowest rate is found in the North East (11 percent). In most regions, males are more likely than females to be literate. In the South East, however, there is a gender gap in favor of females: 62 percent of female children have basic literacy, compared with 51 percent of males.

Figure 4.5
Literacy among Children Age 4-12, by Sex and Region



NDES 2004

Numeracy

A higher percentage of children age 4-12 exhibit rudimentary numeracy skills than literacy skills: 45 percent can perform simple addition, compared with 28 percent who are literate (see Table 4.6.3 and Table 4.5.3). Forty percent of children age 6-7 have numeracy skills, compared with 73 percent of children age 8-12. While only 6 percent of children with no schooling can add correctly two single-digit numbers totalling less than 10 (such as 3 + 2), 29 percent with pre-primary schooling and 63 percent of children with some primary schooling can calculate the sum. Nearly all (97 percent) of those with some secondary schooling are numerate.

Table 4.6.1 Numeracy among male children

Percent distribution of male children age 4-12 by numeracy, according to background characteristics, NDES 2004

Background characteristic	Did not correctly sum numbers/ no answer given	Correctly summed numbers	Total	Number of children
Age				
4-5	81.6	18.4	100.0	1,045
6-7	58.4	41.6	100.0	842
8-12	22.9	77.1	100.0	649
Education				
No schooling	94.3	5.7	100.0	791
Pre-primary	73.6	26.4	100.0	300
Primary	35.7	64.3	100.0	2,119
Secondary	2.9	97.1	100.0	98
Residence				
Urban	36.6	63.4	100.0	1,119
Rural	60.1	39.9	100.0	2,191
Region				
North Central	49.2	50.8	100.0	540
North East	63.6	36.4	100.0	688
North West	67.8	32.2	100.0	1,013
South East	25.2	74.8	100.0	203
South South	35.7	64.3	100.0	510
South West	29.1	70.9	100.0	356
Economic status quintile				
Lowest	70.5	29.5	100.0	732
Second	65.9	34.1	100.0	697
Middle	54.4	45.6	100.0	642
Fourth	42.1	57.9	100.0	672
Highest	21.0	79.0	100.0	567
Total	52.2	47.8	100.0	3,310

Table 4.6.2 Numeracy among female children

Percent distribution of female children age 4-12 by numeracy, according to background characteristics, NDES 2004

Background characteristic	Did not correctly sum numbers/ no answer given	Correctly summed numbers	Total	Number of children
Age				
4-5	80.8	19.2	100.0	983
6-7	62.1	37.9	100.0	776
8-12	31.7	68.3	100.0	596
Education				
No schooling	93.0	7.0	100.0	990
Pre-primary	68.4	31.6	100.0	275
Primary	37.9	62.1	100.0	1,715
Secondary	3.3	96.7	100.0	92
Residence				
Urban	38.5	61.5	100.0	975
Rural	66.1	33.9	100.0	2,099
Region				
North Central	53.8	46.2	100.0	507
North East	70.0	30.0	100.0	643
North West	76.8	23.2	100.0	980
South East	22.6	77.4	100.0	228
South South	37.2	62.8	100.0	432
South West	26.2	73.8	100.0	284
Economic status quintile				
Lowest	77.3	22.7	100.0	666
Second	68.8	31.2	100.0	696
Middle	63.4	36.6	100.0	620
Fourth	50.8	49.2	100.0	567
Highest	16.8	83.2	100.0	525
Total	57.3	42.7	100.0	3,074

Children in urban areas are far more likely than children in rural areas to have basic numeracy skills (63 percent versus 37 percent). The highest percentages of children able to calculate the correct sum are found in the South East (76 percent) and the South West (72 percent). The lowest rates of numeracy are found in the North West (28 percent) and the North East (33 percent). The percentage of children able to calculate sums correctly increases with household economic status: 26 percent of the least advantaged children answered correctly compared with 81 percent of the most advantaged children.

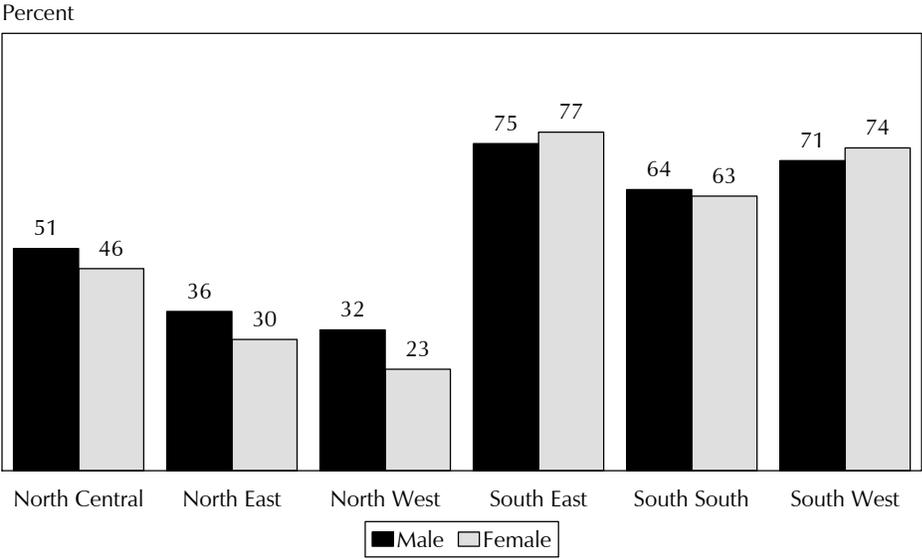
Table 4.6.3 Numeracy among children

Percent distribution of male and female children age 4-12 by numeracy, according to background characteristics, NDES 2004

Background characteristic	Did not correctly sum numbers/ no answer given	Correctly summed numbers	Total	Number of children
Age				
4-5	81.2	18.8	100.0	2,028
6-7	60.2	39.8	100.0	1,618
8-12	27.1	72.9	100.0	1,245
Education				
No schooling	93.6	6.4	100.0	1,781
Pre-primary	71.1	28.9	100.0	575
Primary	36.7	63.3	100.0	3,834
Secondary	3.1	96.9	100.0	190
Residence				
Urban	37.5	62.5	100.0	2,094
Rural	63.0	37.0	100.0	4,291
Region				
North Central	51.4	48.6	100.0	1,047
North East	66.7	33.3	100.0	1,331
North West	72.2	27.8	100.0	1,993
South East	23.8	76.2	100.0	431
South South	36.4	63.6	100.0	942
South West	27.8	72.2	100.0	641
Economic status quintile				
Lowest	73.8	26.2	100.0	1,397
Second	67.3	32.7	100.0	1,393
Middle	58.9	41.1	100.0	1,263
Fourth	46.1	53.9	100.0	1,240
Highest	19.0	81.0	100.0	1,092
Total	54.7	45.3	100.0	6,384

As with literacy, male children are slightly more likely than female children to be numerate (48 percent versus 43 percent, respectively). As shown in Figure 4.6, female and male children are most likely to be numerate in the South East, followed by the South West, and are least likely to be literate in the North West and the North East.

Figure 4.6
Numeracy among Children Age 4-12, by Sex and Region



NDES 2004

This chapter presents information on school attendance ratios and on the primary school pupils' age relative to the class they attend. The chapter also presents dropout and repetition rates in the primary school class.

5.1 Primary School Attendance Ratios

The 2003 Nigeria DHS survey collected information about school attendance in the 2002-2003 and 2003-2004 school years among youth age 5-24. This information is used below to calculate the net and gross attendance ratios (NAR and GAR), and the repetition and dropout rates (which are addressed in section 5.5). The 2003 Nigeria DHS survey and the 2004 NDES approach to measuring children's participation in schooling differs both methodologically and substantively from those generally used by ministries of education and internationally in education statistics. The Federal Ministry of Education (FMOE) in Nigeria collects data from school enrolment records, and uses population estimates to produce figures on children's school enrolment rates. The 2003 Nigeria DHS survey and the 2004 NDES, on the other hand, measure children's participation in schooling using data on school attendance, collected from a representative sample of households. Attendance ratios indicate the percentage of children who attend school, based on questions about whether children attended formal academic school at any time during the given school year.

Tables 5.1 and 5.2 present primary school and secondary school net and gross attendance ratios for the 2003-2004 school year and the gender parity index by household residence and region. The net attendance ratio (NAR) indicates participation in schooling among those of official school age, which is age 6-11 for primary and 12-17 for secondary. The gross attendance ratio (GAR) indicates school attendance among youth of any age, from age 5 to 24, and is expressed as a percentage of the school-age population for that level of schooling, although technically, the GAR is not a percentage. The GAR is nearly always higher than the NAR for the same level, because the GAR includes participation by youth who are older or younger than the official age range for that level. An NAR of 100 percent would indicate that all of the children in the official age range for the level are attending that level. The GAR can exceed 100 if there is sizeable over-age or under-age participation at that level of schooling.

The gender parity index (GPI) measures sex-related differences in school attendance rates: it is calculated by dividing the gross attendance ratio for females by the gross attendance ratio for males. If the primary school GAR for females and males were the same, say 70, then the GPI would be $70/70$, or 1, showing parity or equality between the rates of participation among female and male children. However, if males participate at a higher rate than do females, the GPI would be below 1. The closer the GPI is to 0, the greater is the gender disparity in favour of males. A GPI greater than 1 indicates a gender disparity in favour of females, meaning that a higher proportion of females than males attends that level of schooling.

As illustrated in Table 5.1, 60 percent of the primary school-age children (age 6-11) attend primary school. Males are more likely than females to attend primary school (64 percent versus 57 percent, respectively). In addition, there is a sizeable urban-rural difference in the net attendance ratio: 70 percent of children in urban areas attend primary school, compared with 56 percent in rural areas.

Table 5.1 Primary school attendance ratios

Primary net attendance ratios (NAR), gross attendance ratios (GAR), and the gender parity index (GPI) for the de jure household population age 5-24, by sex, according to background characteristics, Nigeria DHS 2003

Background characteristic	Net attendance ratio (NAR) ¹			Gross attendance ratio (GAR) ²			Gender parity index ³
	Male	Female	Total	Male	Female	Total	
Residence							
Urban	71.0	68.0	69.5	108.4	96.5	102.6	0.89
Rural	60.2	51.1	55.7	93.1	78.3	85.8	0.84
Region							
North Central	71.4	68.9	70.2	113.0	114.6	113.8	1.01
North East	49.5	39.1	44.4	75.0	55.2	65.3	0.74
North West	49.0	34.2	41.7	79.4	50.2	65.0	0.63
South East	82.4	78.3	80.2	128.7	118.6	123.2	0.92
South South	83.2	81.1	82.2	128.9	117.1	123.0	0.91
South West	81.2	84.6	82.8	109.3	119.2	113.9	1.09
Mother's education							
No schooling	51.2	42.4	46.8	u	u	u	u
Some or completed primary	77.9	70.7	74.5	u	u	u	u
Some, completed or higher than secondary	83.8	81.4	82.6	u	u	u	u
Father's education							
No schooling	49.1	38.0	43.6	u	u	u	u
Some or completed primary	77.6	64.7	71.4	u	u	u	u
Some, completed or higher than secondary	76.8	78.4	77.6	u	u	u	u
Economic status quintile							
Lowest	45.0	35.7	40.4	74.4	58.4	66.5	0.79
Second	55.6	42.2	48.9	91.3	67.0	79.1	0.73
Middle	64.9	56.6	60.9	100.2	86.5	93.6	0.86
Fourth	75.4	72.7	74.1	114.9	109.9	112.6	0.96
Highest	82.9	82.8	82.9	114.6	106.6	110.5	0.93
Total	63.7	56.5	60.1	98.0	84.1	91.2	0.86

¹ Percentage of the primary-school age (6-11 years) population that is attending primary school. By definition the NAR cannot exceed 100 percent.

² Total number of primary school students, expressed as a percentage of the official primary-school-age population. If there are significant numbers of over-age and under-age students at a given level of schooling, the GAR can exceed 100.

³ Ratio of the primary school GAR for females to the GAR for males.

u = Unknown (not available). The GAR cannot be calculated by parents' educational attainment because this information was collected only for children age 4-16, rather than for all youth.

In Nigeria, a substantial proportion of primary school pupils falls outside the official age range for primary schooling: whereas the primary school NAR is 60 percent, the GAR is 91, indicating that for every 60 pupils age 6-11, there are 31 pupils who are either younger than age 6 or older than age 11. As is the case with the NAR, the male GAR (98) exceeds the female GAR (84), producing a gender parity index of 0.86.

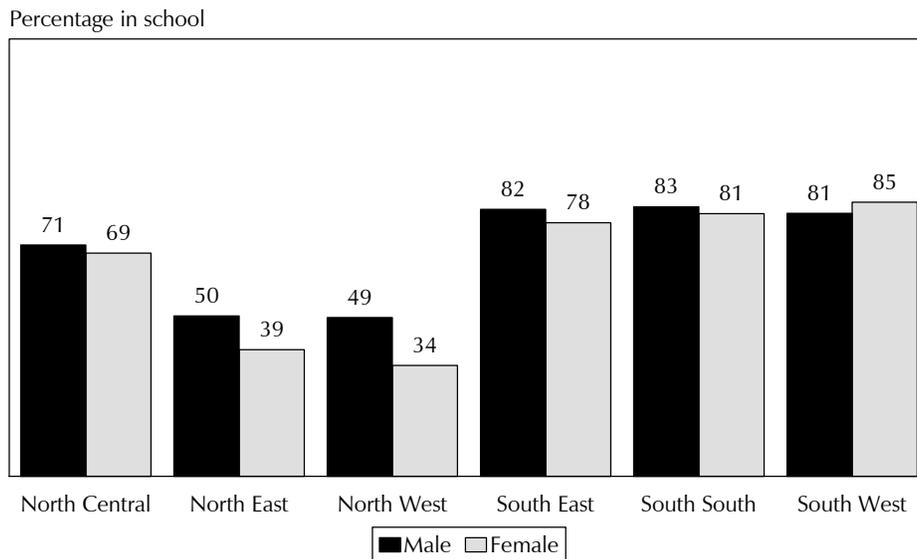
Regional differences in both net and gross attendance ratios are substantial. The primary school NAR in the South West (83 percent), in the South South (82 percent), and in the South East (80 percent), are nearly twice as high as the NAR in the North West (42 percent) and North East (44 percent). The NAR in the North Central region falls between these extremes, at 70 percent. A similar pattern exists for primary school attendance among youth age 5-24, with the highest gross attendance ratios (GAR) in the southern regions and in the North Central region.

In every region except the South West, male children age 6-11 are more likely than female children to attend primary school (see Figure 5.1). The widest percentage point gap is in the North West, where 49 percent of male and 34 percent of female children attend school. The gap is also substantial in

the North East, where 50 percent of male and 39 percent of female school-age children attend primary school. In the South West, there is a slight gender gap in favor of female children (85 percent versus 81 percent).

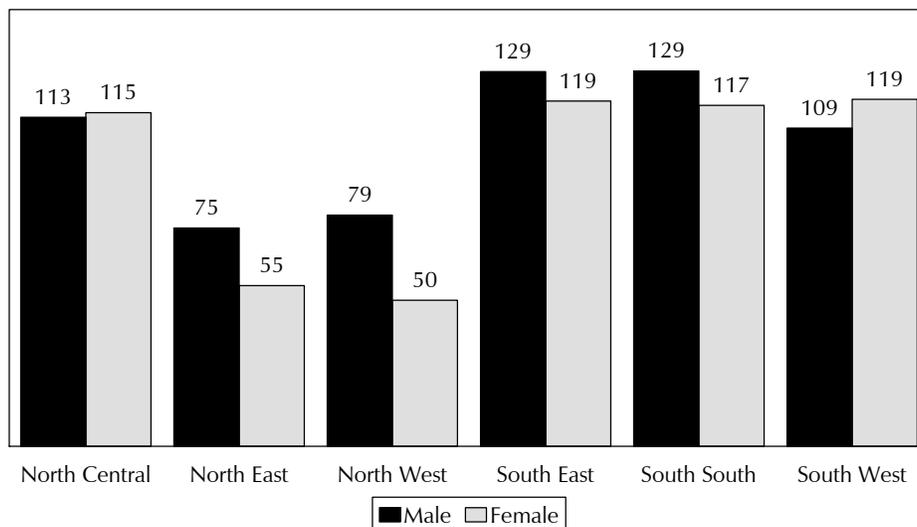
Within regions, there are also differences in GAR by sex (see Figure 5.2). As is the case with the NAR, in the South West region, there is a gap in favor of females (a GPI of 1.09). There is near gender parity in the North Central (a GPI of 1.01), and the gender gap is narrow in the South East and the South South (GPI of 0.92 and 0.91, respectively). In the North West and North East, there is a notable gender gap in favor of male youth (GPI of 0.63 and 0.74, respectively).

Figure 5.1
Primary Net Attendance Ratio, by Region and Sex



Nigeria DHS 2003

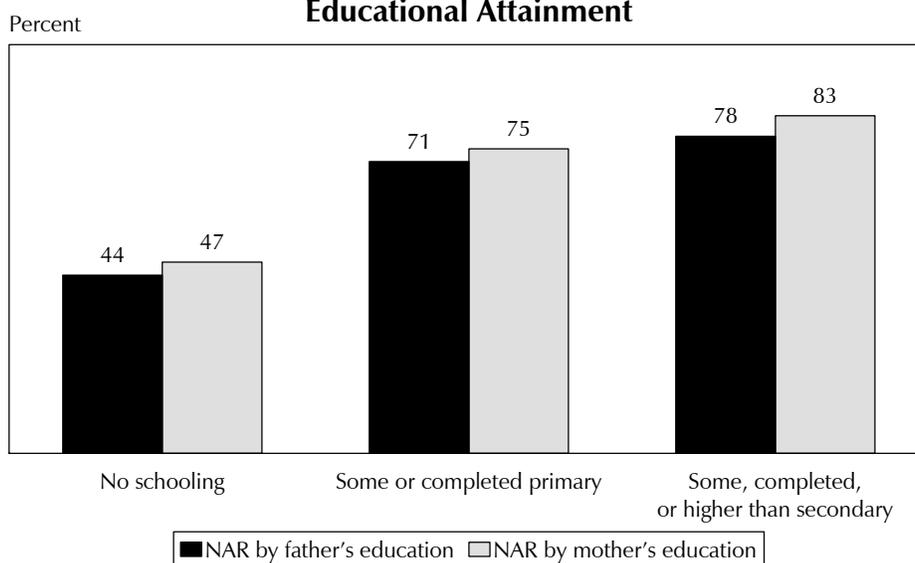
Figure 5.2
Primary Gross Attendance Ratio, by Region and Sex



Nigeria DHS 2003

For children of primary school age, the 2004 NDES provides information about parents' educational attainment, which allows for the calculation of the primary school NAR according to parents' attainment.¹ Many studies suggest that there are intergenerational benefits to schooling, with children being more likely to attend school and stay in school if their parents attended school. The results of the 2004 NDES are consistent with this premise: the higher the level of schooling attained by a child's mother and father, the greater is the likelihood that the child attends primary school (see Figure 5.3). While the NAR is 47 percent among children whose mothers have never attended school, it is 75 percent among children whose mothers attended primary school, and 83 percent among children whose mothers attended secondary school or higher. With respect to father's educational attainment, there are similar differences: the NAR is 44 percent among children whose fathers have never attended school, compared with 71 percent among those whose fathers attended primary, and 78 percent among those whose fathers attended secondary school or a higher level.

Figure 5.3
Primary Net Attendance Ratio, by Father's and Mother's Educational Attainment



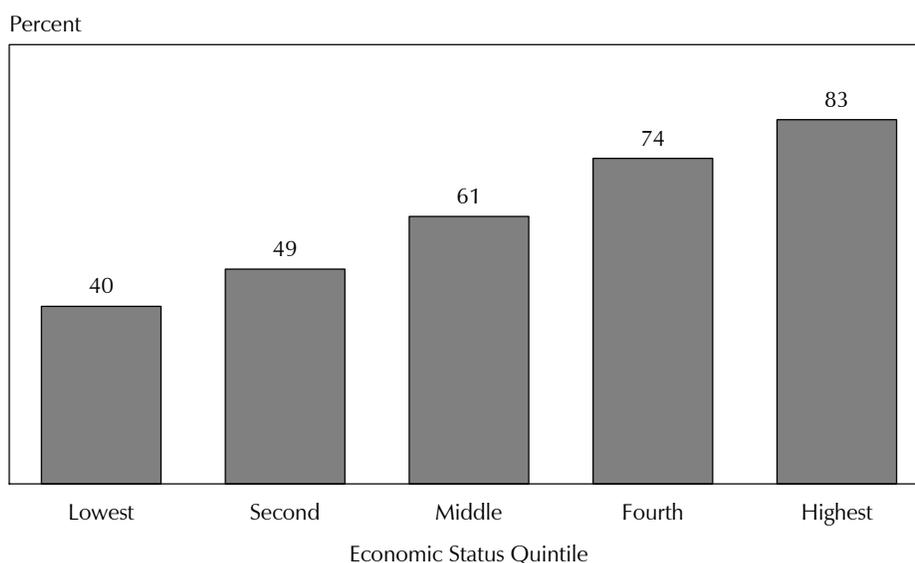
Nigeria DHS 2003 and NDES 2004

At the primary level, there are dramatic differences in NAR and GAR by economic status.² Among children age 6-11 in the highest quintile, 83 percent attend primary school, compared with 40 percent in the lowest quintile (see Figure 5.4). So, children from the most advantaged households are more than twice as likely as those from the least advantaged households to attend primary school. The

¹ The GAR cannot be calculated according to parents' educational attainment because this information was collected only for children age 4-16, rather than for all youth.

² The economic status index measures socioeconomic status in terms of assets or wealth, rather than in terms of income or consumption. The assets used to form this index include: ownership of radio, television, paraffin lamp, bicycle, motorcycle/scooter, car/truck; lighting, water and fuel sources; sanitation facilities; and floor material. Each household asset used for the index was assigned a weight generated through principal components analysis, which calculated the importance of each element of the index. These asset scores were standardized in relation to a standard normal distribution and then used to create the break points that define the economic status quintiles.

Figure 5.4
Primary Net Attendance Ratio, by Economic Status Quintile



Nigeria DHS 2003

gross attendance ratio follows a similar pattern, with a GAR of 111 in the highest quintile and a GAR of 7 in the poorest quintile. Gender disparities (in favour of boys) in the GAR are the greatest in the lowest (least advantaged) two quintiles, and gender disparities are the lowest in the highest two (more advantaged) quintiles. For instance, the GPI in the lowest quintile is 0.79, while it is 0.93 in the most advantaged quintile.

5.2 Secondary School Attendance Ratios

At the secondary level, a far lower proportion of school-age youth attend school than is the case at the primary level. Thirty-five percent of youth age 12-17 attend secondary school in Nigeria (see Table 5.2). At the secondary level, as at the primary level, male youth are more likely than female youth to attend school (NAR of 38 percent and 33 percent, respectively). In addition, there is an urban-rural difference: 46 percent of youth in urban areas attend secondary school, compared with 29 percent of those in rural areas.

A sizeable proportion of students falls outside the official age range for secondary schooling: the secondary NAR is 35 percent and the GAR is 61, indicating that for every 35 students age 12-17, there are 26 students who are either younger than age 12 or older than age 17. Among youth up to the age of 24, there is a notable gender gap in secondary school attendance, with a male GAR of 69 and a female GAR of 53, producing a gender parity index of 0.77.

Background characteristic	Net attendance ratio (NAR) ¹			Gross attendance ratio (GAR) ²			Gender parity index ³
	Male	Female	Total	Male	Female	Total	
Residence							
Urban	47.2	45.3	46.3	75.6	67.2	71.6	0.89
Rural	31.7	25.9	28.7	65.0	45.9	55.3	0.71
Region							
North Central	42.7	32.6	37.7	90.7	55.6	73.3	0.61
North East	22.9	14.9	19.1	41.6	23.1	32.9	0.55
North West	19.8	9.5	14.7	41.0	14.6	27.8	0.36
South East	44.9	51.4	48.5	84.7	93.7	89.8	1.11
South South	51.6	51.5	51.5	90.9	90.8	90.9	1.00
South West	62.2	59.9	61.0	94.1	80.2	87.0	0.85
Economic status quintile							
Lowest	17.5	12.0	14.6	40.9	23.8	32.1	0.58
Second	24.8	16.2	20.9	50.1	31.3	41.5	0.63
Middle	37.3	26.7	32.0	71.2	49.8	60.4	0.70
Fourth	43.5	40.1	41.8	84.5	63.1	73.9	0.75
Highest	62.6	64.9	63.8	95.0	94.2	94.6	0.99
Total	37.5	32.6	35.1	69.0	53.3	61.2	0.77

¹ Percentage of the secondary-school age (12-17 years) population that is attending secondary school. By definition the NAR cannot exceed 100%.

² Total number of secondary school students, expressed as a percentage of the official secondary-school-age population. If there are significant numbers of over-age and under-age students at a given level of schooling, the GAR can exceed 100.

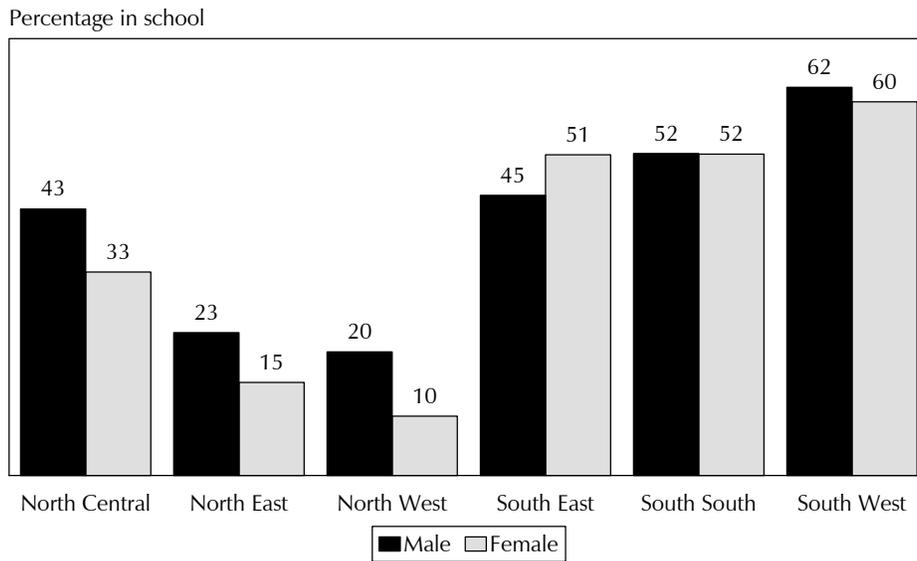
³ Ratio of the secondary school GAR for females to the GAR for males.

Regional differences in both net and gross attendance ratios are substantial, and are even more striking than those at the primary level (see Figure 5.3). The secondary school NAR in the South West (61 percent) is four times higher than the NAR in the North West (15 percent). About half of the youth age 12-17 in the South South and the South East attend secondary school, while about 4 in 10 school-age youth in the North Central and 1 in 5 in the North East attend secondary. A similar pattern exists for secondary attendance among youth age 5-24, with the ranking of regions by GAR (from lowest to highest) being similar to that for NAR.

In the South South, there is gender parity in the percentage of children age 12-17 attending secondary school, and in the South East, female youth are more likely than male youth to attend secondary (see Figure 5.5). In the other four regions, there is a gender gap in favor of males. In the North West, male youth are twice as likely as female youth to attend secondary school. In the North Central and in the North East, there is a gender gap in favor of male youth of 10 and 8 percentage points, respectively.

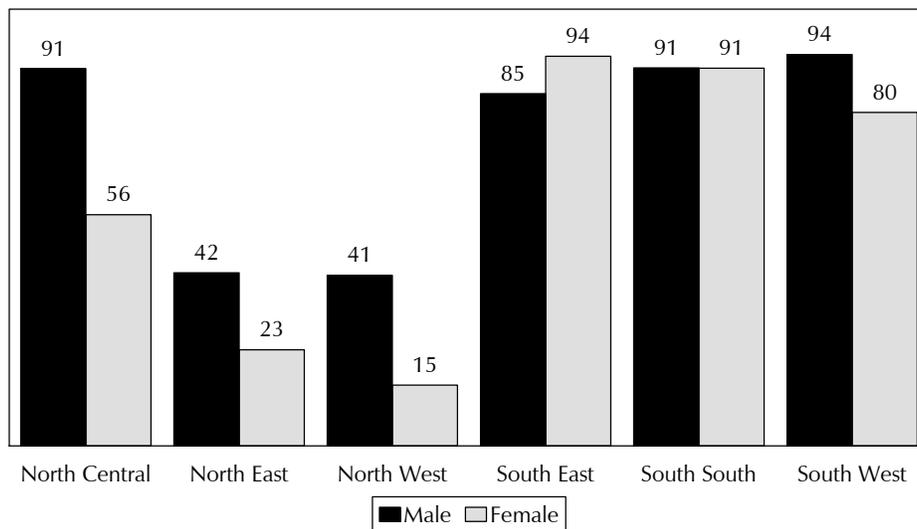
Within regions, there are far greater gender differences in the GAR than is the case with the NAR (see Figure 5.6). In the North West, male youth up to the age of 24 are nearly three times as likely as female youth to attend secondary (GAR of 41 and 15, and a GPI of just 0.36). In the North East and North Central regions, the GPI is 0.55 and 0.61 respectively, suggesting a sizeable gender gap. In the South South, there is gender parity (GPI of 1.00), and in the South East, there is a gap in favor of female youth (GPI of 1.11).

Figure 5.5
Secondary Net Attendance Ratio, by Region and Sex



NDES 2004

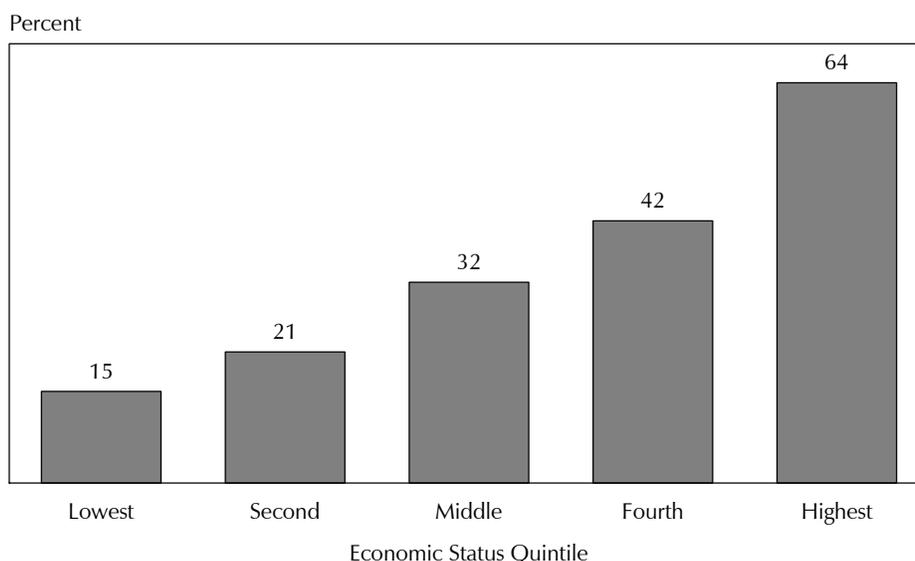
Figure 5.6
Secondary Gross Attendance Ratio, by Region and Sex



NDES 2004

The differences in secondary school attendance ratios by economic status are even more striking than those at the primary level (see Figure 5.7). The secondary NAR in the most advantaged households is 64 percent, which is more than four times greater than the NAR in the least advantaged households (15 percent), and three times higher than the NAR in the second quintile (21 percent), suggesting that only youth in the more advantaged quintiles have meaningful access to secondary schooling. In addition to having a higher overall participation rate at the secondary level, the more advantaged households come closer than less advantaged households to gender parity: the GPI in the highest quintile is 0.99, compared with just 0.58 in the lowest quintile.

Figure 5.7
Secondary Net Attendance Ratio, by Economic Status Quintile



Nigeria DHS 2003

5.3 Over-age, Under-age, and On-time Pupils

Table 5.3 presents information about the timeliness of pupils' progress through the primary school system, by primary school class. Pupils are considered to be over age if they are two or more years older, and under age if they are one or more years younger, than the official age for their class. Pupils are considered to be on time if they are of the official age, or are one year older than the official age for their class. Since the official age of entry to primary 1 is age 6, a primary 1 pupil who is age 6 or 7 is considered to be on time, a pupil age 8 or older is over age, and a pupil age 5 or younger is under age. This indicator—under age, on time, or over age for class—differs from the percentage of primary school pupils outside the primary school age range (see discussion in sections 5.1 and 5.2 above) in that the proportion of pupils over age, on time, and under age is calculated for each primary school class, rather than for primary school overall.

Having under-age and over-age pupils in class may have an impact on pupil learning, as well as on persistence in school. For example, in a class with pupils ranging in age from 5 to 15, teachers may have difficulty managing the learning environment, as younger and older pupils are at different stages of physical, social, and intellectual development. In addition, there is evidence that children who are over age for the class—especially girls—may be more likely to drop out before completing primary school. Finally, in systems where school places are limited, the presence of under-age children may

Table 5.3 Over-age, under-age, and on-time pupils

Percentage distribution of over-age, under-age, and on-time de jure pupils in primary school, by primary class and sex, Nigeria DHS 2003

Primary class	Over age	On time	Under age	Total	Number of children
MALE					
1	33.4	52.5	14.1	100.0	551
2	40.7	45.6	13.8	100.0	637
3	52.7	39.8	7.5	100.0	569
4	53.5	35.6	10.8	100.0	492
5	60.4	30.6	9.0	100.0	437
6	62.0	28.4	9.6	100.0	352
Total	49.0	40.0	11.0	100.0	3,037
FEMALE					
1	33.7	50.5	15.8	100.0	462
2	44.7	41.9	13.3	100.0	582
3	49.0	40.0	11.0	100.0	466
4	58.8	31.1	10.1	100.0	409
5	58.1	33.9	7.9	100.0	313
6	52.7	35.5	11.9	100.0	290
Total	48.4	39.7	12.0	100.0	2,522
TOTAL					
1	33.5	51.6	14.9	100.0	1,013
2	42.6	43.8	13.6	100.0	1,220
3	51.0	39.9	9.1	100.0	1,034
4	55.9	33.6	10.5	100.0	901
5	59.4	32.0	8.6	100.0	750
6	57.8	31.6	10.6	100.0	641
Total	48.7	39.8	11.5	100.0	5,559

displace over-age children, who are likely to have a smaller window of opportunity for schooling, before assuming adult productive and reproductive roles.

Some children start school over age; others may repeat primary school classes or temporarily drop out of school, falling behind their peers. Over age among primary school pupils is widespread in Nigeria, with 49 percent of primary school pupils being over age for the class they attend. Forty percent are on time or are at the appropriate age for the class, and a smaller proportion (12 percent) are under age. The prevalence of over-age pupils increases through the classes, rising from 34 percent in primary 1 to 58 percent in primary 6.

5.4 Age-specific Schooling Status

Tables 5.4.1, 5.4.2, and 5.4.3 present information on the schooling status of youth age 5 to 24, by age. Youth fall into one of three groups: they have never attended school, or left school at some time before the 2003-2004 school year, or attended school during the 2003-2004 school year at the pre-primary, primary, or secondary level or higher.

Background characteristic	Schooling status						Total	Number of youth
	Never attended	Dropped out	Pre-primary	Primary	Secondary or higher	Missing		
Age								
5	52.8	0.1	19.8	20.6	0.0	6.7	100.0	461
6	47.4	0.2	12.7	35.2	0.5	3.9	100.0	528
7	28.7	0.1	6.3	61.8	0.5	2.5	100.0	567
8	25.9	0.1	2.9	67.0	0.7	3.4	100.0	551
9	18.2	1.5	2.0	76.9	0.1	1.3	100.0	397
10	19.3	0.9	0.8	74.4	2.8	1.8	100.0	526
11	10.2	1.4	0.6	77.1	10.7	0.0	100.0	322
12	20.8	2.1	0.0	64.5	12.1	0.5	100.0	457
13	16.6	4.5	0.0	52.1	24.3	2.5	100.0	439
14	14.0	3.9	0.0	36.5	44.6	1.0	100.0	325
15	15.9	8.3	0.4	27.7	46.8	1.0	100.0	393
16	16.5	10.3	0.0	12.9	59.9	0.5	100.0	281
17	15.7	13.7	0.0	11.2	59.0	0.4	100.0	275
18	15.4	17.2	0.0	9.0	56.2	2.2	100.0	318
19	7.4	29.4	0.0	5.3	57.0	1.0	100.0	190
20	22.8	35.6	0.0	5.0	33.5	3.1	100.0	393
21	6.4	37.3	0.0	2.2	52.1	1.9	100.0	128
22	13.1	46.4	0.0	0.3	37.0	3.2	100.0	198
23	10.8	51.4	0.0	0.0	33.0	4.8	100.0	154
24	7.5	52.5	0.0	5.4	33.1	1.6	100.0	96
Residence								
Urban	13.8	11.3	5.3	41.8	25.9	2.0	100.0	2,427
Rural	27.3	8.9	2.1	39.7	19.5	2.5	100.0	4,571
Region								
North Central	10.9	11.0	5.1	43.8	27.5	1.7	100.0	1,217
North East	43.2	6.1	1.5	33.9	13.8	1.5	100.0	1,358
North West	39.7	6.6	1.2	36.6	11.9	4.0	100.0	1,882
South East	4.4	7.8	6.5	51.4	24.0	5.9	100.0	467
South South	4.5	13.2	3.4	44.6	33.4	0.9	100.0	1,290
South West	4.8	16.6	5.8	42.3	29.6	0.9	100.0	785
Economic status quintile								
Lowest	44.7	6.3	1.3	33.9	10.9	2.8	100.0	1,369
Second	31.7	8.5	1.4	39.2	16.6	2.6	100.0	1,411
Middle	22.1	8.6	2.2	41.8	22.6	2.8	100.0	1,453
Fourth	11.3	11.2	3.9	45.9	26.5	1.2	100.0	1,491
Highest	2.7	14.1	7.6	40.9	32.5	2.2	100.0	1,274
Total	22.6	9.7	3.2	40.4	21.7	2.3	100.0	6,999

Table 5.4.2 Age-specific schooling status among female youth age 5-24

Percent distribution of de jure female youth age 5-24 by schooling status, according to background characteristics, Nigeria DHS 2003

Background characteristic	Schooling status						Total	Number of youth
	Never attended	Dropped out	Pre-primary	Primary	Secondary or higher	Missing		
Age								
5	52.2	0.0	21.7	17.9	0.0	8.2	100.0	455
6	46.0	0.2	11.1	39.3	0.0	3.4	100.0	516
7	44.5	0.3	4.8	46.8	0.0	3.6	100.0	495
8	31.3	0.4	2.2	65.1	0.1	0.9	100.0	498
9	26.9	0.3	2.0	68.4	0.3	2.1	100.0	410
10	37.2	0.5	0.7	58.0	1.3	2.4	100.0	508
11	20.1	0.9	0.5	68.2	9.4	1.0	100.0	337
12	27.0	2.1	0.7	54.6	14.4	1.3	100.0	471
13	24.2	2.8	0.0	45.7	24.8	2.5	100.0	391
14	18.2	4.9	0.0	29.3	46.1	1.5	100.0	297
15	29.8	9.0	0.0	19.1	40.6	1.5	100.0	402
16	33.3	10.2	0.0	12.0	42.0	2.6	100.0	276
17	23.2	20.6	0.0	6.4	49.7	0.1	100.0	244
18	25.8	19.2	0.0	2.0	49.0	4.1	100.0	296
19	14.9	38.8	0.0	1.0	42.4	2.9	100.0	201
20	36.3	39.0	0.0	2.3	20.3	2.1	100.0	355
21	21.5	52.6	0.0	2.7	18.8	4.4	100.0	119
22	35.0	38.7	0.0	0.0	21.1	5.2	100.0	225
23	40.8	40.3	0.0	0.4	13.0	5.5	100.0	158
24	34.7	41.9	0.0	0.6	8.1	14.7	100.0	121
Residence								
Urban	20.3	11.2	4.4	38.7	22.9	2.6	100.0	2,205
Rural	38.5	9.9	2.4	32.0	14.0	3.2	100.0	4,569
Region								
North Central	20.8	11.4	2.9	45.5	17.4	2.1	100.0	1,117
North East	57.5	6.7	1.3	24.9	7.2	2.4	100.0	1,281
North West	60.8	6.4	1.1	22.7	4.6	4.4	100.0	1,829
South East	3.4	10.5	8.4	41.2	28.3	8.2	100.0	595
South South	5.6	15.2	5.1	41.4	31.5	1.2	100.0	1,225
South West	5.2	16.1	3.7	44.0	30.1	0.9	100.0	726
Economic status quintile								
Lowest	54.9	6.5	1.9	26.4	7.2	3.2	100.0	1,370
Second	46.7	8.6	1.8	30.3	9.3	3.3	100.0	1,344
Middle	36.0	9.4	1.6	35.1	15.1	2.9	100.0	1,409
Fourth	20.2	12.8	4.5	40.1	20.4	2.0	100.0	1,367
Highest	3.5	14.5	5.8	39.1	33.5	3.7	100.0	1,284
Total	32.6	10.3	3.1	34.2	16.9	3.0	100.0	6,774

The majority of youth (70 percent) either attended school in 2003-2004 or previously, while 28 percent of youth age 5-24 had never attended school. The percentage of school-age children who have never attended school is highest from age 5-8 (falling from 53 percent to 29 percent). Among youth age 9-24, the percentage of children who have never attended school ranges from 28 percent to 11 percent.

A higher percentage of youth age 5-24 in rural areas than in urban areas has never attended school (33 percent versus 17 percent, respectively). Among regions, the South East, South South, and South West have the lowest percentages of youth who have never attended school (from 4 percent to 5 percent). Differences in the age-specific schooling status by wealth are striking. Half of the youth in the lowest economic quintile have never attended school, compared with just 3 percent of those in the highest quintile.

Twenty-one percent of children age 5 and 12 percent of those age 6 attend pre-primary school. A small percentage of children age 7-9 also attend at the pre-primary level.

Background characteristic	Schooling status						Total	Number of youth
	Never attended	Dropped out	Pre-primary	Primary	Secondary or higher	Missing		
Age								
5	52.5	0.0	20.7	19.3	0.0	7.4	100.0	916
6	46.7	0.2	11.9	37.3	0.3	3.7	100.0	1,044
7	36.0	0.2	5.6	54.8	0.3	3.0	100.0	1,062
8	28.5	0.3	2.5	66.1	0.4	2.2	100.0	1,049
9	22.6	0.9	2.0	72.6	0.2	1.7	100.0	806
10	28.1	0.7	0.7	66.3	2.1	2.1	100.0	1,034
11	15.2	1.1	0.5	72.5	10.1	0.5	100.0	659
12	24.0	2.1	0.4	59.4	13.2	0.9	100.0	928
13	20.2	3.7	0.0	49.1	24.5	2.5	100.0	830
14	16.0	4.4	0.0	33.0	45.3	1.2	100.0	622
15	22.9	8.6	0.2	23.3	43.7	1.3	100.0	795
16	24.8	10.2	0.0	12.4	51.0	1.5	100.0	557
17	19.2	16.9	0.0	8.9	54.6	0.3	100.0	519
18	20.4	18.2	0.0	5.6	52.7	3.1	100.0	614
19	11.3	34.2	0.0	3.1	49.5	2.0	100.0	390
20	29.2	37.2	0.0	3.7	27.2	2.6	100.0	748
21	13.7	44.7	0.0	2.5	36.1	3.1	100.0	247
22	24.7	42.3	0.0	0.2	28.5	4.3	100.0	423
23	26.0	45.8	0.0	0.2	22.9	5.2	100.0	312
24	22.6	46.6	0.0	2.7	19.1	8.9	100.0	217
Residence								
Urban	16.9	11.2	4.8	40.3	24.4	2.3	100.0	4,632
Rural	32.9	9.4	2.3	35.9	16.8	2.8	100.0	9,140
Region								
North Central	15.6	11.2	4.1	44.6	22.7	1.9	100.0	2,334
North East	50.1	6.4	1.4	29.6	10.6	1.9	100.0	2,639
North West	50.1	6.5	1.1	29.7	8.3	4.2	100.0	3,711
South East	3.9	9.3	7.5	45.7	26.4	7.2	100.0	1,062
South South	5.0	14.2	4.2	43.1	32.5	1.0	100.0	2,515
South West	5.0	16.4	4.8	43.1	29.9	0.9	100.0	1,511
Economic status quintile								
Lowest	49.8	6.4	1.6	30.2	9.1	3.0	100.0	2,739
Second	39.0	8.6	1.6	34.9	13.0	2.9	100.0	2,755
Middle	28.9	9.0	1.9	38.5	18.9	2.8	100.0	2,862
Fourth	15.5	12.0	4.2	43.1	23.6	1.6	100.0	2,859
Highest	3.1	14.3	6.7	40.0	33.0	2.9	100.0	2,558
Total	27.5	10.0	3.1	37.4	19.4	2.7	100.0	13,772

Not surprisingly, among children of primary school age, most children who attend school attend at the primary level. Among youth of secondary school age, however, many youth still attend primary school. For instance, 33 percent of 14-year-olds attend primary school, while 45 percent attend secondary school. These findings are consistent with those of section 5.3, which showed the high percentages of pupils who are over age for the class attended.

5.5 Primary School Pupil Flow Rates

Repetition and dropout rates describe the flow of pupils through the system at the primary level. The repetition rates produced using 2003 Nigeria DHS survey education data indicate the percentage of

pupils who attended a particular class in 2002-2003, who again attended that same class in the 2003-2004 school year. The dropout rates show the percentage of pupils in a class in 2002-2003 who no longer attended school in the 2003-2004 school year. Tables 5.5 and 5.6 present repetition and dropout rates by primary school class, according to pupils' background characteristics.

Repetition rates

In Nigeria, very few primary school pupils repeat classes. The highest repetition rate is in primary 1, with 4 percent of pupils repeating (see Table 5.5). Repetition rates in the remaining classes range from just 2 to 3 percent. There is no clear pattern of gender differences in repetition rates (see Figure 5.8), nor is there a clear pattern by urban-rural residence (see Figure 5.9).

Table 5.5 Repetition rates by primary school class

Repetition rates for the de jure household population age 5-24 years by primary school class, according to background characteristics, Nigeria DHS 2003

Background characteristic	Primary school class					
	1	2	3	4	5	6
Sex						
Male	3.8	2.8	1.7	1.6	2.9	2.4
Female	4.0	1.8	3.5	1.9	1.8	1.9
Residence						
Urban	4.5	0.9	1.7	2.3	4.4	2.9
Rural	3.5	3.2	3.0	1.4	1.2	1.5
Region						
North Central	2.4	1.1	2.2	0.0	2.1	0.0
North East	1.1	0.7	1.1	0.0	0.0	4.0
North West	6.1	4.2	5.6	1.3	5.7	(5.9)
South East	0.8	6.9	2.0	1.3	2.0	3.1
South South	6.6	0.0	1.6	2.2	1.1	1.1
South West	2.4	3.3	0.9	5.1	3.5	2.2
Total	3.9	2.4	2.5	1.7	2.4	2.1

Note: The repetition rate, by class, is the percentage of pupils in a class in a given school year who attend that same class in the following year. Parentheses indicate that a figure is based on between 25 and 49 unweighted cases.

Dropout rates

With the exception of primary 6, the dropout rate is low, ranging from 0 to 1 percent in primary 1 through 5 (see Table 5.6). In primary 6, 17 percent of the pupils attending the class in 2002-2003 dropped out of school before the 2003-2004 school year. It should be noted, however, that “dropout” is perhaps not the most accurate term for school leaving at the end of the primary school cycle, as some pupils leaving school likely would stay in school if offered a place at secondary school. Dropout that occurs because of a shortage in the supply of schooling is often referred to as “push-out.”

Table 5.6 Dropout rates by primary school class

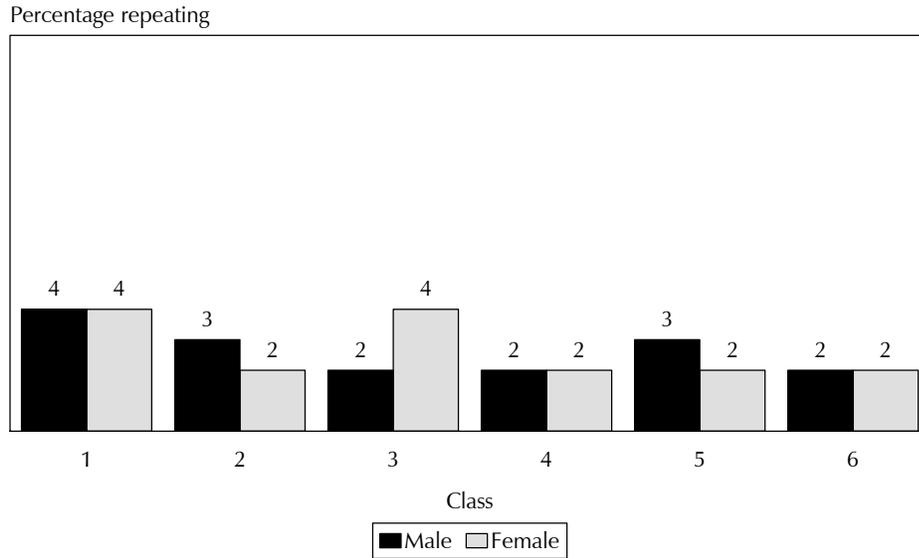
Dropout rates for the de jure household population age 5-24 years by primary school class, according to background characteristics, Nigeria DHS 2003

Background characteristic	Primary school class					
	1	2	3	4	5	6
Sex						
Male	0.0	0.4	0.8	0.0	2.0	15.8
Female	0.1	0.3	0.9	3.3	0.1	17.9
Residence						
Urban	0.0	0.2	0.6	0.3	0.3	7.0
Rural	0.1	0.4	1.1	2.1	1.6	23.7
Region						
North Central	0.0	0.3	1.0	1.1	0.0	24.9
North East	0.0	0.4	0.3	0.0	0.0	14.2
North West	0.0	0.6	0.4	0.0	2.3	(26.8)
South East	0.0	0.4	0.0	0.7	0.6	4.0
South South	0.2	0.0	2.5	4.3	2.5	21.3
South West	0.0	0.0	0.0	0.0	0.0	3.4
Total	0.0	0.3	0.9	1.4	1.1	16.9

Note: The dropout rate, by class, is the percentage of pupils in a class in a given school year who do not attend school in the following year. Parentheses indicate that a figure is based on between 26 and 49 unweighted cases.

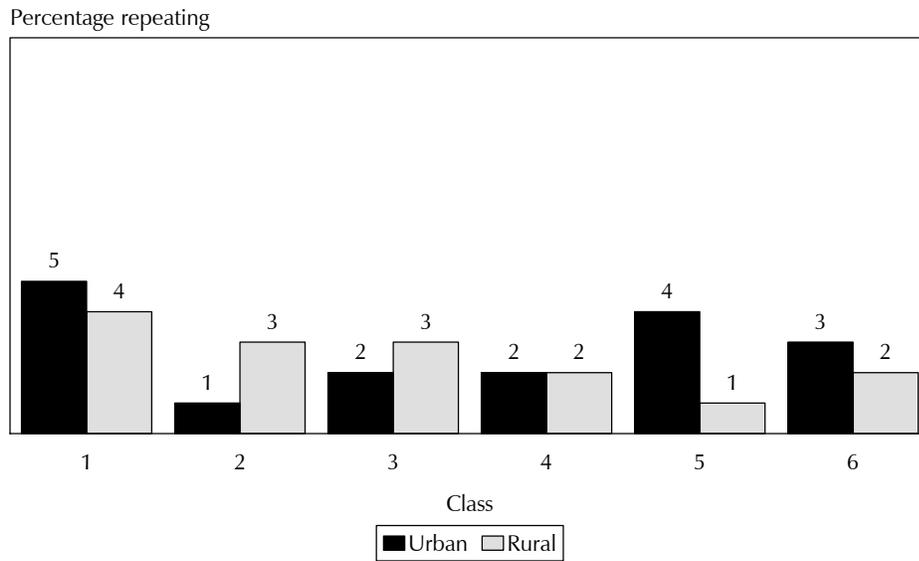
There are no clear patterns of gender differences in dropout rates (see Figure 5.10). With the exception of primary 6, the same can be said for urban-rural differences. In primary 6, however, just 7 percent of pupils in urban areas dropped out, while an astonishing 24 percent of pupils in rural areas dropped out (see Figure 5.11). With secondary schooling being far more accessible in urban than in rural areas, these data lend support to the push-out theory, suggesting that one of the factors in pupils not making the transition to secondary school is related to access.

Figure 5.8
Primary Repetition Rate, by Class and Sex



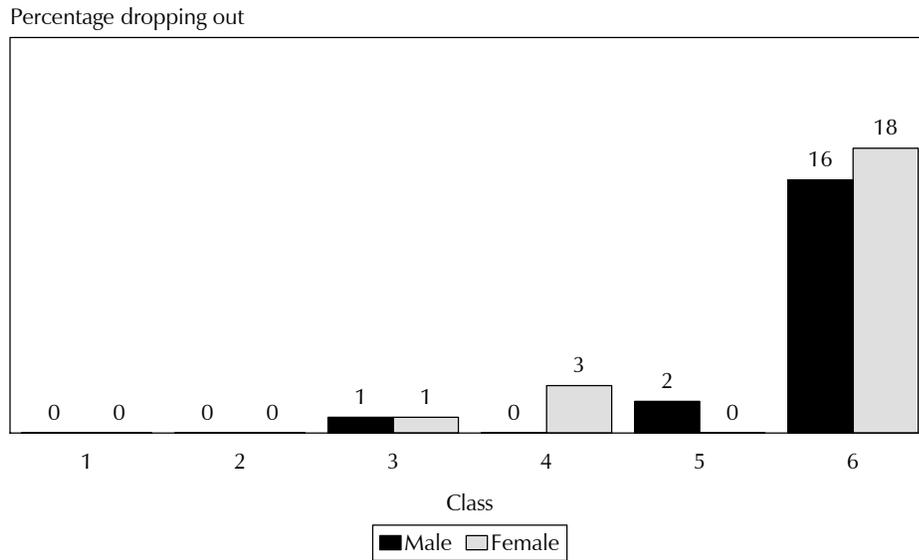
Nigeria DHS 2003

Figure 5.9
Primary Repetition Rate, by Class and Residence



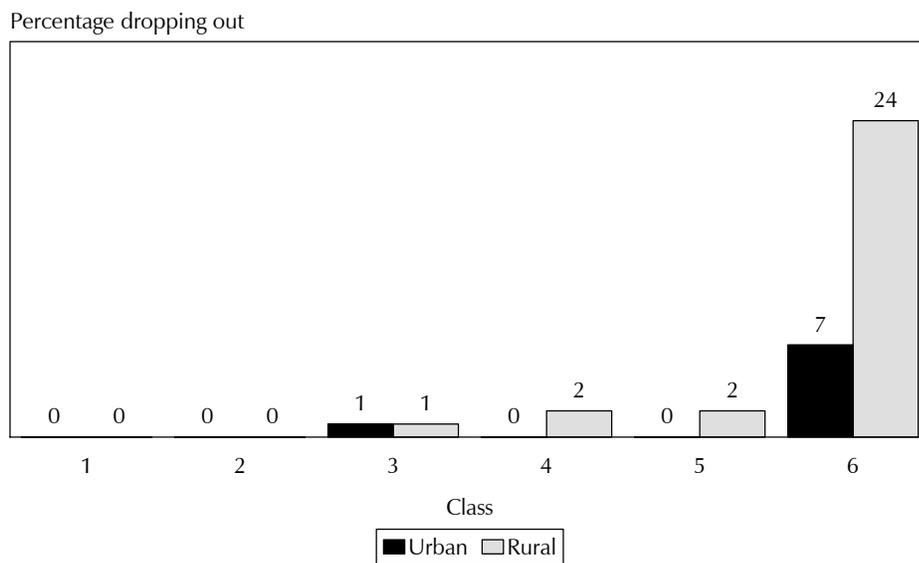
Nigeria DHS 2003

Figure 5.10
Primary Dropout Rate, by Class and Sex



Nigeria DHS 2003

Figure 5.11
Primary Dropout Rate, by Class and Residence



Nigeria DHS 2003

5.6 Formal Academic Schooling and Religious Education among Muslim Youth

The 2004 NDES collected information about both formal academic schooling among all youth age 4-16 (as discussed earlier in this chapter), and religious education among Muslim youth age 4-16. Parent/guardians of Muslim youth were asked whether their children were attending “a school that teaches the Qur’an, but does not teach academic subjects like mathematics or English.” Hereafter, this type of religious education is referred to as Qur’anic schooling. Table 5.7 presents information on participation in formal academic schooling, in Qur’anic schooling, in both, and in neither type of school, among Muslim youth age 4-16.

Table 5.7 Formal academic schooling and religious education among Muslim youth					
Percentage of Muslim youth age 4-16 who attend formal academic schools, Qur’anic schools, both, or neither type of school, by background characteristics, NDES 2004					
Background characteristic	Types of schools currently attending				Number of youth
	Formal academic schools	Qur’anic schools	Both academic and Qur’anic schools	Neither type of school	
Sex					
Male	63.1	78.5	50.0	8.4	2,820
Female	47.5	76.7	37.1	12.9	2,530
Residence					
Urban	73.1	78.4	56.6	5.1	1,837
Rural	46.7	77.2	37.2	13.3	3,513
Region					
North Central	78.9	74.6	59.6	6.1	545
North East	45.2	63.1	28.8	20.5	1,693
North West	51.5	90.3	47.7	5.9	2,665
South East	*	*	*	*	0
South South	*	*	*	*	21
South West	93.2	62.1	60.2	4.9	426
Economic status quintile					
Lowest	25.9	69.8	19.1	23.4	1,222
Second	44.9	81.6	36.8	10.4	1,258
Middle	57.1	83.0	47.5	7.4	1,179
Fourth	79.9	77.6	61.5	4.1	1,141
Highest	93.9	74.7	70.8	2.3	550
Total	55.7	77.6	43.9	10.5	5,350
Note: An asterisk indicates that a figure is based on fewer than 25 unweighted cases and has been suppressed.					

Among Muslim youth age 4-16, the vast majority attend either a formal academic school (at any level, from pre-primary through higher), a Qur’anic school, or both types of school, with just 11 percent attending neither type of school. Muslim youth are more likely to attend a Qur’anic school (78 percent) than a formal academic school (56 percent). Forty-four percent of Muslim youth attend both a formal academic school and a Qur’anic school.

There are notable gender differences in participation in formal academic schooling. While 63 percent of male Muslim youth age 4-16 participate in formal academic schooling, 48 percent of female Muslim youth do so. Male and female youth are roughly equally likely to attend a Qur'anic school, but male youth are more likely than females to attend both types of school (50 percent versus 37 percent).

Urban-rural disparities in participation in formal academic schooling are also evident. In urban areas, just 5 percent of Muslim youth age 4-16 do not attend either type of school, compared with 13 percent in rural areas. While 73 percent of youth in urban areas attend a formal academic school, only 47 percent do so in rural areas. As is the case by gender, in urban and rural areas, the percentages of youth attending a Qur'anic school are comparable.

Among the regions, there are substantial differences in school participation.³ In the North East, 21 percent of Muslim youth age 4-16 do not attend either type of school, compared with just 6 percent in the North Central and North West regions and 5 percent in the South West. While 93 percent of Muslim youth in the South West attend a formal academic school, 79 percent in the North Central region, and just 52 percent in the North West and 45 percent in the North East attend a formal academic school. Rates of participation in Qur'anic schooling are highest in the North West (90 percent), followed by the North Central (75 percent), the North East (63 percent), and South West (62 percent) regions.

Variations in school participation by economic status are striking: while just 2 percent of Muslim youth in the highest quintile do not attend either type of school, 23 percent in the lowest quintile do not attend either type of school. The vast majority (94 percent) of the most advantaged youth attend formal academic schools, compared with 26 percent of the least advantaged youth.

³ Sample sizes in the South East and South South are inadequate to provide regional-level estimates.

HOUSEHOLD PROXIMITY TO SCHOOLS AND SCHOOL SELECTION

6

This chapter presents information about the distance and walking time from children's households to the nearest primary and secondary school and about the types of schools children attend.

6.1 Household Proximity to Schools

Primary Schools

Information about the walking time and distance to the nearest primary school is a useful indicator of children's access to schooling. As will be shown in Chapter 7, the distance to school partly explains why many children have never attended school. Children from households that are far from school in terms of distance and/or walking time may be less likely than other children to enrol in school at the target age of 6 years.

Table 6.1 shows the percent distribution of children age 4-16 by walking time, in minutes, to the nearest primary school, by children's background characteristics. These data, as well as those presented for walking time to the nearest secondary school, are based on a question, asked of children's parent/guardians, about how long it would take the parent/guardian to walk to the nearest primary school. It is important to note that the school closest to the household is not necessarily a school attended by one or more children in the household. Because the intent of the question is to measure access to and remoteness from the closest school, rather than the variation in walking time for each child within the household, the question asked for the best estimate of time required for an adult to walk the distance.

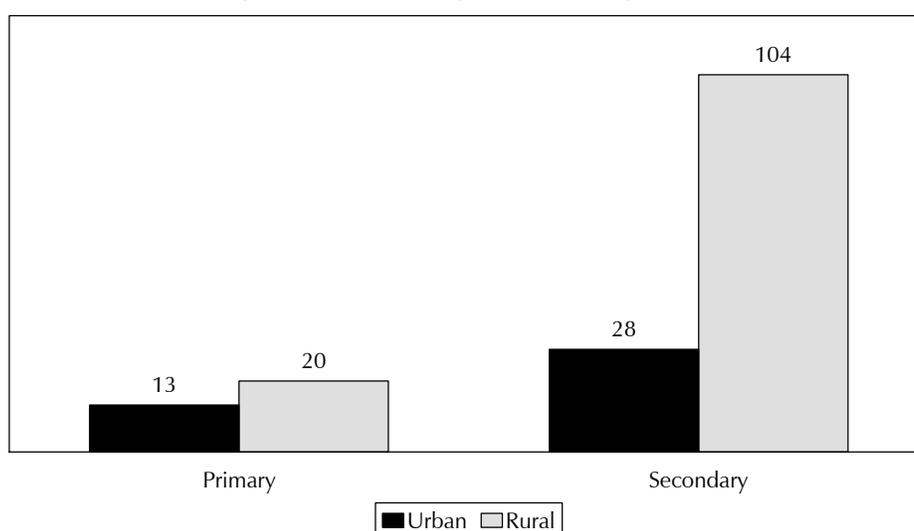
Table 6.1 Walking time to nearest primary school

Percent distribution of de jure children age 4-16 by walking time (in minutes) to the nearest primary school, according to background characteristics, NDES 2004

Background characteristic	Minutes to nearest primary school						Total	Number of children	Mean walking time in minutes
	0-15	16-30	31-45	46-60	Over 60 minutes	Don't know/missing			
Residence									
Urban	82.2	14.6	1.2	1.1	0.8	0.2	100.0	3,257	12.9
Rural	72.4	16.9	3.1	3.1	4.2	0.4	100.0	6,438	19.5
Region									
North Central	80.1	14.7	1.9	1.6	1.5	0.2	100.0	1,587	13.2
North East	74.7	15.4	3.0	2.4	4.2	0.3	100.0	1,951	18.2
North West	75.0	13.8	2.8	3.0	4.9	0.5	100.0	2,794	20.0
South East	69.3	20.8	1.2	6.3	2.2	0.2	100.0	708	18.1
South South	74.0	20.9	2.8	1.0	1.0	0.4	100.0	1,642	15.9
South West	80.0	15.2	1.3	1.6	1.9	0.0	100.0	1,013	15.8
Total	75.7	16.1	2.4	2.4	3.0	0.3	100.0	9,695	17.2

As shown in Table 6.1, 76 percent of children in Nigeria live within 15 minutes of the nearest primary school, while just 3 percent of children live over 60 minutes away. In terms of walking time to the nearest primary school, children in urban areas live closer to school than children in rural areas: 82 percent of children in urban areas and 72 percent of those in rural areas live within 15 minutes of the nearest school. The mean walking time from the household to the closest primary school is 13 minutes among children in urban areas and 20 minutes among children in rural areas (see Figure 6.1). There are slight regional differences, with pupils in the North Central having the shortest mean walking time (13 minutes), and those in the North West having the longest mean walking time (20 minutes) to the nearest primary school.

Figure 6.1
Mean Walking Time (Minutes) to Nearest
Primary and Secondary Schools, by Residence



NDES 2004

Table 6.2 shows the percent distribution of children by the distance in kilometres to the nearest primary school, by children’s background characteristics. The findings are largely consistent with those in Table 6.1. Seventy-eight percent of children in Nigeria live within 1 kilometre of the nearest primary school, and just 2 percent live more than 6 kilometres from the nearest school. Eighty-four percent of children in urban areas live within 1 kilometre of the closest primary school, compared with 75 percent of those in rural areas. In the North Central region, 88 percent of children live within 1 kilometre of the nearest school, while in the South East, 71 percent live within 1 kilometre of the closest school.

Table 6.2 Distance to nearest primary school

Percent distribution of de jure children age 4-16 by distance (in kilometres) to the nearest primary school, according to background characteristics, NDES 2004

Background characteristic	Kilometres to nearest primary school					Don't know/missing	Total	Number of children	Mean distance (km)
	<1	1-2	3-4	5-6	>6				
Residence									
Urban	83.6	13.8	1.0	0.9	0.4	0.3	100.0	3,257	0.3
Rural	75.0	18.1	2.8	1.3	2.5	0.3	100.0	6,438	0.5
Region									
North Central	88.1	10.5	0.8	0.4	0.1	0.1	100.0	1,587	0.2
North East	73.3	19.8	3.9	0.4	2.1	0.5	100.0	1,951	0.5
North West	71.5	19.1	2.9	3.2	3.2	0.1	100.0	2,794	0.6
South East	70.6	21.8	2.3	0.7	4.5	0.2	100.0	708	1.1
South South	82.9	16.0	0.2	0.0	0.5	0.5	100.0	1,642	0.2
South West	85.1	11.2	2.0	0.4	0.2	1.0	100.0	1,013	0.3
Total	77.9	16.7	2.2	1.2	1.8	0.3	100.0	9,695	0.5

Secondary Schools

The 2004 NDES also collected information about the walking time and distance to the nearest secondary school. As was the case with primary schools, the walking time and distance to the nearest secondary school are used to indicate children's access to and remoteness from secondary school.

Table 6.3 presents results for the estimated time (in minutes) needed to walk to the nearest secondary school. Urban-rural differentials are more pronounced for access to secondary schools than access to primary schools: 48 percent of children in urban areas are located within 15 minutes of a secondary school, compared with 23 percent of children in rural areas. The mean walking time to the nearest secondary school is 28 minutes for children in urban areas and 104 minutes for children in rural areas (see Figure 6.1). Mean walking times to the nearest secondary school vary widely by region, with children in the South West having the shortest walking time (38 minutes), and those in the North East (135 minutes) having the longest walking times.

Table 6.3 Walking time to nearest secondary school

Percent distribution of de jure children age 4-16 by walking time (in minutes) to the nearest secondary school, according to background characteristics, NDES 2004

Background characteristic	Minutes to nearest secondary school					Don't know/missing	Total	Number of children	Mean walking time in minutes
	0-15	16-30	31-45	46-60	Over 60 minutes				
Residence									
Urban	48.2	31.7	5.9	6.6	7.1	0.5	100.0	3,257	28.2
Rural	23.2	22.7	6.3	11.1	35.4	1.3	100.0	6,438	103.8
Region									
North Central	24.9	29.8	7.8	10.2	27.1	0.1	100.0	1,587	88.4
North East	24.8	23.2	4.8	5.5	37.4	4.3	100.0	1,951	134.9
North West	32.0	18.5	5.6	11.2	32.6	0.1	100.0	2,794	80.3
South East	33.0	32.2	11.0	11.9	11.5	0.3	100.0	708	41.0
South South	37.0	32.4	6.2	10.7	13.5	0.3	100.0	1,642	41.9
South West	44.0	28.9	4.3	9.2	13.6	0.0	100.0	1,013	37.5
Total	31.6	25.7	6.1	9.6	25.9	1.0	100.0	9,695	78.3

Distances to the nearest secondary school are presented in Table 6.4. On average, the distance from children’s households to the nearest secondary school is 3.6 kilometres, compared with a distance of 0.5 kilometres to the nearest primary school (see Table 6.2). Children in urban areas are closer than those in rural areas to the nearest secondary school (1.1 kilometres versus 4.9 kilometres), which is consistent with the findings on walking time. Regional differences in the distance to the nearest secondary school are variable, with the mean distance shortest in the South South and South West (1.5 kilometres) and longest in the North East (5.6 kilometres).

Table 6.4 Distance to nearest secondary school									
Percent distribution of de jure children age 4-16 by distance (in kilometres) to the nearest secondary school, according to background characteristics, NDES 2004									
Background characteristic	Kilometres to nearest secondary school					Don't know/missing	Total	Number of children	Mean distance (km)
	<1	1-2	3-4	5-6	>6				
Residence									
Urban	51.6	37.6	5.9	1.2	2.3	1.4	100.0	3,257	1.1
Rural	30.7	27.7	11.0	9.4	19.0	2.2	100.0	6,438	4.9
Region									
North Central	44.8	28.9	7.7	6.5	12.2	0.0	100.0	1,587	3.1
North East	28.2	27.6	7.3	8.3	23.0	5.5	100.0	1,951	5.6
North West	28.8	31.1	13.1	8.4	18.1	0.5	100.0	2,794	4.9
South East	35.7	42.6	13.6	4.2	3.0	0.9	100.0	708	1.8
South South	50.8	31.3	6.9	3.3	4.8	2.9	100.0	1,642	1.5
South West	50.3	32.1	5.9	5.7	4.9	1.1	100.0	1,013	1.5
Total	37.8	31.0	9.3	6.6	13.4	1.9	100.0	9,695	3.6

6.2 School Type

The 2004 NDES collected information about what types of schools primary school pupils attend and about whether these pupils board at school or are day pupils. Schools are classified as government, private non-religious, or private religious schools. The government is the major provider of primary schooling, with 80 percent of primary school pupils attending government schools, 13 percent attending private non-religious schools, and 5 percent attending private religious schools (see Table 6.5).

Table 6.5 Type of primary school						
Percent distribution of de jure primary school pupils by type of school attended, according to background characteristics, NDES 2004						
Background characteristic	Type of school attended				Total	Number of children
	Government schools	Private non-religious schools	Religious schools	Other/missing		
Sex						
Male	80.0	12.1	5.8	2.1	100.0	2,701
Female	80.5	13.3	4.9	1.3	100.0	2,190
Residence						
Urban	68.3	22.0	8.0	1.7	100.0	1,752
Rural	86.9	7.4	3.9	1.8	100.0	3,139
Region						
North Central	79.0	13.9	6.1	1.0	100.0	964
North East	93.3	3.5	2.7	0.5	100.0	795
North West	89.1	3.5	3.1	4.4	100.0	1,230
South East	58.7	32.1	8.2	1.0	100.0	449
South South	77.6	14.2	7.6	0.6	100.0	909
South West	65.2	26.0	7.3	1.5	100.0	544
Total	80.2	12.6	5.4	1.8	100.0	4,891

At the primary level, the role of the private sector is more pronounced in urban areas than in rural areas, with 30 percent of primary school pupils in urban areas attending private religious or non-religious schools, compared with 11 percent in rural areas. The highest percentage of pupils attending private religious and private non-religious schools is in the South East (40 percent) and in the South West (33 percent).

Nearly all (almost 100 percent) primary school pupils are day pupils, with minor differences by type of school attended and by children's characteristics (see Table 6.6).

Table 6.6 Day pupils and boarders at primary school

Percent distribution of de jure primary school pupils by status as day pupils or boarders, according to background characteristics and type of school attended, Nigeria EdData 2004

Background characteristic	Pupil status			Total	Number of children
	Day pupil	Boarder	Missing		
Sex					
Male	99.9	0.1	0.1	100.0	2,701
Female	99.4	0.5	0.1	100.0	2,190
Residence					
Urban	99.8	0.1	0.1	100.0	1,752
Rural	99.6	0.4	0.0	100.0	3,139
Region					
North Central	99.9	0.0	0.1	100.0	964
North East	100.0	0.0	0.0	100.0	795
North West	99.9	0.0	0.1	100.0	1,230
South East	99.7	0.0	0.3	100.0	449
South South	98.7	1.3	0.0	100.0	909
South West	99.7	0.3	0.0	100.0	544
School type					
Government	99.7	0.3	0.1	100.0	3,923
Private non-religious	99.7	0.3	0.0	100.0	619
Private religious	100.0	0.0	0.0	100.0	264
Total	99.7	0.3	0.1	100.0	4,891

6.3 Primary and Secondary School Selection

As shown in Table 6.7, 58 percent of pupils attend the primary school that is closest to the household. Forty-one percent of children in urban areas attend the closest school, while 68 percent of children in rural areas attend the closest school. There is considerable variation by region. In the North East, 80 percent of pupils attend the closest primary school, compared with 32 percent of pupils in the South West. These differences by urban-rural residence and region may reflect in part the fact that in urban areas, households have access to a wider choice of schools.

Table 6.7 Children attending closest primary school

Percentage of de jure primary school pupils who attend closest primary school, by background characteristics, NDES 2004

Background characteristic	Attending closest primary school	Number of children
Age		
4-5	66.2	268
6-7	56.3	994
8-10	56.0	1,938
11-16	59.9	1,692
Residence		
Urban	40.9	1,752
Rural	67.5	3,139
Region		
North Central	60.0	964
North East	79.5	795
North West	63.3	1,230
South East	44.5	449
South South	52.3	909
South West	31.5	544
Economic status quintile		
Lowest	79.2	828
Second	76.4	965
Middle	64.3	1,040
Fourth	49.1	1,120
Highest	23.9	938
Total	58.0	4,891

Pupils from less economically advantaged households are more likely than those from more advantaged households to attend the primary closest school. Seventy-nine percent of pupils from the lowest quintile attend the closest school, compared with 24 percent of pupils from the highest quintile.

As shown in table 6.8, secondary school students are less likely (34 percent) than primary school pupils to attend the secondary school that is closest to the household. Students in rural areas are twice as likely as those in urban areas to attend the closest secondary school (46 percent versus 22 percent). Among the regions, students in the South East are the least likely to attend the closest secondary school (20 percent), while those in the North East are the most likely to do so (52 percent). Students from the most advantaged households are less likely than those from the remaining households to attend the closest secondary school.

Table 6.8 Youth attending closest secondary school		
Percentage of de jure secondary school students who attend closest secondary school, by background characteristics, NDES 2004		
Background characteristic	Attending closest secondary school	Number of youth
Residence		
Urban	22.1	666
Rural	45.6	726
Region		
North Central	37.8	228
North East	51.7	140
North West	45.4	154
South East	19.5	153
South South	31.9	430
South West	29.0	287
Economic status quintile		
Lowest	49.4	107
Second	59.2	170
Middle	41.6	271
Fourth	35.9	314
Highest	18.8	530
Total	34.4	1,392

Table 6.9 presents information on the main reasons households selected the primary schools that pupils age 4-16 attend. School proximity was the most frequently given reason, followed by school quality, and cost. Other reasons, including religious affiliation and school safety, were infrequently cited.

Most pupils (66 percent) attend a given primary school because it is the closest one with either the necessary class or a place available.¹ The percentage of pupils attending a school because of its proximity to the household varies with pupil age, with younger pupils more likely than older pupils to attend a school for this reason. A higher percentage of pupils in rural areas than in urban areas attend a school because of its proximity (73 percent versus 52 percent), possibly reflecting the greater choice of primary schools in urban areas. Seventy-eight percent of pupils in the North East attend a particular primary school because it is the closest to the household, compared with 39 percent in the South East. The less advantaged the pupils' household, the more likely he or she is to attend a school because it is the closest one with the necessary class or place available, possibly because the lack of resources in the household limits the range of choice in schools. For example, while 81 percent of the pupils in the lowest quintile attend the closest school, only 40 percent of the pupils in the highest quintile do.

Thirty-seven percent of pupils attend a particular school because it is judged to be better than other schools available. Pupils in urban areas are more likely than those in rural areas to attend a school because it is considered to be better than other schools (49 percent versus 30 percent). In addition, this reason is more often given for pupils in the South East, North Central, and South West than in the South

¹ It should be noted that the closest school to the household with the necessary class or with a place available might not necessarily be the same as the closest primary school.

South, North East, or North West. School quality is more commonly cited in school selection for the pupils in the highest quintile (60 percent) than for those in the lowest quintile (26 percent).

Eighteen percent of pupils attend a particular school because it is less expensive than other schools. Religion, school safety, and other reasons are rarely cited as factors in primary school selection.

Table 6.9 Reasons for choice of primary school
Reasons given for sending pupils to their current primary school, by background characteristics, NDES 2004

Background characteristic	Reasons for choice of primary school							Number of pupils
	Closest with or place available	Better school	Less expensive	Religion	Safer school	Other	Missing	
Sex								
Male	68.7	35.6	17.5	3.5	7.1	4.1	2.2	2,701
Female	62.4	38.2	18.6	4.7	7.2	5.3	2.3	2,190
Age								
4-5	73.3	32.6	18.7	3.2	7.4	3.1	2.8	268
6-7	64.2	40.9	16.5	4.8	6.5	5.7	1.5	994
8-10	66.4	38.3	17.0	3.5	6.8	4.4	2.2	1,938
11-16	65.0	33.3	19.9	4.3	7.9	4.4	2.8	1,692
Residence								
Urban	52.4	48.8	19.1	5.7	5.8	3.5	1.8	1,752
Rural	73.4	30.1	17.3	3.1	7.9	5.2	2.6	3,139
Region								
North Central	66.1	47.5	29.1	3.0	15.2	7.0	1.7	964
North East	77.6	28.3	13.1	1.4	11.9	0.4	3.8	795
North West	74.9	33.1	21.7	7.6	5.6	3.2	2.4	1,230
South East	39.2	58.1	15.0	2.3	3.2	7.0	1.7	449
South South	66.9	22.9	11.5	1.7	0.8	5.6	2.4	909
South West	48.3	44.0	10.2	7.1	3.4	6.2	1.1	544
Economic status quintile								
Lowest	80.7	25.7	16.2	0.9	11.6	6.6	2.2	828
Second	83.8	26.4	15.5	3.0	9.9	3.9	1.5	965
Middle	67.4	30.0	17.4	4.1	5.0	3.8	3.6	1,040
Fourth	59.9	40.4	25.0	5.1	5.5	4.5	2.2	1,120
Highest	39.7	60.4	14.3	6.7	4.8	4.7	1.9	938
Total	65.9	36.8	18.0	4.1	7.2	4.6	2.3	4,891

Table 6.10 presents information on the reasons for the selection of the secondary school that a student attends. School quality was the most frequently given reason, followed by the proximity of the school, and cost. Other reasons, including religious affiliation and school safety, were infrequently cited.

Nearly half (47 percent) of students attend a given secondary school because it is considered to be of higher quality than other schools. Students in urban areas are more likely than those in rural areas to attend a school because it is perceived to be of higher quality than other schools (56 percent versus 37 percent). School quality was given least often as a reason for secondary school choice in the South South (35 percent), and most often in the North Central region (65 percent). Overall, students from more

advantaged households are more likely than those from less advantaged households to attend a particular secondary school because of its perceived quality.

Four in ten students (43 percent) attend the closest secondary school with either the necessary form or a place available.² A higher percentage of students in rural areas than in urban areas attend a school because of its proximity (51 percent versus 35 percent), possibly reflecting the greater choice of secondary schools in urban areas. Twenty-nine percent of students in the South East attend a particular school because it is the closest to the household, compared with 51 percent in the South South. The less advantaged the student's household, the more likely he or she is to attend a school because it is the closest one with the necessary class or place available, possibly because the lack of resources in the household limits the range of choice in schools. For example, while 58 percent of the students in the lowest quintile attend the closest secondary school, only 33 percent of the students in the highest quintile do.

Fifteen percent of students attend a particular school because it is less expensive than other schools. Religion, school safety, and other reasons are rarely cited as factors in secondary school selection.

Table 6.10 Reasons for choice of secondary school

Reasons given for sending students to their current secondary school, by background characteristics, NDES 2004

Background characteristic	Reasons for choice of secondary school							Number of students
	Closest with form needed or place available	Better school	Less expensive	Religion	Safer school	Other	Missing	
Sex								
Male	44.5	44.0	15.1	1.9	5.2	9.4	5.6	739
Female	41.7	49.3	14.3	3.5	6.7	9.2	3.8	653
Residence								
Urban	35.3	56.3	13.9	3.0	6.3	10.8	4.3	666
Rural	50.5	37.4	15.4	2.4	5.5	7.9	5.2	726
Region								
North Central	40.1	64.7	27.5	2.3	15.3	10.1	1.4	228
North East	49.0	37.9	25.6	1.5	12.0	3.8	7.6	140
North West	49.4	40.9	13.3	3.2	8.5	6.3	13.1	154
South East	29.0	59.7	8.9	8.2	1.7	11.7	0.8	153
South South	50.5	34.5	10.1	0.7	1.4	8.8	5.0	430
South West	36.2	50.0	10.0	3.3	3.1	12.5	3.2	287
Economic status quintile								
Lowest	57.8	35.9	19.8	0.3	9.7	13.0	5.4	107
Second	58.7	30.1	14.3	1.3	6.8	7.0	5.7	170
Middle	44.0	48.6	14.9	1.6	7.5	6.6	4.1	271
Fourth	47.2	43.1	19.7	5.2	5.0	9.0	5.2	314
Highest	32.6	54.8	10.8	2.6	4.5	10.9	4.3	530
Total	43.2	46.5	14.7	2.7	5.9	9.3	4.7	1,392

² It should be noted that the closest school to the household with the necessary class or with a place available might not necessarily be the same as the closest secondary school.

FACTORS AFFECTING CHILDREN'S SCHOOL ATTENDANCE

7

This chapter presents data on the circumstances surrounding decisions about children's school attendance. Information is presented on which household member decides whether children attend school. The chapter then addresses children's pre-primary school participation rates, the age at which children first attend primary school, and—for those who have never attended school—the reasons that they are not currently attending school. Finally, for children who attended school at some point but were not attending at the time of the survey, data are presented on reasons for dropping out of school.

7.1 Starting School

Household Decision-making

Parent/guardians were asked which household member decides whether children attend school (see Table 7.1). While it is recognized that decision-making is a complex process and that more than one household member may have input on the decision, the question asks parent/guardians who makes the final decision in the household on whether children attend school. Overall, fathers are far more likely than mothers to make the decision about whether children attend school: 64 percent of parent/guardians said that the child's father makes the final decision, while 6 percent said that the child's mother makes the decision. Twenty-one percent said that both parents make the decision together. Less often did respondents say that guardians (4 percent), parent/guardians in consultation with the child (2 percent), or someone else (less than 1 percent) decide whether children attend school. According to respondents, children themselves rarely make the decision whether to attend school.

Table 7.1 Household decision-making about education

Percent distribution of parent/guardians by which household member decides whether children attend school, according to background characteristics, NDES 2004

Background characteristic	Household member(s) who make decision about education									Total	Number of parents/guardians
	Mother	Father	Both parents	Guardians	Child	Parent/guardian with child	Someone else	Decision not made	Don't know/missing		
Residence											
Urban	6.0	58.3	27.0	3.3	0.1	2.6	1.0	1.4	0.1	100.0	1,337
Rural	5.5	66.2	18.2	3.7	0.1	2.0	0.7	3.2	0.2	100.0	2,657
Region											
North Central	8.7	60.3	26.1	1.0	0.1	3.0	0.7	0.1	0.0	100.0	630
North East	1.7	67.5	14.0	2.3	0.1	2.1	0.8	11.4	0.1	100.0	717
North West	2.6	75.7	11.6	4.9	0.0	1.9	1.1	1.9	0.3	100.0	1,114
South East	11.1	56.0	29.0	1.5	0.0	1.3	0.9	0.0	0.1	100.0	317
South South	8.7	52.4	27.0	8.1	0.4	2.8	0.3	0.0	0.2	100.0	707
South West	6.9	55.9	33.2	0.7	0.0	2.1	1.2	0.0	0.0	100.0	510
Total	5.7	63.6	21.2	3.6	0.1	2.2	0.8	2.6	0.2	100.0	3,994

Parent/guardians in urban areas were more likely than those in rural areas to say that both parents together make the decision (27 percent versus 18 percent). Among the regions, parent/guardians in the North West were least likely to say that both parents together make the decision (12 percent), while those in the South West were most likely to say the decision was shared (33 percent). In no region was the percentage of parent/guardians saying that mothers make the decision higher than those saying that fathers make the decision.

Pre-primary School Attendance

There is considerable evidence that attending pre-primary school helps provide a foundation for learning and that children who attend pre-primary school are better prepared for primary school. Table 7.2 presents data on the percentage of children age 4-16 who have ever attended school who attended pre-primary school, and on the mean number of years attended. Overall, less than a third (30 percent) of children attended pre-primary school before starting primary school. There is little difference in pre-primary school participation between male and female children. As might be expected, children in rural areas are far less likely than those in urban areas to have attended pre-primary school (20 percent versus 47 percent). Children age 6-7 at the time of the survey are somewhat more likely to have attended pre-primary school than children age 12-16 (33 percent versus 28 percent), suggesting that participation in pre-primary schooling is increasing slowly over time.

There are substantial regional differences in pre-primary school participation. Children in the South East are the most likely to have attended pre-primary before attending primary school (76 percent), followed by the South West (51 percent). The lowest rates of participation in pre-primary are in the North East (14 percent) and the North West (15 percent).

Only children from the most economically advantaged households have substantial access to pre-primary schooling (see Figure 7.1). While 67 percent of the children in the highest quintile attended pre-primary, only 33 percent of those in the fourth quintile attended pre-primary. Among the children in the lowest quintile, just 7 percent attended pre-primary.

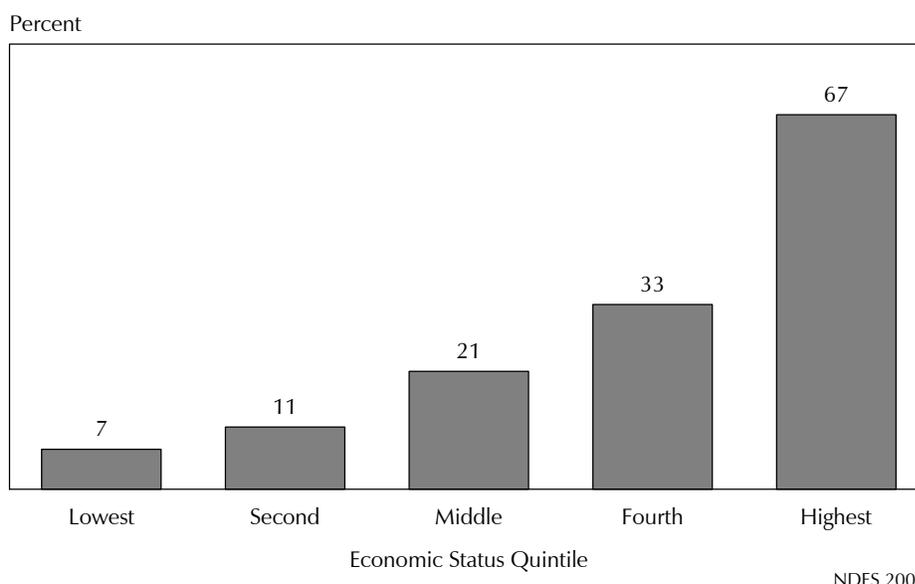
Table 7.2 Pre-primary school participation

Among de jure children age 4-16 who have ever attended school, percentage who attended pre-primary school, and mean number of years attended, by background characteristics, NDES 2004

Background characteristic	Percentage who attended pre-primary	Number of children	Mean number of years attended pre-primary ¹
Age			
4-5	25.2	279	2.0
6-7	33.0	1,009	2.3
8-11	32.6	2,631	2.4
12-16	27.5	2,735	2.4
Sex			
Male	28.8	3,614	2.3
Female	32.0	3,041	2.4
Residence			
Urban	47.0	2,512	2.4
Rural	20.1	4,143	2.4
Region			
North Central	23.5	1,236	2.2
North East	13.7	1,049	2.2
North West	14.9	1,498	2.0
South East	75.5	610	2.7
South South	32.5	1,398	2.6
South West	51.3	863	2.2
Economic status quintile			
Lowest	7.2	1,033	2.1
Second	11.2	1,226	2.1
Middle	21.2	1,406	2.3
Fourth	33.2	1,487	2.3
Highest	67.3	1,503	2.5
Total	30.3	6,655	2.4

¹ Mean calculated only for those children who attended pre-primary.

Figure 7.1
Pre-Primary School Attendance among Children Age 4-16 Who
Have Ever Attended School, by Economic Status Quintile



Overall, the mean number of years a child attends pre-primary school is 2.4. There is little difference in the time spent in pre-primary school by various background characteristics.

Age at Primary School Entry

Table 7.3 presents information about the age at which children age 4-16 first attended primary 1 (among those who have ever attended the first class of primary school). Over half (55 percent) of children started school on time, at the intended age for entry into primary 1 (age 6-7). More than one quarter (28 percent) of children first attended primary school at an age below the official or target entry age for primary 1, and 16 percent started school over age (at age 8 or older). The mean age of starting primary 1 was 6.3 years.

Gender differences in the starting age were minimal. There were, however, differences by residence, region, and economic status. Children in urban areas are more likely than those in rural areas to start school under age (34 percent versus 25 percent), while children in rural areas are more likely than those in urban areas to have started school over age (19 percent versus 10 percent). Regional differences are substantial, with children in the north being more likely than those in the south to start primary 1 over age. In the South West, just 5 percent of children started primary 1 over age, compared with 29 percent in the North Central region (see Figure 7.2).

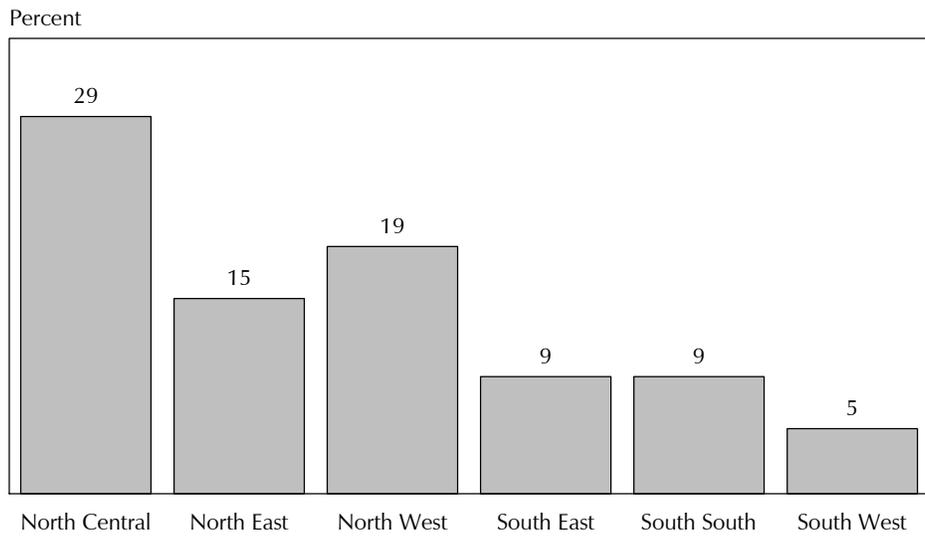
In addition, children from less advantaged households start school later than those from more advantaged households. In the lowest quintile, the mean age of entry was 6.9 years, compared with 5.8 years among the highest quintile. And 27 percent of the children in the lowest quintile started school over age, compared with just 5 percent in the highest quintile.

Table 7.3 Age at first primary school attendance

Percent distribution of de jure children who have ever attended primary school, by timeliness of first primary 1 attendance and mean age at school entry, according to background characteristics, NDES 2004

Background characteristic	Age at first primary 1 attendance				Total	Mean age at entry	Number of children
	Under-age (<6)	On time (6-7)	Over-age (8+)	Don't know/missing			
Sex							
Male	27.2	55.6	16.2	1.0	100.0	6.3	3,614
Female	29.2	54.3	14.8	1.7	100.0	6.2	3,041
Residence							
Urban	33.5	55.9	9.8	0.7	100.0	6.0	2,512
Rural	24.9	54.4	19.1	1.6	100.0	6.5	4,143
Region							
North Central	23.4	47.6	28.8	0.2	100.0	6.7	1,236
North East	26.8	57.6	15.4	0.1	100.0	6.4	1,049
North West	24.5	55.7	19.4	0.4	100.0	6.6	1,498
South East	23.9	64.5	9.1	2.4	100.0	6.1	610
South South	32.2	54.4	9.3	4.2	100.0	5.9	1,398
South West	39.3	55.5	4.9	0.3	100.0	5.7	863
Economic status quintile							
Lowest	18.0	53.9	27.3	0.8	100.0	6.9	1,033
Second	20.5	57.1	20.9	1.5	100.0	6.6	1,226
Middle	26.1	53.8	17.7	2.4	100.0	6.4	1,406
Fourth	32.2	55.4	12.1	0.4	100.0	6.1	1,487
Highest	39.2	54.7	4.7	1.4	100.0	5.8	1,503
Total	28.1	55.0	15.6	1.3	100.0	6.3	6,655

Figure 7.2
Among Children Who Ever Attended School, Percentage Who Started Primary 1 Over Age, by Region



NDES 2004

Parent/guardians of children who first attended primary school at age 8 or older were asked about reasons the children started school over age (see Table 7.4).¹ For 30 percent of children, the parent/guardian's perception that the child was too young, or not mature enough, to start school, partly explains why the child did not start school at age 7 or younger. Males were slightly more likely than females to have started over age for this reason (33 percent versus 26 percent). Among the regions, children in the South East were least likely to start school over age for this reason, and those in the South West were the most likely.

For 28 percent of children, the monetary cost of schooling partly explains why they started school over age. Monetary cost was cited more frequently for male than for female children (32 percent versus 23 percent).

Table 7.4 Factors in over-age first-time school attendance

Percentage of de jure children age 8-16 who started primary school over-age, by reasons for starting primary 1 at an age greater than 7, according to background characteristics, NDES 2004

Background characteristic	Reasons for starting school at an age greater than 7								Number of children
	School too expensive	No school/school too far	Labour needed	Considered too young/not mature enough	Enrolled in/interested in Qur'anic school	Sick/disabled	Other factors	No reason given	
Sex									
Male	32.4	15.1	20.5	33.1	6.6	3.1	18.0	6.0	586
Female	22.8	16.7	26.0	25.9	0.8	5.5	17.0	10.7	451
Residence									
Urban	25.6	11.0	20.5	28.3	6.2	5.2	22.3	11.1	247
Rural	29.0	17.3	23.6	30.4	3.4	3.8	16.1	7.1	790
Region									
North Central	27.6	14.0	26.6	22.4	0.0	4.1	14.2	7.6	356
North East	11.2	17.8	25.5	29.5	14.0	7.2	15.9	16.0	162
North West	22.5	19.4	15.8	39.7	6.7	3.6	19.2	7.4	291
South East	53.2	10.8	28.2	13.1	0.0	1.2	20.8	7.1	56
South South	53.2	9.9	24.4	31.6	0.0	2.1	23.3	2.4	130
South West	28.5	23.7	18.3	44.9	0.0	6.7	19.3	4.6	42
Economic status quintile									
Lowest	25.3	20.4	30.1	30.4	3.4	1.7	16.9	5.7	282
Second	29.0	18.8	28.4	26.5	3.0	4.9	16.7	5.7	257
Middle	29.1	11.1	15.1	36.2	5.5	5.4	14.6	8.8	249
Fourth	27.9	14.1	16.4	30.7	5.9	5.2	21.5	9.7	179
Highest	34.8	7.8	17.6	16.2	0.8	3.7	23.7	18.9	70
Total	28.2	15.8	22.9	29.9	4.1	4.1	17.6	8.0	1,037

The third most frequently cited reason for starting school over age was that the household needed the child's labour (23 percent). Children from less economically advantaged households were more likely than those from more advantaged households to have started school over age because of the need for their labour (30 percent in the lowest quintile, compared with 18 percent in the highest quintile).

¹ More than one reason could be cited, so the percentages do not add to 100 percent.

Sixteen percent of children started school over age at least partly because the nearest school was too far for the child to walk at a young age. Distance to school was given as a reason for children in rural areas somewhat more frequently than for those in urban areas (17 percent versus 11 percent). Distance was not a common factor among the more advantaged children, but was considerably more common among less advantaged children. For 18 percent of children, other factors played a part in their starting school over age.

7.2 Never Having Attended School

Reasons for Never Having Attended School

Table 7.5 and Figure 7.3 present information about why children age 6-16 who have never attended primary school did not attend primary school during the 2003-2004 school year.² The survey defined primary school as formal schooling with academic content, which might be provided by a government school or a private religious or private non-religious school. Religious education without academic content in subjects such as mathematics or English was not considered to be formal academic schooling.

Parent/guardians were asked about a series of factors that might partly explain why a child who had never attended a formal academic school, did not attend during the 2003-2004 school year. As a consequence, more than one factor might have been listed, so the percentages in Table 7.5 do not add to 100. In fact, on average, 1.9 reasons were given for each child not attending school. This table shows the percentages, by sex, residence, and region for which each factor *partly* explains why the child did not attend primary school during the 2003-2004 school year. Factors are grouped under four headings: cost-related factors, child-related factors, school-related factors, and other factors.

Among primary school-aged children who had never attended primary school, the two most commonly-cited factors in not attending in 2003-2004 are related to the non-monetary and monetary costs of schooling. The opportunity costs, or non-monetary costs of schooling, are substantial because a household sending a child to school sacrifices the contribution the child otherwise would make to the household income or economic well-being. The most commonly given reason for not attending during the 2003-2004 school year was the need for the child's labour to help support the household. One in three children who had never attended school did not attend in part because of the household's need for their help with domestic work, work on the farm or in the family business, or work for an employer. The need for the child's labour was given as a reason more often for older than younger children (18 percent of children age 6-7 compared with 49 percent of children age 12-16), more often for female than for male children (37 percent versus 29 percent), and more often for children in rural than in urban areas (35 percent versus 29 percent).

² The survey inquired into reasons for children not attending school at the time of the survey because if a child is 12 years old and has never attended school, there may have been various reasons at different points in time. Perhaps at age 7, the child was considered not able to walk the distance to school, while at age 10, the child was needed to do work to support the household.

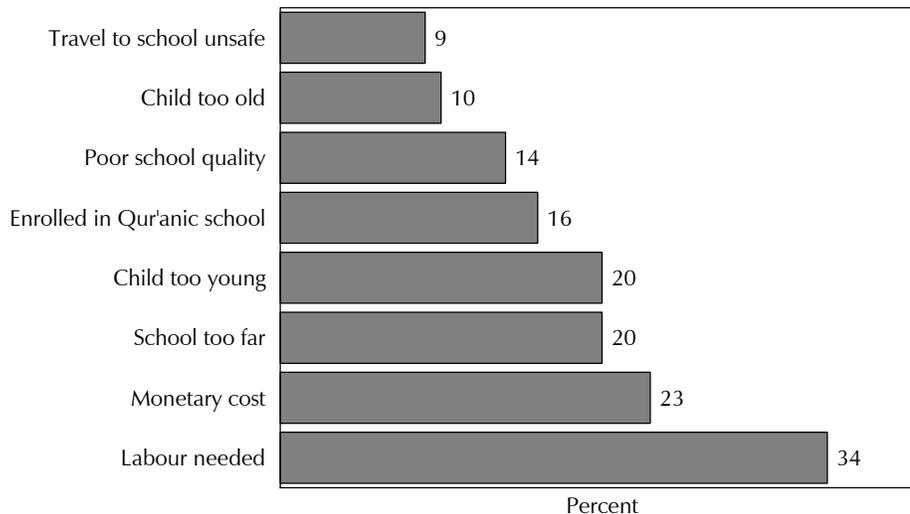
Table 7.5 Factors in children never having attended school

Percentage of de jure children age 6-16 who have never attended school, by reasons for not attending school during the 2003-2004 school year and background characteristics, NDES 2004

Background characteristic	Child factors							School factors							Number of children who have never attended	
	Cost-related factors			Too young	Too old	Very sick/long-term illness	Dis-abled	Travel to school unsafe	School too far	Poor school quality	No good jobs for graduates	School not impor-tant	Enrolled in/prefer Qur'anic school	Other reasons		No reason
	Mone-tary cost	Labour needed	No interest													
Age																
6-7	19.4	17.8	4.4	47.5	0.7	1.5	3.0	9.7	24.0	10.9	4.4	4.8	8.9	18.5	2.4	569
8-11	25.7	35.4	8.0	12.3	7.0	8.4	2.4	10.1	21.9	15.5	6.2	7.6	18.4	27.7	0.6	592
12-16	23.1	48.7	12.4	0.3	21.5	1.4	6.3	6.6	14.1	14.1	6.2	11.5	20.3	23.5	1.9	558
Sex																
Male	22.4	29.1	7.2	25.8	5.0	4.5	5.4	10.0	23.3	14.7	4.9	6.4	21.9	15.3	1.8	731
Female	23.0	37.2	9.0	16.2	12.9	3.4	2.8	8.0	17.7	12.7	6.0	9.0	11.4	29.1	1.5	988
Residence																
Urban	22.8	28.7	13.1	24.2	15.6	5.6	3.7	4.7	5.6	3.8	8.9	10.8	29.9	22.6	2.7	344
Rural	22.7	35.1	7.0	19.2	8.1	3.4	3.9	9.9	23.7	15.9	4.7	7.2	12.3	23.4	1.4	1,376
Region																
North Central	26.8	14.1	11.1	20.1	0.8	5.9	12.1	7.4	9.5	2.0	1.4	2.7	3.5	14.0	2.9	110
North East	12.1	35.4	11.5	16.5	10.4	2.5	2.8	7.5	19.6	14.2	3.2	9.9	23.9	25.3	2.9	646
North West	28.8	35.8	5.5	21.4	10.7	4.5	2.7	9.9	22.1	15.1	8.1	7.3	12.5	24.2	0.5	900
South East	14.4	17.2	7.2	78.9	0.0	19.1	0.0	38.2	41.5	21.6	0.0	0.0	0.0	3.9	0.0	7
South South	50.7	15.8	11.2	41.7	0.0	0.0	11.9	0.9	6.8	0.0	0.0	6.0	0.0	1.4	0.0	37
South West	30.4	30.9	2.9	35.4	0.0	11.0	33.2	20.3	18.5	0.0	0.0	0.0	0.0	3.3	11.6	18
Economic status quintile																
Lowest	18.4	39.5	7.3	16.1	8.4	2.4	3.3	10.3	27.3	15.1	4.6	7.9	10.6	22.5	1.7	710
Second	22.4	31.3	9.6	20.5	13.6	4.6	1.7	9.9	21.6	17.9	8.4	8.9	18.7	28.6	0.4	504
Middle	27.0	31.4	8.1	23.5	7.2	7.1	4.2	6.8	9.9	9.8	5.1	8.5	18.5	21.5	3.2	341
Fourth	37.3	19.3	7.8	31.9	8.4	1.2	9.5	3.3	4.5	0.5	2.2	3.1	24.6	13.3	2.3	145
Highest	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	20
Total	22.7	33.8	8.2	20.2	9.6	3.9	3.9	8.9	20.1	13.5	5.6	7.9	15.8	23.3	1.6	1,720

Note: More than one response possible. An asterisk indicates that a figure is based on fewer than 25 unweighted cases and has been suppressed. Figures in parentheses are based on 25-49 unweighted cases. Questions were asked about a total of 1,720 youth who had not attended school. First, the parent/guardian was asked whether a child did not attend school because he/she was physically or mentally disabled, and if the answer was yes, no further questions were asked about reasons for not attending school. Next, the respondent was asked whether a child did not attend because he/she had been very sick for 3 months or longer, and if the answer was yes, no additional questions were asked. There were 33 children who did not attend because of a disability and 22 who did not attend because of a long-term illness, so for the remainder of the questions, the sample size was not 1,720, but 1,665.

Figure 7.3
Selected Factors in Not Attending School during 2003-2004
School Year, among Children Who Have Never Attended School



NDES 2004

In addition, 23 percent of the children who had never attended school did not attend in part because there is not enough money to pay for the monetary costs of schooling. The costs might include school fees and related costs such as uniforms or clothing, books and supplies, transportation, private tutoring, and so on. Interestingly, there were no gender or urban-rural differences in the percentage of children for whom monetary cost was a factor in not attending school.

Age and maturity play roles in decisions about school attendance. One in five children who had never attended school did not attend during the 2003-2004 school year at least partly because they are considered too young or immature to start going to school, although they are at or beyond the age at which the FMOE recommends that children start school. This reason, unsurprisingly, was given far more often for children age 6-7 than for older children. In contrast, one in ten children age 6-16 who had never attended school did not attend during the 2003-2004 school year because they were considered to be too old to start attending school. In addition, when parent/guardians were asked for other reasons a child had never attended school, other child-related factors, such as disability or a lengthy illness, were rarely given as factors.

One in five children who had never attended school did not attend during the 2003-2004 school year in part because the school is too far from their home. Distance was cited as a factor four times as often for children in rural areas as for those in urban areas (24 versus 6 percent). Fourteen percent of children did not attend because of poor school quality.³ In addition, 9 percent did not attend at least partly because travel to school was unsafe.

For 8 percent of children who had never attended school, the parent/guardian gave the unimportance of schooling as a reason for the child not attending. In addition, for 6 percent of children, the view that school graduates cannot find good jobs was given as a reason for children not attending.

³ Poor school quality includes one or more of the following factors: teachers not performing well, lack of pupil safety at school, school buildings or facilities being in poor condition, and classrooms being overcrowded.

When parent/guardians were asked about other reasons children did not attend school, the most commonly-mentioned reason was that the child was attending Qur'anic school either before going to a formal academic school, or instead of going to a formal academic school. Because this reason was given frequently (for 16 percent of children), a new answer category was created to emphasize its importance. This reason was given twice as often for male as for female children (22 versus 11 percent), and far more often in urban than in rural areas (30 percent compared to 12 percent).

In addition, other reasons for children not attending school were listed for about one in four children. The reasons listed under other reasons (see Table 7.5) were many, and not easily regrouped into new answer categories. Furthermore, apart from the Qur'anic school attendance discussed above, no single reason predominated under other reasons, or constituted a meaningful percentage as a factor. As a consequence, these other reasons remain grouped under other reasons, rather than being broken down by category. Among these other reasons were factors such as no vacancy at school or the child not being selected for schooling by the authorities; a parent/grandparent would not allow the child to attend; female children do not need formal schooling for marriage; no school in the community; and the death of one or both parents.

The 2004 NDES also collected information about the percentage of children age 10-16 who had never attended school and did not attend during the 2003-2004 school year at least partly because of marriage, an engagement, or pregnancy (data not shown in table). The question was asked only about children in this age range because of the unlikelihood of children under the age of 10 being affected by these factors. Fifteen percent of children age 10-16 who had never attended school, did not attend during the 2002-2003 school year at least partly because of an engagement, marriage, or pregnancy. Overwhelmingly, these children were female, with 24 percent of female children not attending at least partly because of this reason, compared with just 0.4 percent of male children. Children in rural areas were slightly more likely than those in urban areas not to attend because of an engagement, marriage, or pregnancy (16 percent versus 11 percent).

7.3 Pupil Dropout

In the 2004 NDES, pupils are considered to have dropped out of school if they attended primary school or higher at some point in time and no longer attend school. This group of pupils includes those who attended a class without completing the year, as well as pupils who completed a class of schooling before leaving school.

Table 7.6 shows the percent distribution of school dropouts by class completed at the time of dropout. Twenty-seven percent of pupils who dropped out during primary school left without completing primary 1 or just after completing primary 1. Almost four in ten (39 percent) of those who have left school dropped out during or after primary 6. Female dropouts are about one year older than male dropouts when they leave primary school (11 years versus 10 years of age). Similarly, pupils in urban areas are one year older than those in rural areas when they leave school (11 years versus 10 years of age).

Table 7.6 Primary school dropouts by educational attainment and age at dropout

Percent distribution of de jure school dropouts age 4-16 by class completed at dropout, according to background characteristics, NDES 2004

Background characteristic	Primary class completed							Total	Number of dropouts	Mean age at dropout
	Did not complete level 1	1	2	3	4	5	6			
Sex										
Male	11.8	14.6	13.3	14.4	4.8	4.2	37.0	100.0	153	9.7
Female	2.8	23.9	9.9	12.0	6.8	4.1	40.6	100.0	177	10.6
Residence										
Urban	4.1	12.8	10.6	11.2	7.7	6.8	46.9	100.0	76	11.1
Rural	7.8	21.6	11.7	13.7	5.3	3.3	36.5	100.0	255	9.9
Total	7.0	19.5	11.4	13.1	5.9	4.1	38.9	100.0	330	10.2

Table 7.7 and Figure 7.4 present information about why children age 4-16 have dropped out of primary school, either during the cycle or at the end of primary school. As shown in Chapter 5, dropout in the primary cycle is uncommon, with the exception of primary 6, in which 17 percent of children dropped out between 2002-2003 and 2003-2004. Consistent with the fact that most pupils who drop out of primary leave near the end of the cycle, the mean age of dropout is 10.2 years, which is comparable to the target age for primary 6, age 11.

Parent/guardians were asked about many factors that might partly explain why a child dropped out of school. More than one factor might have been listed, so the percentages in Table 7.7 do not add to 100. In fact, on average, 1.7 reasons were given for each child dropping out of school.

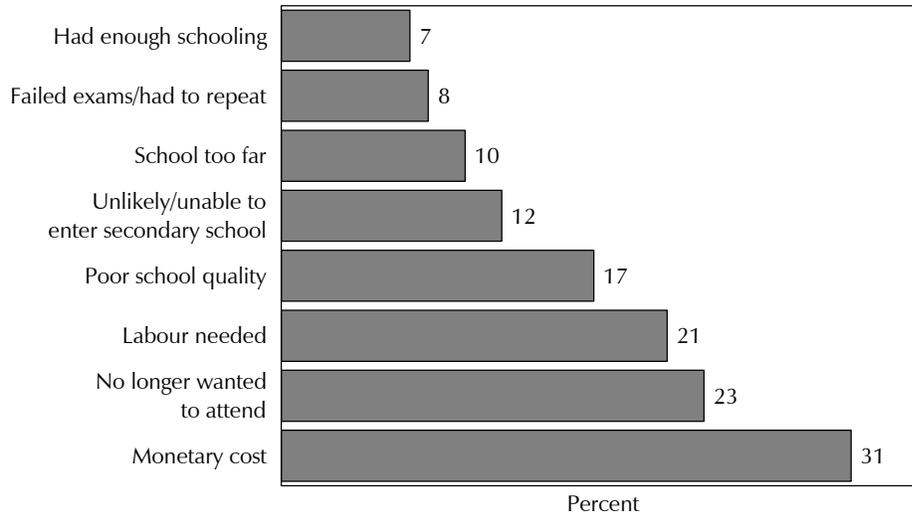
Table 7.7 Factors in primary school pupil dropout

Among de jure children age 4-16 who dropped out of primary school, the percentage who dropped out for specific reasons and the mean age of dropout, by background characteristics, NDES 2004

Background characteristic	Child factors							School factors							Number of dropouts	Mean age at dropout
	Cost-related factors		Failed exams had to repeat	No longer wanted to attend	Had enough schooling	Very sick/long-term illness	Disabled	Too far to school	Travel to school unsafe	Poor school quality	Unlikely/unable to enter secondary school		Other reasons	No reason		
	Monetary cost	Labour needed														
Sex																
Male	33.9	19.6	9.6	27.8	9.2	1.8	4.5	11.0	4.4	16.4	13.9	28.2	4.7	153	9.7	
Female	28.0	22.7	7.3	19.6	5.1	6.0	2.5	9.7	3.4	17.1	9.8	26.3	2.2	177	10.6	
Residence																
Urban	36.8	24.3	11.7	36.9	5.1	4.9	1.9	3.8	0.7	10.9	6.4	35.3	0.5	76	11.1	
Rural	28.9	20.3	7.4	19.3	7.6	3.8	3.9	12.3	4.8	18.5	13.3	24.7	4.2	255	9.9	
Region																
North Central	(41.5)	(16.2)	(0.0)	(42.7)	(2.3)	(6.0)	(0.0)	(7.1)	(1.8)	(0.0)	(2.3)	(17.5)	(1.2)	37	(10.9)	
North East	24.9	18.3	1.7	11.6	4.2	4.7	6.5	10.9	3.9	18.4	8.8	36.3	9.4	107	9.1	
North West	24.2	25.1	15.2	18.1	10.1	4.1	2.1	16.9	6.8	31.4	24.9	29.9	0.6	111	10.5	
South East	*	*	*	*	*	*	*	*	*	*	*	*	*	7	*	
South South	(45.7)	(25.6)	(6.9)	(30.1)	(8.7)	(3.4)	(3.0)	(0.7)	(0.7)	(0.0)	(0.0)	(22.7)	(0.0)	49	(11.1)	
South West	(36.1)	(19.0)	(23.8)	(48.7)	(0.0)	(0.0)	(1.5)	(3.9)	(0.0)	(0.0)	(3.9)	(5.6)	(0.0)	20	(10.7)	
Economic status quintile																
Lowest	40.2	20.0	6.6	11.4	8.7	6.8	3.6	17.1	10.9	21.9	11.8	10.2	11.0	95	9.1	
Second	22.1	21.3	8.1	26.7	8.3	1.3	0.0	12.2	1.2	13.3	12.3	29.7	0.0	88	10.6	
Middle	31.7	19.0	6.3	19.5	3.8	2.3	5.1	6.9	1.8	20.0	15.7	33.5	1.2	88	10.1	
Fourth	(20.9)	(28.0)	(11.9)	(46.3)	(5.0)	(10.5)	(9.0)	(0.0)	(0.0)	(15.6)	(4.8)	(48.4)	(0.0)	39	(11.2)	
Highest	*	*	*	*	*	*	*	*	*	*	*	*	*	21	*	
Total	30.8	21.3	8.4	23.4	7.0	4.1	3.4	10.3	3.8	16.8	11.7	27.2	3.4	330	10.2	

Note: More than one response possible. An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Figures in parentheses are based on 25-49 unweighted cases. Questions were asked about a total of 330 youth who had dropped out of primary school. First, the parent/guardian was asked whether a child had dropped out of school because he/she was physically or mentally disabled, and if the answer was yes, no further questions were asked about reasons for leaving school. Next, the respondent was asked whether a child had dropped out because he/she had been very sick for 3 months or longer, and if the answer was yes, no additional questions were asked. There were 11 children who had dropped out because of a disability and 13 who had left school because of a long-term illness, so for the remainder of the questions, the sample size was not 330, but 306.

Figure 7.4
Selected Factors in Dropping Out of School, among Pupils Who Have Dropped Out of School



NDES 2004

As was the case with factors in never having attended school, the monetary and non-monetary costs of schooling are common factors in primary school dropout. For almost one in three (31 percent) of the children who had dropped out of school, the monetary cost of schooling was cited as a factor in dropout. One in five children left school at least in part because of labour needs at home.

Among the child-related factors, the most commonly-given reason for dropout was that the child was no longer interested in attending school (23 percent). This reason was cited more often for male than for female pupils (28 percent versus 20 percent), and nearly twice as often for urban as for rural dropouts (37 percent versus 19 percent). Other child-related factors were less common, including failing exams or having to repeat (8 percent), having completed enough schooling (7 percent), and the child’s lengthy illness (4 percent) or disability (3 percent).

School-related factors were also mentioned as reasons for dropout. The poor quality of schooling was a factor for 17 percent of pupils, as was the unavailability of secondary school places (12 percent), and the distance to the closest school (10 percent). The lack of safety in traveling to school was a less influential factor in dropout (4 percent). There were notable urban-rural differences in these factors, with pupils in rural areas more likely to have dropped out at least partly because of poor school quality, the shortage of school places, and the distance to school.

When parent/guardians were asked about other reasons for children dropping out of school, another reason was given for one in four children. The reasons listed under other reasons (see Table 7.7) were many, and not easily regrouped into new categories. Furthermore, no single reason predominated under other reasons, or constituted a meaningful percentage as a factor. As a consequence, these reasons remain grouped under other reasons. Among these other reasons were factors such as the child going to a Qur’anic school rather than continuing to a school in the formal system; learning a trade; the child being “dull”; and the death of one or both parents.

The 2004 NDES also collected information about the percentage of children age 10-16 who had dropped out of school at least partly because of marriage, an engagement, or pregnancy (data not shown in table). The question was asked only about children in this age range because of the unlikelihood of children under the age of 10 being affected by these factors. Twelve percent of children age 10-16 who had dropped out of school did so at least partly because of an engagement, marriage, or pregnancy. Gender differences were substantial, with 21 percent of female children dropping out at least partly because of this factor, compared with just 1 percent of male children.

HOUSEHOLD EXPENDITURES ON SCHOOLING

The cost of schooling to households includes the monetary costs associated with schooling, other non-monetary contributions such as the time spent by children in school and travelling to and from school, and other household members' time and labour in support of children's schooling. These costs of schooling, both monetary and non-monetary, may be difficult for some households to bear and may in some cases be so burdensome as to keep children from ever attending school or result in children leaving school. This chapter focuses on household expenditures on children's schooling at the primary and secondary levels. The following chapter, Chapter 9, presents information on other costs of schooling borne by households, such as time devoted to school by children and other household members.

8.1 Overview of Expenditures on Primary Schooling

The 2004 NDES collected information about whether households spent money on each pupil's schooling during the 2002-2003 school year, and if so, how much was spent on which items. Questions were asked specifically about possible costs, including: tuition, PTA fees, exam fees, boarding fees, uniforms and clothing, books and supplies, transportation, food, extra lessons, and other types of expenditures. It must be emphasised that the parent/guardian respondent was asked about expenditures made by members of the household, rather than all expenditures made on the pupil's behalf. If, for example, the household did not spend money on the school development levy, but an uncle living in another household paid this levy, the expenditure was not recorded for that pupil because it was not made from within the pupil's household.

The tables in this section of the chapter present data on per-pupil household expenditures on schooling. The discussion includes the type of school pupils attend because both the incidence and magnitude of expenditures are expected to differ according to the type of school attended. Table 8.1 presents information on the incidence of expenditure, or the percentage of pupils whose households spent money on each item, according to background variables of sex, residence, region, school type, and household economic status.

Table 8.2 presents the mean total sum spent on each pupil during the 2002-2003 school year. Table 8.3 presents expenditure data for pupils with non-zero expenditures on various items such as tuition, school supplies, and so on. This table illustrates how much money was spent on each item, on average, among pupils whose households spent any money on that item.

Cost Incidence and Total Expenditures

Virtually all (nearly 100 percent) of primary pupils' households spent money on primary schooling during the 2002-2003 school year, regardless of the pupil's sex, urban-rural residence, region, economic status, or the type of school attended (see Table 8.1). Overall, the most frequently incurred expenditures were on school supplies (including texts, exercise books, pens, pencils, etc.), uniforms and clothing needed for school (including shoes), and on PTA fees. Ninety-nine percent of pupils' households spent money on school supplies, 89 percent bought school clothing or uniforms, and 72 percent paid PTA fees. Almost two-thirds of pupils' households spent money on food and roughly half paid exam fees. One third of pupils' households paid for extra lessons and one third paid a school development levy. Twenty-nine percent of pupils' households paid tuition fees.

Table 8.1 Household expenditures on primary schooling for school pupils

Percentage of primary school pupils whose households spent money on various costs of schooling in the 2002-2003 school year, by type of expenditure and background characteristics, NDES 2004

Background characteristic	Expenditures on primary schooling													Number of pupils	
	Tuition	School development levy	PTA fees	Exam fees	Boarding fees	Furniture, tools, and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra lessons	Other		One or more types of expenditures
Sex															
Male	27.9	32.0	71.7	46.0	0.3	13.6	89.2	99.2	15.0	7.7	66.4	31.8	16.4	100.0	2,374
Female	30.2	35.7	71.9	49.7	0.3	13.8	89.0	99.4	17.5	7.5	61.4	35.6	17.6	100.0	1,917
Residence															
Urban	40.6	38.9	75.8	56.9	0.2	10.6	92.7	99.7	10.6	12.6	74.0	51.0	20.4	99.9	1,598
Rural	22.0	30.5	69.4	42.2	0.4	15.5	87.0	99.1	19.4	4.7	58.3	23.2	14.9	100.0	2,693
Region															
North Central	39.4	47.6	93.8	32.3	0.2	11.6	89.5	98.7	25.0	4.2	65.3	24.8	16.7	100.0	816
North East	12.0	16.6	55.4	10.7	0.6	4.8	89.5	99.4	7.7	5.6	66.3	16.1	6.9	99.9	684
North West	11.4	21.3	71.6	21.5	0.1	7.5	95.4	98.8	0.2	6.5	89.3	22.8	13.1	100.0	1,022
South East	64.6	40.3	73.1	71.9	0.0	26.1	89.5	99.6	32.8	5.7	31.4	58.6	26.0	99.7	401
South South	29.5	26.1	61.1	88.7	0.6	23.7	80.2	99.9	32.3	10.4	32.1	33.6	22.3	100.0	860
South West	40.7	66.4	75.8	86.2	0.2	14.6	90.2	99.9	4.8	14.9	89.0	72.5	22.4	100.0	508
School type															
Government schools	13.9	28.6	70.1	39.2	0.2	13.9	88.4	99.1	17.8	4.9	62.0	22.5	13.5	100.0	3,119
Private religious	80.2	49.9	81.7	67.9	0.0	15.4	93.2	100.0	9.2	17.3	73.0	62.2	37.9	100.0	223
Private non-religious	95.0	58.0	78.4	74.3	0.3	8.1	92.0	99.8	10.1	14.1	71.1	75.0	29.0	100.0	504
Economic status quintile															
Lowest	11.5	27.3	68.9	40.7	0.5	16.0	85.7	98.7	24.9	3.7	47.5	12.3	14.8	99.9	661
Second	11.1	25.3	65.0	32.1	0.5	13.3	86.3	98.7	18.8	2.0	56.1	13.5	13.8	99.9	797
Middle	22.0	32.1	70.9	40.6	0.3	13.8	89.5	99.3	17.0	4.9	68.6	24.7	11.0	99.9	913
Fourth	29.2	31.9	75.8	52.1	0.2	15.5	92.3	99.7	12.7	8.4	71.6	38.5	18.7	100.0	1,029
Highest	64.5	49.3	76.1	68.9	0.1	10.0	90.0	99.9	10.2	17.4	70.6	70.5	25.4	100.0	891
Total	28.9	33.6	71.8	47.7	0.3	13.7	89.1	99.3	16.1	7.6	64.2	33.5	16.9	100.0	4,291

Note: Information on school type was missing for 445 pupils.

Parent/guardians were also asked about expenditures on other items. Sixteen percent of pupils' households spent money on handworks (or arts and crafts supplies). Another substantial category of expense was furniture, tools and food utensils such as plates and water bottles (14 percent). Less common were expenditures on transport (8 percent) and on boarding fees (0.3 percent).

The incidence of expenditure, and differences by household and pupil characteristics, are discussed more fully below, in conjunction with Table 8.3.

Although nearly all primary school pupils' households spent money on their schooling in the 2002-2003 school year (on average 7,918), the total amount of money spent per child differs according to various background characteristics (see Table 8.2). On average, somewhat more money was spent on female pupils (R7,992) than male pupils (R7,859). Among pupils in urban areas, the mean expenditure on schooling (R10,495) was considerably higher than the mean expenditure among pupils in rural areas (R6,390).¹

¹ US\$1 = R129 (July 2004)

Table 8.2 Per-pupil household expenditures on primary schooling for pupils

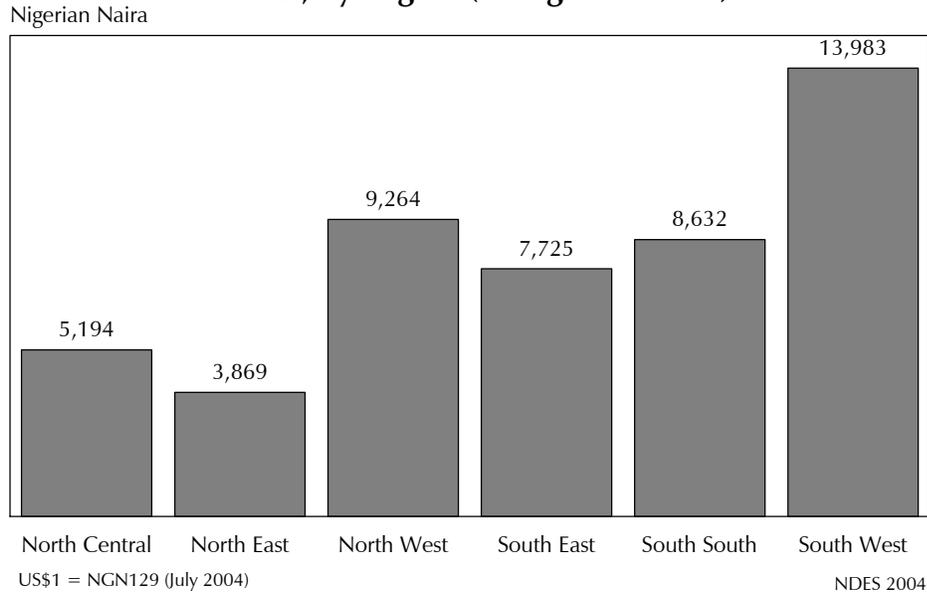
Average annual per-pupil household expenditure (in Nigerian Naira) on primary schooling in the 2002-2003 school year, by background characteristics, NDES 2004

Background characteristic	Mean total expenditures (Nigerian Naira)	Number of primary school pupils
Sex		
Male	7,858.9	2,374
Female	7,991.8	1,917
Residence		
Urban	10,494.8	1,598
Rural	6,389.9	2,693
Region		
North Central	5,193.8	816
North East	3,868.8	684
North West	9,264.1	1,022
South East	7,725.4	401
South South	8,631.6	860
South West	13,983.1	508
School type		
Government schools	5,683.6	3,119
Private religious	15,250.9	223
Private non-religious	17,692.4	504
Economic status quintile		
Lowest	4,533.2	661
Second	7,563.4	797
Middle	4,371.8	913
Fourth	6,573.4	1,029
Highest	15,936.2	891
Total	7,918.3	4,291

Note: nformation on school type was missing for 445 pupils.
Nigerian Naira: US\$1 = ₦129 (July 2004)

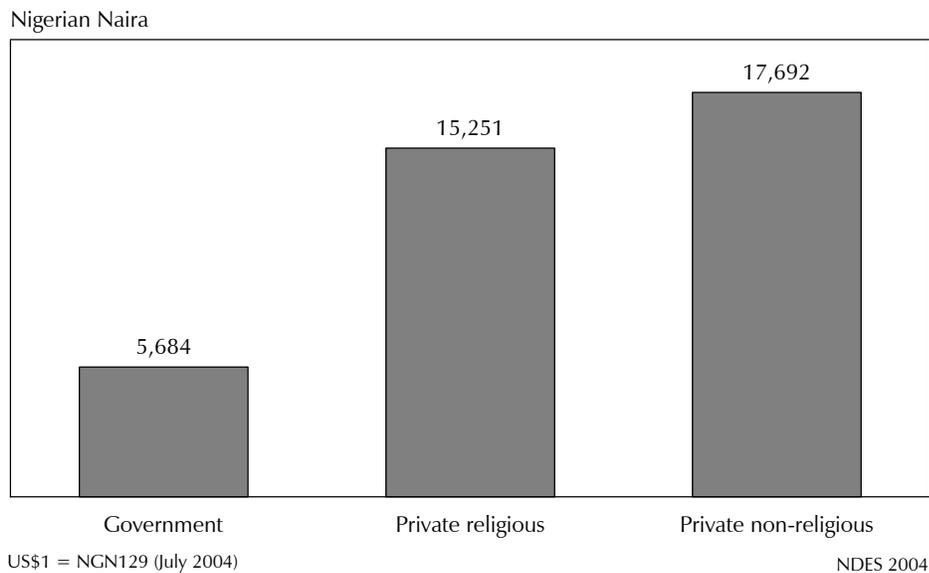
There is substantial variation in total per pupil expenditures across regions (see Figure 8.1). At ₦13,983, mean per pupil expenditure in the South West was the highest in Nigeria, and far greater than the next highest per pupil expenditures recorded for the North West (₦9,264). Households spent the lowest amount per pupil in the North East (₦3,869), slightly more than one fourth of the expenditure in the South West.

Figure 8.1
Mean Annual Per-Pupil Household Expenditure on Primary School, by Region (in Nigerian Naira)



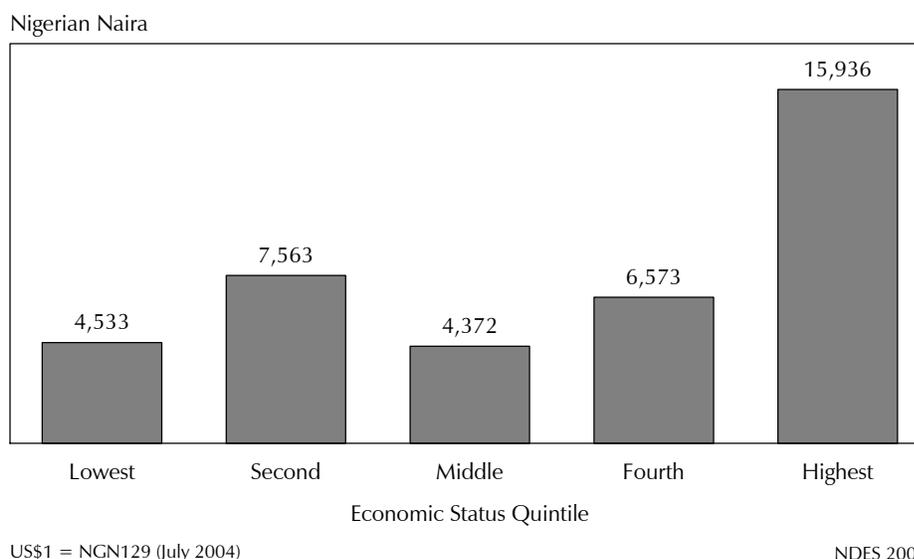
The mean annual expenditure for pupils attending private schools far exceeded that for pupils attending government schools (see Figure 8.2). Mean per pupil expenditures for a private non-religious school pupil (₦17,692) and for a private religious school pupil (₦15,251) were about three times higher than mean expenditures for a government school pupil (₦5,684).

Figure 8.2
Mean Annual Per-Pupil Household Expenditure on Primary School, by School Type (in Nigerian Naira)



As might be expected, the more economically advantaged the household, the greater the mean total expenditure per pupil (see Table 8.2 and Figure 8.3). Mean total expenditure on a pupil from the highest quintile (₦15,936) was more than three times as high as the mean total expenditure on a pupil from the lowest quintile (₦4,533). Moreover, mean total per pupil expenditure for the highest quintile was considerably greater than that for the fourth quintile (₦6,573).

Figure 8.3
Mean Annual Per-Pupil Household Expenditure on Primary School, by Economic Status Quintile (in Nigerian Naira)



8.2 Specific Non-Zero Expenditures

This section of the chapter combines information on the incidence of expenditure (see Table 8.1) with information on the mean non-zero expenditures on various items (see Table 8.3). This approach allows for a more realistic comparison of prices paid by pupils' households spending money on particular school costs. Non-zero expenditure is simply the average expenditure for all primary school pupils who spent money in a specific cost category. For example, since only 29 percent of pupils spent money on tuition, then the mean expenditure would be calculated using the actual number of pupils whose households spent money on this cost.

Tuition

As shown in Table 8.1, about one-third of pupils' households spent money on tuition. Among children with non-zero expenditures on tuition, the mean annual tuition expenditure was ₦3,897, although this masks variation in expenditure by sex, residence, region, school type, and economic status (see Table 8.3). Households paid, on average, more on tuition for a male pupil (₦4,346) than for a female pupil (₦3,578). Households in urban areas were more likely to have paid tuition than those in rural areas (41 percent versus 22 percent, as shown in Table 8.1), and furthermore, those in urban areas spent considerably more on a pupil's tuition (₦5,814) than households in rural areas did (₦2,244).

Among the regions, pupils' households in the North West were least likely to have spent money on tuition (11 percent), while those in the South East were most likely to have paid tuition (65 percent);

see Table 8.1). Among pupils whose households spent money on tuition, mean expenditures ranged from ₦1,277 in the North Central region, to ₦8,567 in the South West.

Pupils in government schools were least likely to have paid tuition (14 percent), and those paying tuition spent far less than pupils in private schools. Pupils in private religious and private non-religious schools were likely to pay tuition (80 percent and 95 percent, respectively), and spent far more on tuition than did government school pupils (₦6,006 in private non-religious schools, and ₦5,208 in private religious schools).

Pupils from the most advantaged households were most likely to have paid tuition (65 percent), and those from the lowest and second quintiles were the least likely to have paid tuition (12 percent and 11 percent, respectively; see Table 8.1). In addition, among those pupils whose households paid tuition fees, the mean per pupil expenditure for the most advantaged pupils (₦6,848) was six times higher than mean per pupil expenditure for the lowest quintile (₦1,021).

Table 8.3 Non-zero per-pupil household expenditures on primary schooling for school pupils

Average annual per-pupil household expenditure (in Nigerian Naira) on primary schooling in the 2002-2003 school year for primary school pupils with non-zero expenditures, by type of expenditure and background characteristics, NDES 2004

Background characteristic	Mean per-pupil household expenditures on primary schooling (in Nigerian Naira)												
	Tuition	School development levy	PTA fees	Exam fees	Boarding fees	Furniture, tools, and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra lessons	Other
Sex													
Male	4,345.6	348.0	215.6	303.7	*	425.5	860.1	1,126.1	219.6	7,801.2	4,390.5	2,078.7	319.3
Female	3,577.5	343.9	221.9	315.5	*	378.1	787.8	1,122.2	202.6	16,334.6	4,191.4	1,582.8	433.3
Residence													
Urban	5,813.5	421.3	276.0	363.0	*	(398.6)	974.2	1,561.7	247.7	7,107.8	3,604.3	2,072.3	456.9
Rural	2,243.5	299.6	184.7	270.4	*	406.6	735.8	863.6	199.4	18,580.5	4,833.4	1,469.4	303.7
Region													
North Central	1,277.2	242.3	158.0	187.9	*	*	641.4	980.8	192.8	(7,424.9)	2,978.4	1,005.8	180.1
North East	3,044.4	118.1	115.8	174.3	*	*	621.3	625.5	51.8	6,027.6	2,393.7	2,571.5	124.6
North West	3,742.5	190.3	144.7	190.0	*	(266.7)	879.5	716.7	*	(23,911.0)	6,034.7	1,479.1	442.5
South East	3,312.8	498.4	376.9	314.3	*	*	938.7	1,375.6	324.1	(16,609.3)	2,491.1	1,336.7	410.6
South South	6,231.6	659.4	305.0	346.2	*	395.0	986.2	1,521.1	191.4	10,807.4	5,115.7	3,031.5	464.4
South West	8,566.9	421.2	380.4	393.1	*	(438.2)	967.8	1,961.6	(336.9)	5,758.1	4,244.9	1,869.9	414.9
School type													
Government schools	1,658.6	237.1	171.7	221.7	*	357.3	714.5	798.0	204.2	14,182.6	4,305.7	1,292.5	304.6
Private religious	5,207.5	511.3	341.7	316.6	*	*	1,181.6	1,981.9	225.6	6,723.4	6,924.0	1,735.3	418.7
Private non-religious	6,006.4	728.1	501.1	488.2	*	*	1,188.9	2,343.7	*	(11,090.1)	3,836.8	2,904.7	502.7
Economic status quintile													
Lowest	1,020.7	307.1	150.4	228.5	*	*	566.6	588.5	192.8	(7,233.6)	5,706.8	849.8	201.5
Second	1,041.7	188.0	138.9	222.0	*	(415.9)	646.3	598.5	178.1	*	7,964.6	663.9	172.1
Middle	1,311.3	235.2	171.2	240.5	*	(416.9)	731.4	792.2	233.2	(7,346.5)	2,326.7	1,068.3	293.3
Fourth	2,585.4	291.1	198.5	270.4	*	347.3	880.4	1,197.8	212.5	8,729.1	2,638.6	1,674.1	280.3
Highest	6,848.1	616.4	431.7	487.4	*	(508.5)	1,207.6	2,237.5	260.2	8,143.2	4,944.3	2,327.4	670.9
Total	3,987.4	346.1	218.4	309.2	*	404.3	828.0	1,124.4	211.3	11,612.2	4,305.1	1,841.7	371.9

Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on 25-49 cases.

Nigerian Naira: US\$1 = ₦129 (July 2004)

School Development Levy

One-third of pupils paid the school development levy in the 2002-2003 school year (see Table 8.1), and among pupils with non-zero expenditures on the school development levy, the mean expenditure was ₦346 (see Table 8.3). Expenditures were higher for pupils in urban areas than for those in rural areas. Among the regions, households in the North East were the least likely to pay the levy (17 percent), and spent the least on the levy (₦118). Households in the South West were most likely to pay the levy. Households in the South South paid the highest amount on the levy (₦659). Pupils in private religious and non-religious schools were more likely to pay the levy, and paid more, on average, than pupils in government schools.

Parent-Teacher Association Fees

Seventy-two percent of pupils' households paid the parent-teacher association (PTA) fee, and on average, those who paid the fee spent N218. Expenditures were similar for male and female pupils, but higher for pupils in urban than in rural areas. There was regional variation both in the incidence of expenditure and the amounts spent. Pupils' households in the North East were the least likely to pay a PTA fee (55 percent), and spent the least. By comparison, 94 percent of pupils' households in the North Central region paid the PTA fee. The highest PTA fees were paid in the South West and South East. Pupils from more economically advantaged households paid more for PTA fees than did those from less advantaged households.

Examination Fees

Nearly half of pupils' households spent money on examination fees during the 2002-2003 school year, and among pupils whose households spent money on examination fees, the mean per-pupil expenditure was ₦309. Expenditures were higher among pupils in urban than in rural areas. Among the regions, the incidence of expenditure was lowest in the North East (11 percent), and highest in the South South (89 percent). Mean expenditures on examination fees were highest in the South West, and lowest in the North East. Both the incidence of expenditures and mean non-zero expenditures were higher among pupils attending private religious and private non-religious schools, and lower among those attending government schools.

Boarding Fees

At the primary level, where boarding schools are uncommon, just 0.3 percent of pupils' households paid boarding fees.²

Furniture, tools, and food utensils

One of the other types of expenditures commonly mentioned by parent/guardians was furniture, tools, and utensils, with 14 percent of pupils' households spending money on these items (see Table 8.1). Non-zero expenditures on these items averaged ₦404.

Uniforms, Clothing, and Shoes Bought for Use at School

Nine in ten pupils' households spent money on uniforms, clothing, and shoes bought primarily for use at school, and the mean non-zero expenditure was ₦828 for the 2002-2003 school year.

² The number of pupils whose households spent money on boarding fees is too small to allow the presentation of results on mean expenditures.

Households spent more on male (₺860) than on female pupils (₺788), and those in urban areas spent more than those in rural areas. Among the regions, households in the south spent more than did those in the north. Private school pupils spent more on uniforms and clothing than did government school pupils, and those in the most advantaged quintile spent twice as much as did those in the lowest quintile (₺1,208 versus ₺567).

School Supplies

Nearly all pupils' households (99 percent) paid for school supplies, including textbooks, exercise books, pens and pencils, school bags, and so on. On average, pupils' households spent ₺1,124 on school supplies. Pupils' households in urban areas spent twice as much on supplies as did those in rural areas (₺1,562 versus ₺864). In the south, pupils' households spent considerably more than did those in the north. Pupils in both religious and non-religious private schools spent over twice as much on school supplies as did pupils in government schools. The more advantaged the household, the more money was spent on school supplies. For instance, pupils' households in the highest quintile spent an average of ₺2,238, compared with ₺589 in the lowest quintile.

Handworks

When asked about expenditures on other school items, parent/guardians listed expenditures on handworks (arts and crafts) for 16 percent of pupils. On average, pupils' households spending money on handworks spent ₺211 for the school year. The incidence of expenditure on this item was far higher in the South East, South South, and North Central regions than in the remaining three regions. In addition, the incidence of expenditure was higher in government schools than in either type of private school, and less economically advantaged households were most likely to have paid for these materials.

Transportation

The majority of pupils walk to school—particularly in rural areas—so it is to be expected that a relatively small proportion of pupils' households spent money on transportation. Overall, only 8 percent of pupils' households paid for transportation. Pupils' households were more likely to spend money on transport in urban than in rural areas, and in the South West and South South. Pupils attending government schools were less likely than those attending private schools to pay for transport, and pupils in the highest quintile were more likely than those in the less advantaged quintiles to have spent money on transport. However, while the incidence of expenditure on transport was low overall, the amounts spent by households on transportation were not: households spent more money per pupil on transportation than on any other expenditure category (₺11,612).

Food

Nearly two-thirds of pupils' households spent money on food or snacks for pupils to eat during the school day (see Table 8.1). These expenditures may have been on lunch or snacks bought on the way to school or at school or on food bought by the household for the child to take to school. For the small percentage of primary school pupils attending boarding schools, expenditures on food may also include the portion of boarding fees that covers the costs of pupils' meals at school. Among those pupils whose households spent money on food, expenditures (₺4,305) were higher than they were on most other items, ranking only behind transportation.

Pupils' households in urban areas were more likely than those in rural areas to spend money on food (74 percent versus 58 percent). However, among pupils' households spending money on food, those in rural areas spent more than those in urban areas (₺4,833 versus ₺3,604). Among the regions, pupils'

households in the South East and South South were least likely to spend money on food (31 percent and 32 percent), while those in the North West and South West were most likely to spend money on food (89 percent). Pupils' households in the North West also spent the most money on food (₦6,035), while those in the North East spent the least (₦2,394). The more advantaged a pupil's household, the more likely it was to spend money on food. However, mean expenditures on food were highest in the lowest two quintiles.

Extra Lessons

Extra lessons are generally provided by teachers in addition to regular lessons at schools. During the 2002-2003 school year, one-third of pupils' households spent money on extra lessons (see Table 8.1), and on average, spent ₦1,842 (see Table 8.3). Extra lessons appear to be more an urban phenomenon than a rural one: 51 percent of pupils' households in urban areas spent money on extra lessons, compared with 23 percent in rural areas. Among the regions, pupils' households in the North East were least likely, and those in the South West most likely, to have spent money on extra lessons (16 percent and 73 percent, respectively). Those in the North Central region spent the least on extra lessons (₦1,006), while those in the South South spent the most (₦3,032). Pupils attending government schools were far less likely to have spent money on extra lessons than those attending private schools, and spent considerably less money on those lessons during the school year. The more advantaged a household, the more likely the pupil was to spend money on extra lessons. Expenditures were highest among the most advantaged pupils' households, and considerably lower among the lower quintiles.

Other Expenditures

Parent/guardians were asked whether the household spent money on other school costs, and if so, these school costs were specified and the sum spent on them quantified. These other costs include items such as money for school trips and school entertainment, computer fees, sports fees, graduation fees, library fees, medical fees, and other miscellaneous expenditures. Seventeen percent of pupils' households spent money on other school costs, spending, on average, ₦372 per pupil. Pupils' households in urban areas spent more than those in rural areas, and more economically advantaged households spent more than those in the lower quintiles.

Summary

After a detailed discussion of the expenditures on various school costs, a brief summary is useful to underscore the main findings. Perhaps most important to emphasize is that virtually all primary school pupils' households (100 percent) spent money on schooling. Nearly all pupils' households spent money on books and supplies, and nine in ten (89 percent) spent money on school uniforms and clothing. Seven in ten pupils' households spent money on PTA fees, and two in three spent money on food. About one-third spent money on extra lessons, on the school development levy, and on tuition. Less common were expenditures on handworks; on furniture, tools and food-related utensils; on transport; and on boarding fees.

There was substantial variation in expenditures on pupils' schooling according to background characteristics, including sex, urban-rural residence, region, and economic status. On average, more was spent by households on pupils in urban areas than in rural areas, and on pupils in the South West than those in other regions (see Table 8.2). Widely varying sums were spent on children attending government and private religious and private non-religious schools, with overall expenditure for pupils in government schools considerably lower than for pupils in private schools. Pupils' households in the highest (or most advantaged) quintile spent more per pupil than households in the other quintiles.

The findings suggest that there are some discretionary expenditures on primary schooling, including those on extra lessons, that households may or may not spend money on for their children attending primary school. On the other hand, there are also items bought by a very high percentage of households, such as school supplies and uniforms and clothing, which suggests that some of the costs of schooling are borne by nearly all households with children in school. Although households are unlikely to avoid having to spend some money on schooling, they can minimize how much is spent on various costs—as indicated by the differential amounts spent by households of higher versus lower economic status, for instance.

8.3 Sources of Support for the Monetary Costs of Primary Schooling

Parent/guardians were asked about the various sources of monetary support for each child's primary schooling during the 2002-2003 school year. These sources include those within the pupil's household (from the child's parents and/or other household members, or from the pupil himself or herself) and from outside the household (from extended family, a bursary or scholarship, borrowing, or a gift from a non-relative).

Background characteristic	Sources of support						One or more sources of support	Number of pupils
	One or both parents/ household	Child himself/ herself	Extended family	Bursary	Borrowing	Gift from non-relative		
Sex								
Male	97.1	4.3	15.6	1.8	8.4	4.2	99.1	2,374
Female	99.1	2.9	15.6	1.9	6.5	4.6	99.6	1,917
Residence								
Urban	97.9	3.5	12.0	2.7	7.9	4.9	99.2	1,598
Rural	98.0	3.8	17.7	1.3	7.3	4.1	99.3	2,693
Region								
North Central	99.1	2.5	13.9	0.1	1.8	3.0	99.9	816
North East	97.1	5.7	19.9	0.2	6.5	1.9	99.3	684
North West	95.7	3.7	16.6	2.3	1.5	3.7	98.4	1,022
South East	98.8	2.1	11.8	0.5	13.2	8.0	99.8	401
South South	99.3	3.3	18.6	0.2	12.6	7.5	99.7	860
South West	98.9	4.5	8.2	9.8	17.3	3.2	99.0	508
Economic status quintile								
Lowest	99.0	7.6	17.6	1.9	10.7	4.0	99.7	661
Second	96.7	3.4	16.8	1.7	4.8	3.9	98.8	797
Middle	98.3	3.7	16.0	1.5	7.2	3.3	99.0	913
Fourth	96.6	3.5	18.8	2.5	8.4	5.6	99.2	1,029
Highest	99.5	1.1	8.8	1.5	7.0	4.8	99.7	891
Total	98.0	3.7	15.6	1.8	7.5	4.4	99.3	4,291

Ninety-eight percent of pupils received support from one or both parents, or from the household (Table 8.4). Sixteen percent received support from extended family, 8 percent from borrowing, 4 percent from a gift from a non-relative, 4 percent from the youth himself/herself, and 2 percent from a bursary or scholarship.

While there were minimal differences by sex and urban-rural residence, there were notable differences by region. Pupils in the South West were least likely to receive support from extended family, and most likely to receive a bursary (10 percent). Pupils in the south were more likely than those in the northern regions to borrow funds for schooling. Pupils from the most advantaged quintile were less likely than those from less advantaged quintiles to have provided support themselves, and also less likely to have received support from extended family.

8.4 Overview of Expenditures on Secondary Schooling

The 2004 NDES also collected information about whether households spent money on each student's secondary schooling during the 2002-2003 school year, and if so, how much was spent on which items. The tables in this section of the chapter, like those in the earlier sections of the chapter, present data on per-student household expenditures on secondary schooling. Table 8.5 presents information on the incidence of expenditure, or the percentage of students whose households spent money on each item, according to background variables of sex, residence, region, and household economic status.³

Table 8.6 presents the mean total sum spent on each student during the 2002-2003 school year. Table 8.7 presents expenditure data for students with non-zero expenditures on various items such as tuition, school supplies, and so on. This table illustrates how much money was spent on each item, on average, among students whose households spent any money on that item.

Cost Incidence and Total Expenditures

Virtually all (100 percent) secondary students' households spent money on secondary schooling during the 2002-2003 school year, regardless of the student's sex, urban-rural residence, and region (see Table 8.5). Overall, the most frequently incurred expenditures were on school supplies (including texts, exercise books, pens, pencils, etc.), uniforms and clothing needed for school (including shoes), and on PTA fees. Ninety-nine percent of students' households spent money on school supplies, 91 percent bought school clothing or uniforms, and 82 percent paid PTA fees. Seventy-one percent of students' households spent money on food, and 69 percent spent money on tuition. Two-thirds of students' households paid examination fees, and over half (53 percent) paid for extra lessons. While only 8 percent of primary school pupils' households spent money on transportation (see Table 8.1), 40 percent of secondary school students' households incurred this expense. One-third spent money on furniture, tools, and food utensils, and nearly one-third spent money on other items. Eight percent spent money on boarding fees, and 5 percent on handworks. The incidence of expenditure, and differences by household and student characteristics, are discussed more fully below, in conjunction with Table 8.7.

³ Because the overwhelming majority of secondary school students attend government schools, the tables in this chapter, and in others, do not present results by school type, in part because the sample size is inadequate for schools of other types.

Table 8.5 Household expenditures on secondary schooling for school students

Percentage of secondary school students whose households spent money on various costs of schooling in the 2002-2003 school year, by type of expenditure and background characteristics, NDES 2004

Background characteristic	Expenditures on secondary schooling													Number of students	
	Tuition	School development levy	PTA fees	Exam fees	Boarding fees	Furniture, tools, and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra lessons	Other		One or more types of expenditures
Sex															
Male	69.6	53.5	80.7	64.8	7.3	31.0	91.3	98.5	5.8	36.3	71.8	50.7	24.9	100.0	484
Female	69.0	60.6	83.0	68.6	8.9	36.8	90.3	99.5	3.3	43.0	69.1	55.8	31.8	100.0	450
Residence															
Urban	60.3	57.5	81.0	61.5	6.0	29.4	92.9	99.9	4.7	46.8	74.6	58.5	25.0	100.0	485
Rural	79.0	56.3	82.6	72.1	10.3	38.5	88.5	98.0	4.5	31.7	66.1	47.4	31.8	100.0	450
Region															
North Central	99.8	64.6	97.3	60.8	9.7	44.3	94.7	100.0	0.6	31.0	81.7	49.3	32.3	100.0	160
North East	84.1	57.8	86.3	47.6	19.5	12.2	95.8	98.4	2.6	31.2	82.3	21.9	17.4	100.0	89
North West	73.6	45.3	78.3	27.7	13.5	11.2	98.8	100.0	0.0	42.1	90.9	40.9	18.2	100.0	93
South East	88.3	44.3	80.3	73.4	2.0	57.8	94.2	98.9	7.4	46.3	44.3	67.4	37.0	100.0	111
South South	72.4	62.5	72.0	87.6	8.9	33.0	81.5	97.5	10.2	39.2	50.4	44.4	38.9	100.0	274
South West	23.3	55.3	83.2	65.4	1.6	33.1	92.6	100.0	1.7	45.5	88.1	79.0	15.6	100.0	208
Economic status quintile															
Lowest	79.2	69.5	91.6	75.6	6.4	43.5	81.9	97.2	2.2	30.7	74.2	26.4	24.8	100.0	51
Second	81.9	64.0	85.7	68.4	10.0	35.2	94.2	99.6	7.5	19.3	65.0	32.6	29.0	100.0	102
Middle	78.9	60.8	82.9	59.0	11.6	43.2	94.3	99.8	2.1	35.0	70.6	51.6	28.8	100.0	178
Fourth	64.9	43.9	80.9	66.2	9.3	29.6	90.4	96.7	4.4	32.3	66.7	47.6	21.2	100.0	203
Highest	62.7	58.4	79.5	68.6	5.6	30.1	89.7	99.9	5.4	51.5	73.3	65.4	31.8	100.0	400
Total	69.3	56.9	81.8	66.6	8.1	33.8	90.8	99.0	4.6	39.6	70.5	53.2	28.3	100.0	935

At the secondary level, students' households spent more than twice as much per student than did primary school pupils' households (₦20,628 at the secondary level, compared with ₦7,918 at the primary level). As at the primary level, the total amount of money spent per student differs according to various background characteristics (see Table 8.6). On average, more money was spent on female students (₦24,454) than male students (₦17,068). However, unlike at the primary level, there was virtually no difference in total expenditures by urban-rural residence.

There is substantial variation in total per student expenditures across regions (see Figure 8.1). At ₦29,708, mean per student expenditure in the North West was the highest in Nigeria. Households spent the lowest amount per student in the North East (₦11,231). Mean total expenditure on a student from the highest quintile (₦26,785) was twice as high as the mean total expenditure on a student from the lowest quintile (₦13,927; see Figure 8.5).

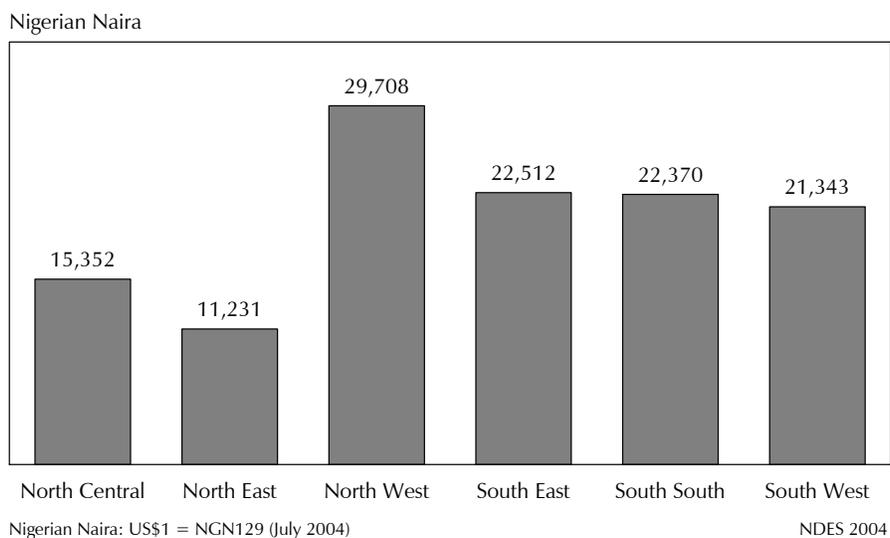
Table 8.6 Per-student household expenditures on secondary schooling for students

Average annual per-pupil household expenditure (in Nigerian Naira) on secondary schooling in the 2001 school year, by background characteristics, NDES 2004

Background characteristic	Mean total expenditures (Nigerian Naira)	Number of secondary school students
Sex		
Male	17,067.5	484
Female	24,454.3	450
Residence		
Urban	20,947.7	485
Rural	20,283.6	450
Region		
North Central	15,351.5	160
North East	11,230.8	89
North West	29,707.7	93
South East	22,511.9	111
South South	22,370.3	274
South West	21,343.3	208
Economic status quintile		
Lowest	13,927.0	51
Second	16,001.4	102
Middle	20,342.8	178
Fourth	12,743.9	203
Highest	26,785.4	400
Total	20,628.1	935

Nigerian Naira: US\$1 = ₦129 (July 2004)

Figure 8.4
Mean Annual Per-Student Household Expenditure on Secondary School, by Region (in Nigerian Naira)



8.5 Specific Non-Zero Expenditures

This section of the chapter combines information on the incidence of expenditure (see Table 8.5) with information on the mean non-zero expenditures on various items (see Table 8.7). This approach allows for a more realistic comparison of prices paid by students' households spending money on particular school costs. Non-zero expenditure is simply the average expenditure for all secondary school students who spent money in a specific cost category. For example, since 40 percent of students spent money on transportation, then the mean expenditure would be calculated using the actual number of students whose households spent money on this cost.

Tuition

As shown in Table 8.5, about two-thirds of students' households spent money on tuition. Among students with non-zero expenditures on tuition, the mean annual tuition expenditure was ₦4,616 (see Table 8.7). Households paid, on average, more on secondary school tuition for female students (₦5,426) than for male students (₦3,821). Interestingly, unlike at the primary level, students' households in rural areas were more likely to have paid tuition than those in urban areas (79 percent versus 60 percent, as shown in Table 8.5). Expenditures on tuition were slightly higher in urban than in rural areas (see Table 8.7).

Table 8.7 Non-zero per-student household expenditures on secondary schooling for school students

Average annual per-student household expenditure (in Nigerian Naira) on secondary schooling in the 2002-2003 school year for secondary school students with non-zero expenditures, by type of expenditure and background characteristics, NDES 2004

Background characteristic	Mean per-student household expenditures on secondary schooling (in Nigerian Naira)												
	Tuition	School development levy	PTA fees	Exam fees	Boarding fees	Furniture, tools, and utensils	Uniforms and clothing	Books and supplies	Hand-works	Transport	Food	Extra lessons	Other
Sex													
Male	3,820.9	512.6	488.8	737.8	*	930.9	1,410.2	2,560.3	*	7,460.1	5,767.6	2,404.0	932.0
Female	5,425.9	513.5	639.9	740.6	*	1,098.8	1,523.4	2,984.5	*	17,087.9	7,179.5	2,429.0	1,062.1
Residence													
Urban	4,959.7	537.8	633.3	663.0	*	1,043.2	1,470.1	3,070.0	*	9,198.0	6,210.0	2,704.8	945.2
Rural	4,321.4	478.7	488.2	809.7	*	999.1	1,457.4	2,432.6	*	17,940.0	6,723.2	1,963.9	1,054.2
Region													
North Central	2,162.6	316.0	303.4	403.7	*	797.4	1,225.5	2,522.4	*	6,099.1	5,281.2	1,232.1	(695.1)
North East	1,398.2	*	246.2	*	*	*	1,208.9	1,822.6	*	(4,932.5)	4,822.5	*	*
North West	1,854.8	(321.4)	327.7	*	*	*	1,509.2	2,101.7	*	(44,582.0)	8,172.5	*	*
South East	4,620.9	(436.4)	846.7	1,356.1	*	1,263.3	1,539.2	2,723.8	*	(16,062.0)	5,194.0	2,032.2	(1,072.0)
South South	8,702.8	765.7	676.6	800.3	*	1,218.8	1,673.8	3,227.0	*	9,702.6	8,903.5	2,570.5	1,086.7
South West	(11,850.8)	587.9	688.5	470.7	*	874.1	1,461.3	3,073.6	*	7,943.6	5,586.4	2,996.2	(788.8)
Economic status quintile													
Lowest	*	*	(328.2)	476.6	*	(1,215.6)	1,274.2	2,093.0	*	*	(6,236.5)	*	*
Second	(1,831.0)	(658.0)	272.9	468.4	*	(962.5)	1,313.5	2,234.4	*	*	6,199.4	(2,336.6)	(728.8)
Middle	2,394.5	310.4	306.4	510.7	*	874.3	1,337.3	1,980.7	*	22,286.7	7,029.3	1,313.3	(546.8)
Fourth	2,479.1	398.0	440.2	627.7	*	985.7	1,323.9	2,312.4	*	6,424.8	4,691.6	1,668.9	(894.2)
Highest	8,260.2	617.0	851.8	971.5	*	1,105.5	1,660.1	3,557.7	*	10,704.8	7,065.1	3,030.0	1,241.7
Total	4,616.0	513.1	565.1	739.2	(7,334.9)	1,018.7	1,464.1	2,766.0	(413.9)	12,605.5	6,441.6	2,417.4	1,003.8

Note: An asterisk indicates that a figure has been suppressed because it is based on fewer than 25 unweighted cases. Parentheses indicate that a figure is based on 25-49 cases.
Nigerian Naira: US\$1 = ₦129 (July 2004)

Among the regions, students' households in the South West were least likely to have spent money on tuition (23 percent), while those in the North Central region were most likely to have paid tuition (nearly 100 percent). In the remaining regions, between 72 and 88 percent of students' households paid tuition fees. Surprisingly, students from the less advantaged households were most likely to have paid tuition (79 percent in the lowest quintile and 82 percent in the second quintile), and those from the highest quintiles were the least likely to have paid tuition (63 percent in the highest quintile; see Table 8.5).

School Development Levy

Over half of students' households paid the school development levy in the 2002-2003 school year (see Table 8.5), and among students with non-zero expenditures on the levy, the mean expenditure was ₦513 (see Table 8.7).

Parent-Teacher Association Fees

Eighty-two percent of students' households paid the parent-teacher association (PTA) fee and, on average, those who paid the fee spent ₦565. Expenditures were higher for female than for male students (₦640 versus ₦489), and higher for students in urban than in rural areas (₦633 versus ₦488). Students' households in the South East paid the highest PTA fees, while those in the North East paid the lowest fees.

Examination Fees

Two-thirds of students' households spent money on examination fees during the 2002-2003 school year, and among students whose households spent money on examination fees, the mean per student expenditure was ₦739. Students in rural areas were more likely to pay examination fees, and on average, spent more on these fees than did students in urban areas (₦810 versus ₦663). Among the regions, the incidence of expenditure was lowest in the North West (28 percent), and highest in the South South (88 percent). The most advantaged students spent the most on examination fees, while students in the less advantaged quintiles spent considerably less.

Boarding Fees

At the secondary level, 8 percent of students' households paid boarding fees.⁴

Furniture, Tools, and Food Utensils

One of the other types of expenditures commonly mentioned by parent/guardians was furniture, tools, and utensils, with 34 percent of students' households spending money on these items (see Table 8.5). Non-zero expenditures on these items averaged ₦1,019.

Uniforms, Clothing, and Shoes Bought for Use at School

Nine in ten students' households spent money on uniforms, clothing, and shoes bought primarily for use at school, and the mean non-zero expenditure was ₦1,464 for the 2002-2003 school year. Households spent slightly more on female than on male students (₦1,523 versus ₦1,410). Students in urban and rural areas spent comparable amounts of money on uniforms and clothing for school, and among the regions, there was little variation in expenditures. Secondary school students in the most advantaged quintile spent more on uniforms and clothing than did students in the remaining quintiles.

⁴ The sample size is insufficient to provide an estimate of mean expenditures on boarding fees.

School Supplies

As at the primary level, nearly all secondary school students households (99 percent) paid for school supplies, including textbooks, exercise books, pens and pencils, and school bags. On average, students households spent ₦2,766 on school supplies. Female students' households spent somewhat more than did male students' households. In urban areas, students' households spent considerably more on supplies than did those in rural areas (₦3,070 versus ₦2,433). Among the regions, expenditures were highest in the South South and South West, and lowest in the North East. Students in the highest quintile spent the most on school supplies, but among the remaining four quintiles, there was no clear pattern of expenditure by economic status.

Handworks

When asked about expenditures on other school items, parent/guardians listed expenditures on handworks (arts and crafts) for just 5 percent of secondary school students.⁵

Transportation

Forty percent of secondary school students' households spent money on transportation during the 2002-2003 school year, and on average, students spending money on transport spent ₦12,606, making transportation the most costly single expense for those students. Students were more likely to spend money on transport in urban than in rural areas (47 percent versus 32 percent), but students in rural areas spent nearly twice as much on transportation as those in urban areas.

Food

Seventy-one percent of students' households spent money on food or snacks for students to eat during the school day (see Table 8.5). These expenditures may have been on lunch or snacks bought on the way to school or at school or on food bought by the household for the child to take to school. For the small percentage of secondary school students attending boarding schools, expenditures on food may also include the portion of boarding fees that covers the costs of students' meals at school. Among those students whose households spent money on food, expenditures (₦6,442) were higher than they were on most other items.

Extra Lessons

Extra lessons are generally provided by teachers in addition to regular lessons at schools. During the 2002-2003 school year, half of secondary school students' households spent money on extra lessons (see Table 8.5), and on average, spent ₦2,417 during the year (see Table 8.7). Students in urban areas were more likely than those in rural areas to spend money on extra lessons, and spent more on these lessons.

Other Expenditures

Parent/guardians were asked whether the household spent money on other school costs, and if so, these school costs were specified and the sum spent on them quantified. These other costs include items such as money for school trips and school entertainment, computer fees, sports fees, graduation fees, library fees, medical fees, and other miscellaneous expenditures. About one-fourth of students' households spent money on other secondary school costs, spending, on average, ₦1,004 per student. More

⁵ The sample size is inadequate to provide an estimate of mean expenditures on handworks.

was spent, on average, on female than on male students, and students' households in rural areas spent more than those in urban areas.

Summary

After a detailed discussion of the expenditures on various secondary school costs, a brief summary is useful to underscore the main findings. Perhaps most important to emphasize is that virtually all secondary school students' households (100 percent) spent money on schooling during the 2002-2003 school year. Nearly all students' households spent money on books and supplies, and nine in ten (91 percent) spent money on school uniforms and clothing. Eight in ten students' households spent money on PTA fees, and 71 percent spent money on food. Two-thirds spent money on tuition and on examination fees, and over half spent money on extra lessons. Forty percent spent money on transportation and one third spent money on furniture, tools and food-related utensils. Less common were expenditures on boarding fees and handworks.

There was substantial variation in expenditures on students' schooling according to background characteristics, including sex, urban-rural residence, region, and economic status. On average, secondary school students' households spent more on female than on male students. Comparable amounts were spent by households on students in urban and rural areas. Among the regions, the highest sum was spent on students in the North West, and the least on those from the North East (see Table 8.6). Students' households in the highest (or most advantaged) quintile spent more per student than households in the other quintiles.

The findings suggest that there are fewer discretionary expenditures on secondary schooling than on primary schooling, with higher percentages of students spending money on various items than is the case at the primary level. In addition, the mean total expenditure for a secondary school student is over twice as high as that for a primary school pupil (R20,628 versus R7,918). Secondary school students' households are very unlikely to avoid having to spend money on schooling, though they can minimize how much is spent on various costs, as shown by the variation in mean total expenditures.

8.6 Sources of Support for the Monetary Costs of Secondary Schooling

Parent/guardians were asked about the various sources of monetary support for each youth's secondary schooling during the 2002-2003 school year (see Table 8.8). These sources include those within the student's household (from the youth's parents and/or other household members, or from the youth himself or herself) and from outside the household (from extended family, a bursary or scholarship, borrowing, or a gift from a non-relative).

Ninety-nine percent of secondary school students received support from one or both parents, or from the household. Eighteen percent received support from extended family, 9 percent from borrowing, 8 percent from the youth himself/herself, 6 percent from a gift from a non-relative, and 4 percent from a bursary. Male students were more likely than female students to provide some support themselves (11 percent versus 5 percent). Students from the most economically advantaged quintile were less likely than those from the remaining quintiles to have provided support themselves, to have received support from extended family, or to have borrowed funds.

Table 8.8 Sources of support for the monetary costs of secondary schooling

Percentage of secondary school students who received support from various sources in the 2002-2003 school year, by background characteristics, NDES 2004

Background characteristic	Sources of support							Number of students
	One or both parents/ household	Child himself/ herself	Extended family	Bursary	Borrowing	Gift from non-relative	One or more sources of support	
Sex								
Male	99.2	10.5	19.5	3.3	8.7	4.7	100.0	484
Female	98.4	4.6	15.5	5.2	9.9	6.6	99.4	450
Residence								
Urban	98.1	6.5	13.9	6.7	8.0	7.7	99.4	485
Rural	99.6	8.8	21.5	1.6	10.6	3.3	100.0	450
Region								
North Central	100.0	7.3	16.9	0.0	6.2	3.1	100.0	160
North East	96.3	24.8	26.4	0.6	8.5	3.5	100.0	89
North West	98.3	8.3	21.1	0.0	2.8	2.9	98.3	93
South East	99.8	3.0	12.7	1.1	11.1	15.9	100.0	111
South South	99.3	3.0	21.9	2.3	11.1	6.1	100.0	274
South West	98.2	8.8	9.5	15.3	11.4	3.4	99.4	208
Economic status quintile								
Lowest	99.2	19.6	36.1	4.2	21.7	2.6	100.0	51
Second	98.7	12.0	15.5	1.1	10.2	2.4	100.0	102
Middle	99.9	9.5	25.2	4.2	9.0	5.3	100.0	178
Fourth	98.2	13.1	19.9	3.5	13.7	5.1	98.6	203
Highest	98.7	1.4	11.1	5.5	5.3	7.1	100.0	400
Total	98.8	7.6	17.6	4.3	9.3	5.6	99.7	935

This chapter presents information mainly about non-monetary contributions made to schools and teachers by household members, including the time children spend in school, time spent on homework, parent/guardian visits to schools, and other household contributions. The time household members spend at school, visiting school, working at school to construct or maintain buildings, and so on has value to the household, and this time could alternatively be spent supporting the household in other ways. This chapter quantifies some of these additional household contributions to schooling and discusses patterns of difference across groups.

9.1 Time Children Spend on School-related Activities

Table 9.1.1 presents the distribution of primary school pupils by the amount of time spent on school-related activities on the average school day. This time includes time spent travelling to and from school, time spent in classes and after-class study sessions, and time spent on extracurricular activities such as sports or drama. This time explicitly does not include time spent on homework done outside of school, which is discussed in Section 9.2 below. Because of the difficulty of quantifying how much time is spent on school activities and on homework by the few pupils staying at boarding school, this question, as well as the questions used to produce Tables 9.2.1-9.2.3 and 9.3.1-9.3.3, were asked only about pupils who were day pupils at the time the household was interviewed for the NDES.

On average, primary school pupils in Nigeria spend about 6 hours per day on school-related activities. The higher the class, the more time pupils spend on school activities, although these differences are minimal. Primary 1 pupils spend 5.7 hours per day on school activities, compared with 6.4 hours for primary 6 pupils. Only 7 percent of primary school pupils spend more than 8 hours per day on school-related activities.

In urban areas, pupils average about 40 minutes more per day on school and related activities (including travel) than their peers in rural areas. Pupils in the North East average the least time per day (5.3 hours), and those in the South West the most time per day (7.6 hours) on school-related activities. Pupils in the South West and South East are more likely than those in the other regions to spend more than 8 hours per day on school-related activities (29 percent and 26 percent, respectively). In contrast, nearly half (45 percent) of the pupils in the North East spend 5 hours or less per day on schooling.

Pupils attending private non-religious schools spend the most time, on average, on school-related activities (7.2 hours per day), compared with 6.7 hours among private religious school pupils, and 5.8 hours among government school pupils.

Pupils in the most advantaged quintile spend more time than those in the remaining quintiles on school activities, and are the most likely to spend more than 8 hours on school activities each day. Twenty-four percent of the pupils in the highest quintile spend more than 8 hours per day on schooling, compared with the national average of 7 percent.

Table 9.1.1 Time pupils spend at primary school							
Percent distribution of de jure primary school day pupils by time spent at school per day, according to school class and background characteristics, NDES 2004							
Background characteristic	Hours spent at school				Total	Number of day pupils	Mean hours spent at school per day
	Up to 5	More than 5, up to 8	More than 8	Don't know/missing			
Class							
1	35.7	58.6	5.0	0.7	100.0	1,030	5.7
2	33.0	61.5	5.4	0.1	100.0	993	5.8
3	25.2	68.3	6.3	0.3	100.0	926	6.0
4	17.7	73.4	8.5	0.4	100.0	797	6.2
5	13.2	76.9	9.6	0.3	100.0	657	6.4
6	14.7	74.6	10.1	0.6	100.0	465	6.4
Sex							
Male	25.2	67.7	6.7	0.4	100.0	2,697	6.1
Female	25.1	67.2	7.3	0.3	100.0	2,178	6.0
Residence							
Urban	20.2	65.6	14.0	0.2	100.0	1,749	6.5
Rural	27.9	68.5	3.1	0.4	100.0	3,126	5.8
Region							
North Central	13.6	85.0	0.9	0.5	100.0	963	6.0
North East	45.4	54.1	0.4	0.2	100.0	795	5.3
North West	38.0	61.4	0.6	0.0	100.0	1,230	5.6
South East	4.7	67.4	26.0	2.0	100.0	448	7.1
South South	26.9	67.3	5.6	0.2	100.0	897	5.9
South West	1.2	70.2	28.6	0.1	100.0	542	7.6
School type							
Government	28.9	67.3	3.6	0.2	100.0	3,909	5.8
Private non-religious	4.3	71.3	23.5	1.0	100.0	617	7.2
Private religious	17.7	62.1	20.2	0.0	100.0	264	6.7
Economic status quintile							
Lowest	28.7	69.3	1.9	0.1	100.0	818	5.8
Second	30.8	68.1	1.0	0.2	100.0	964	5.7
Middle	30.2	67.2	1.7	0.8	100.0	1,037	5.7
Fourth	28.0	65.0	6.7	0.2	100.0	1,119	6.0
Highest	7.3	68.5	23.8	0.3	100.0	937	7.1
Total	25.2	67.5	7.0	0.4	100.0	4,875	6.1

Table 9.1.2 presents the distribution of secondary school students by the amount of time spent on school-related activities on the average school day. On average, secondary school students spend 7.4 hours per day on school-related activities—over an hour per day more than at the primary level. In urban areas, students were more likely than those in rural areas to spend more than 8 hours per day on school-related activities (32 percent versus 16 percent), but overall, the average time spent in school per day differed only slightly by urban-rural residence. Differences by region are notable: students in the South West spend the most time per day on school-related activities (8.4 hours), while those in the North West spend the least time (6.3 hours per day). Differences by economic status were minimal.

Table 9.1.2 Time students spend at secondary school

Percent distribution of de jure secondary school day students by time spent at school per day, according to school form and background characteristics, NDES 2004

Background characteristic	Hours spent at school				Total	Number of day students	Mean hours spent at school per day
	Up to 5	More than 5, up to 8	More than 8	Don't know/missing			
Form							
1	4.3	76.3	17.9	1.5	100.0	405	7.2
2	4.3	74.3	20.9	0.5	100.0	336	7.3
3	1.1	71.9	26.2	0.8	100.0	248	7.5
4	1.2	72.0	26.9	0.0	100.0	172	7.6
5	0.0	56.2	43.8	0.0	100.0	69	8.0
6	(0.0)	(46.8)	(49.4)	(3.9)	100.0	31	(8.4)
Sex							
Male	2.7	74.9	21.1	1.3	100.0	674	7.3
Female	3.1	70.0	26.6	0.3	100.0	593	7.5
Residence							
Urban	3.0	64.8	31.8	0.5	100.0	616	7.7
Rural	2.8	80.1	16.0	1.2	100.0	651	7.2
Region							
North Central	4.1	68.5	23.9	3.4	100.0	208	7.5
North East	2.1	93.6	4.4	0.0	100.0	110	6.7
North West	14.4	83.7	1.9	0.0	100.0	123	6.3
South East	0.0	68.5	30.4	1.1	100.0	148	7.9
South South	2.1	83.5	14.0	0.4	100.0	396	7.1
South West	0.0	49.5	50.5	0.0	100.0	281	8.4
Economic status quintile							
Lowest	3.1	71.7	22.4	2.7	100.0	102	7.4
Second	5.1	81.4	11.2	2.3	100.0	155	7.0
Middle	1.9	84.7	13.4	0.0	100.0	239	7.2
Fourth	6.6	73.6	18.6	1.2	100.0	277	7.1
Highest	0.6	63.6	35.7	0.2	100.0	493	7.9
Total	2.9	72.6	23.7	0.8	100.0	1,266	7.4

Note: Figures in parentheses are based on 25-49 unweighted cases.

9.2 Homework

Table 9.2.1 presents information about how much time primary school pupils spend doing homework outside school during the average school week.¹ It should be noted that in addition to the homework done outside school, many pupils might also do homework during the school day. The 2004 NDES captured this time as time spent on school-related activities, discussed in Section 9.1.

¹ Time spent at study sessions at school is not included. Only time spent studying at home, at a library, at friends' or relatives' homes, and at other non-school sites is included.

Table 9.2.1 Time primary school pupils spend on homework

Percent distribution of de jure primary school day pupils by whether pupils do homework outside school and time spent per week on homework, according to school class and background characteristics, NDES 2004

Background characteristic	Hours spent on homework per week					Total	Number of day pupils	Mean hours spent on homework per week
	No homework	Up to 3	4	More than 4	Don't know/missing			
Class								
1	69.9	23.5	1.6	4.8	0.2	100.0	1,030	2.2
2	52.5	40.1	1.6	5.3	0.5	100.0	993	2.0
3	32.2	53.4	1.9	11.4	1.1	100.0	926	2.3
4	27.6	56.3	3.7	11.0	1.4	100.0	797	2.3
5	18.4	62.9	3.2	15.4	0.1	100.0	657	2.5
6	16.1	57.5	5.6	19.6	1.1	100.0	465	3.0
Sex								
Male	41.2	45.3	3.2	9.8	0.6	100.0	2,697	2.4
Female	38.8	48.1	1.8	10.4	0.8	100.0	2,178	2.3
Residence								
Urban	27.2	53.5	3.6	15.0	0.7	100.0	1,749	2.6
Rural	47.4	42.6	2.0	7.3	0.6	100.0	3,126	2.1
Region								
North Central	38.3	50.0	1.1	10.4	0.2	100.0	963	2.1
North East	53.3	42.6	1.2	2.5	0.5	100.0	795	1.8
North West	50.1	39.2	2.8	7.8	0.1	100.0	1,230	2.4
South East	22.6	56.5	3.1	17.2	0.6	100.0	448	2.5
South South	40.3	49.4	2.9	5.3	2.1	100.0	897	1.9
South West	15.6	49.9	5.8	27.8	0.9	100.0	542	3.4
School type								
Government	45.7	44.2	2.2	7.3	0.6	100.0	3,909	2.2
Private non-religious	12.9	60.9	3.3	21.8	1.1	100.0	617	2.7
Private religious	18.4	50.3	7.8	23.2	0.3	100.0	264	3.0
Economic status quintile								
Lowest	53.7	40.3	1.0	4.7	0.4	100.0	818	2.0
Second	54.4	39.8	1.3	3.8	0.6	100.0	964	1.8
Middle	47.9	39.6	2.8	9.6	0.1	100.0	1,037	2.3
Fourth	29.9	54.2	3.7	11.0	1.2	100.0	1,119	2.4
Highest	17.4	57.4	3.7	20.5	0.9	100.0	937	2.8
Total	40.1	46.5	2.6	10.1	0.7	100.0	4,875	2.4

Fifty-nine percent of the pupils in primary school do homework outside of school, and among those doing homework, pupils spend an average of 2.4 hours per week on homework. As might be expected, pupils in the higher primary school classes are more likely than those in the lower classes to do homework. Thirty percent of primary 1 pupils do homework, compared with 83 percent of primary 6 pupils. The amount of time spent on homework per week also increases with the class, rising from about 2 hours in primary 1 to 3 hours in primary 6.

There are no meaningful gender differences in the percentage of pupils spending time on homework or the amount of time spent on homework, but there are differences by residence, region, and type of school. Pupils in urban areas are more likely than those in rural areas to do homework outside school (72 versus 52 percent), and spend about 30 minutes more per week doing homework. Regional variation is considerable, ranging from 84 percent of pupils doing homework in the South West to 46 percent doing homework in the North East. Pupils in the North East and South South spend the least time on homework (1.8 hours and 1.9 hours), while those in the South West spend the most time (3.4 hours).

Pupils attending government schools are least likely to do homework outside school (54 percent), while those attending private non-religious schools are the most likely to do homework (86 percent). Government school pupils who do homework spend an average of 2.2 hours per week, while those attending private non-religious and private religious schools spend 2.7 hours and 3 hours, respectively.

The more economically advantaged the household, the more likely a pupil is to do homework: 82 percent of the pupils in the highest quintile do homework, compared with 46 percent of those in the lowest quintile. The amount of time also varies by economic status, with the most advantaged pupils spending 48 minutes more per week on homework than those in the lowest quintile.

Table 9.2.2 presents information about how much time secondary school students spend doing homework outside school during the average school week. At the secondary level, the vast majority (87 percent) of students do homework during the week, and these students doing homework spend an average of 3.3 hours per week on the task.

Students in urban areas are slightly more likely than those in rural areas to do homework (90 percent versus 83 percent). Among the regions, differences in the percentage of students doing homework are relatively small, with students in the North Central, South East, and North West the most likely to do homework, and those in the North East least likely to do homework. Students in the South West spend an average of 4.4 hours per week on homework, compared with 2.4 hours in the South South.

The more advantaged the household, the more likely a student is to do homework, although the differences are not substantial: 88 percent of the students in the highest quintile do homework, compared with 77 percent of those in the lowest quintile. The amount of time also varies by economic status, with the most advantaged students spending one hour more per week on homework than those in the lowest quintile.

Table 9.2.2 Time secondary school students spend on homework

Percent distribution of de jure secondary school day students by whether students do homework outside school and time spent per week on homework, according to school form and background characteristics, NDES 2004

Background characteristic	Hours spent on homework per week					Total	Number of day pupils	Mean hours spent on homework per week
	No homework	Up to 3	4	More than 4	Don't know/missing			
Form								
1	16.8	62.3	4.3	14.9	1.6	100.0	405	2.6
2	8.5	59.2	8.6	21.7	1.9	100.0	336	3.1
3	9.2	49.3	7.4	31.9	2.2	100.0	248	3.9
4	6.1	52.8	7.6	29.9	3.5	100.0	172	3.9
5	6.8	37.8	18.6	31.2	5.5	100.0	69	4.1
6	(15.8)	(40.6)	(5.4)	(35.3)	(2.9)	100.0	31	(4.1)
Sex								
Male	10.5	57.4	5.9	23.7	2.5	100.0	674	3.2
Female	11.9	53.9	8.9	23.2	2.0	100.0	593	3.5
Residence								
Urban	8.1	51.3	9.6	29.1	2.0	100.0	616	3.6
Rural	14.1	60.0	5.1	18.2	2.6	100.0	651	3.0
Region								
North Central	6.3	62.4	1.7	29.0	0.6	100.0	208	3.0
North East	18.0	56.9	2.0	18.1	5.0	100.0	110	2.7
North West	7.3	58.5	6.0	27.3	0.8	100.0	123	3.4
South East	6.3	56.7	8.9	28.0	0.1	100.0	148	4.1
South South	15.0	65.9	9.3	6.1	3.7	100.0	396	2.4
South West	10.9	34.4	10.4	41.9	2.3	100.0	281	4.4
Economic status quintile								
Lowest	22.7	54.8	2.2	20.3	0.0	100.0	102	2.8
Second	13.4	74.5	1.4	8.6	2.2	100.0	155	2.1
Middle	11.0	59.2	5.3	21.7	2.8	100.0	239	3.1
Fourth	8.2	60.7	6.3	22.6	2.2	100.0	277	3.2
Highest	9.8	45.7	11.8	30.2	2.6	100.0	493	3.9
Total	11.2	55.8	7.3	23.5	2.3	100.0	1,266	3.3

Note: Figures in parentheses are based on 25-49 unweighted cases

In addition to the time children spend doing homework, other household members may spend time helping children with homework (see Table 9.3.1). Among primary school pupils doing homework outside school, most (76 percent) pupils received assistance with homework from someone in the household. Female pupils are slightly more likely than male pupils to receive assistance, and pupils in rural areas are slightly less likely than those in urban areas to be assisted with homework.

Pupils in the North East, North Central, and South West are more likely than those in the remaining regions to receive assistance with homework. Pupils attending private non-religious schools are more likely than those attending other types of schools to receive assistance with homework. In addition, pupils in the highest economic quintile are more likely than those in the remaining quintiles to receive assistance.

Table 9.3.1 Household assistance with primary school homework

Among pupils who have homework, percent distribution of de jure primary school day pupils by whether a household member assists the pupil with homework and the frequency of this assistance, according to school class and background characteristics, NDES 2004

Background characteristic	No assistance provided	Assistance provided			Total	Number of day pupils
		Sometimes	Frequently	Don't know/missing		
Form						
1	16.6	46.4	35.6	1.5	100.0	310
2	18.0	56.8	23.1	2.1	100.0	472
3	20.8	58.6	19.4	1.2	100.0	628
4	22.8	56.6	18.1	2.5	100.0	577
5	26.1	58.1	14.5	1.2	100.0	536
6	27.6	54.4	17.0	1.0	100.0	390
Sex						
Male	24.1	53.0	21.3	1.6	100.0	1,586
Female	19.9	59.5	19.0	1.6	100.0	1,333
Residence						
Urban	19.4	58.1	21.8	0.7	100.0	1,274
Rural	24.3	54.3	19.1	2.3	100.0	1,644
Region						
North Central	15.1	62.5	17.2	5.2	100.0	594
North East	15.0	52.5	31.3	1.2	100.0	371
North West	25.6	51.5	21.9	0.9	100.0	613
South East	30.3	48.7	21.0	0.0	100.0	347
South South	26.2	58.9	13.7	1.2	100.0	535
South West	21.6	58.2	20.2	0.0	100.0	458
School type						
Government	23.6	54.7	19.7	1.9	100.0	2,124
Private non-religious	15.6	61.0	22.6	0.8	100.0	537
Private religious	22.7	56.7	19.8	0.7	100.0	215
Economic status quintile						
Lowest	26.6	52.1	16.1	5.2	100.0	379
Second	24.1	59.0	14.5	2.4	100.0	439
Middle	29.3	51.3	17.6	1.7	100.0	540
Fourth	22.3	53.8	23.2	0.8	100.0	785
Highest	13.8	61.5	24.5	0.1	100.0	775
Total	22.2	55.9	20.3	1.6	100.0	2,918

In addition to the time secondary school students spend doing homework, other household members may spend time helping students with homework (see Table 9.3.2). Sixty-five percent of students received assistance with homework, with the percentage declining among students in the higher forms. Students in the South East were least likely to receive assistance, and those in the North East the most likely to receive assistance. Differences by economic status were minimal.

Table 9.3.2 Household assistance with secondary school homework

Among students who have homework, percent distribution of de jure secondary school day students by whether a household member assists the student with homework and the frequency of this assistance, according to school form and background characteristics, NDES 2004

Background characteristic	Assistance provided				Total	Number of day pupils
	No assistance provided	Sometimes	Frequently	Don't know/missing		
Form						
1	29.3	57.4	9.9	3.4	100.0	337
2	27.1	59.0	11.6	2.3	100.0	308
3	33.6	49.9	11.5	5.1	100.0	225
4	38.3	49.9	8.9	2.9	100.0	162
5	44.7	52.7	2.6	0.0	100.0	64
6	(51.0)	(47.3)	(0.8)	(0.9)	100.0	26
Sex						
Male	32.3	54.8	9.8	3.1	100.0	603
Female	32.4	54.3	10.1	3.2	100.0	522
Residence						
Urban	29.6	58.5	9.4	2.5	100.0	566
Rural	35.1	50.6	10.4	3.8	100.0	559
Region						
North Central	28.3	53.4	10.0	8.4	100.0	195
North East	20.6	64.7	12.6	2.1	100.0	90
North West	24.5	49.7	25.6	0.2	100.0	114
South East	38.3	51.3	10.2	0.2	100.0	139
South South	35.6	55.4	5.0	4.0	100.0	337
South West	35.7	55.0	8.2	1.1	100.0	251
Economic status quintile						
Lowest	33.0	53.8	5.8	7.4	100.0	79
Second	38.5	49.6	4.5	7.4	100.0	134
Middle	37.8	45.0	14.2	3.1	100.0	21
Fourth	30.0	58.3	11.1	0.6	100.0	254
Highest	29.2	58.7	9.6	2.5	100.0	445
Total	32.4	54.6	9.9	3.1	100.0	1,125

Note: Figures in parentheses are based on 25-49 unweighted cases.

9.3 Parent/Guardian Involvement at Primary Schools

One measure of parent/guardian or household involvement in children’s primary schooling is the frequency with which parent/guardians or other adult household members visit school for various reasons. Table 9.4 presents information on visits made by parent/guardian households to primary schools within the 12 months preceding the interview for the purpose of attending parent-teacher association meetings; attending a celebration, performance or sports event; meeting with a head teacher or teacher; or collecting report cards.² It is possible that during a single visit to the school, an adult from a parent/guardian household participated in more than one of the events asked about, perhaps attending a PTA meeting and meeting with the head teacher on that single visit.

In the 12 months preceding the survey interview, 85 percent of parent/guardians indicated that they or other adult members of their household went to a primary school for one or more of the aforementioned reasons. Adults from parent/guardian households were more likely to have attended a PTA meeting (81 percent) or a meeting with the head teacher or teacher (68 percent) than to have attended a celebration, performance, or sporting event (59 percent) or to have gone to collect forms (32 percent).

Table 9.4 Parent/guardian involvement at primary school						
Percentage of parent/guardians with one or more de jure children in primary school who have gone to a primary school in the past 12 months for a PTA meeting; a celebration, performance, or sports event; a meeting with a head teacher or teacher; or to collect forms, by background characteristics, NDES 2004						
Background characteristic	Parent/guardian involvement at primary school					Number of parent/guardians
	Attended PTA meeting	Attended celebration/performance/sports event	Attended meeting with head teacher or teacher	To collect forms	One or more visits	
Sex of parent/guardian						
Male	81.7	57.8	70.5	29.8	84.7	1,587
Female	78.8	61.5	64.5	34.9	84.2	1,171
Residence						
Urban	85.2	64.9	72.2	36.9	88.4	1,008
Rural	77.5	56.2	65.5	29.1	82.2	1,750
Region						
North Central	90.0	65.8	77.7	31.8	91.4	506
North East	82.5	48.0	72.7	17.5	76.5	410
North West	79.8	43.4	69.9	28.4	78.8	677
South East	92.3	71.5	76.0	37.2	93.9	259
South South	50.4	57.8	45.1	37.5	78.8	542
South West	94.2	86.6	73.8	43.1	96.3	364
Economic status quintile						
Lowest	74.8	51.1	64.5	21.7	79.2	453
Second	77.7	47.8	66.7	22.9	76.3	536
Middle	79.8	58.4	66.1	32.0	82.9	588
Fourth	81.8	63.3	69.5	34.7	89.6	608
Highest	86.3	73.7	72.2	45.7	92.5	572
Total	80.5	59.4	68.0	32.0	84.5	2,757

² Only parent/guardians with one or more children in primary school were asked these questions.

There were notable differences by urban-rural residence, by region, and by economic status. Parent/guardians in urban areas were slightly more likely than those in rural areas to have made one or more visits to school. Among the regions, parent/guardians in the South West, South East, and North Central regions were more likely than those in the other regions to have made one or more visits to schools (96 percent, 94 percent, and 91 percent, respectively). There is considerable regional variation in the percentage of adults from parent/guardian households who visited a primary school to collect forms, attend a celebration, performance and sports event, or attend a meeting with the head teacher. For instance, only half of the parent/guardians in the South South attended a PTA meeting in the last 12 months, compared with 94 percent in the South West.

There is also variation in the level of parent/guardian household involvement at primary school among the economic status quintiles: 79 percent of the adults from the lowest quintile and 93 percent from the highest quintile made one or more visits to a primary school. The greatest variation is in the percentage of parent/guardians who made a visit to collect forms, with those in the most advantaged quintile more than twice as likely as those in the least advantaged quintile to have visited school for this reason.

9.4 Other Contributions to Schooling

Table 9.5 presents information on other parent/guardian household contributions to schools and to teachers over the 12 months prior to the survey interview.³ Households often contribute additional money to support the construction or maintenance of school buildings and teachers' houses, to pay for the digging and construction of a toilet block, or to support other school projects and activities. Households may provide materials to the school, such as roofing, stone, sand, and other materials. Household members may also donate their labour to schools, working to mould bricks, construct or maintain school buildings, and so on. Some of these same kinds of contributions may be made to school teachers.

Overall, 41 percent of parent/guardian households made one or more contributions (of money, materials, or labour) to primary schools in the 12 months prior to the survey interview. A much smaller proportion of parent/guardian households (27 percent) contributed money, food, or labour to primary school teachers.

There are notable urban-rural differences in the percentage of parent/guardian households making contributions to schools. Parent/guardian households in urban and rural areas are almost equally likely to have made one or more contributions to schools, and to teachers. There were, however, differences according to the type of contribution. For instance, parent/guardian households in urban areas were somewhat more likely than those in rural areas to have contributed money to schools (36 percent versus 30 percent), and far less likely to have contributed labour to schools (13 percent versus 23 percent). Parent/guardian households in urban areas were more likely than those in rural areas to have contributed money to teachers, but less likely to have contributed food or labour to teachers.

Parent/guardian households in the South East (61 percent) were most likely to have contributed one or more types of support to schools, with those in the remaining regions considerably less likely to have done so. Parent/guardian households in the South East were also most likely to have contributed money to schools. With respect to contributions to teachers, parent/guardian households in the North East were least likely to have made one or more contributions. Parent/guardian households in the South West were most likely to have contributed money to teachers, while those in the South South were most likely to have contributed labour to teachers.

³ Only parent/guardians with one or more children in primary school were asked these questions.

There was little variation by economic status in the percentage of parent/guardian households making one or more contributions to either schools or teachers. However, those in the highest quintile were most likely to have contributed money to either schools or teachers, and those in the lower quintiles were most likely to have contributed labour to schools.

Table 9.5 Other household contributions to primary schooling

Percentage of parent/guardians whose households have contributed money, materials, or labour to primary schools and/or teachers within the past 12 months, by background characteristics, NDES 2004

Background characteristic	Contributions to schools				Contributions to teachers				Number of parent/guardians
	Money	Materials	Labour	One or more contributions	Money	Food	Labour	One or more contributions	
Residence									
Urban	36.0	10.7	13.4	40.9	18.4	9.9	7.7	25.4	1,337
Rural	29.8	15.7	23.4	40.5	12.3	14.4	14.6	27.9	2,657
Region									
North Central	25.6	17.6	19.8	40.2	8.7	17.4	3.4	24.2	630
North East	31.0	10.2	17.7	38.1	11.6	7.6	11.1	19.0	717
North West	30.1	14.3	21.4	37.1	18.1	13.8	10.8	24.6	1,114
South East	56.2	19.7	24.0	61.4	19.1	14.7	17.3	36.4	317
South South	26.8	14.3	27.0	40.2	8.5	11.6	27.7	35.6	707
South West	36.8	10.3	8.4	40.5	21.9	13.6	3.6	29.4	510
Economic status quintile									
Lowest	26.5	16.7	26.7	38.4	8.8	12.4	13.9	25.2	839
Second	28.4	13.2	21.4	38.9	9.5	13.2	11.8	22.5	820
Middle	32.7	15.3	22.6	42.0	11.9	13.5	14.1	26.8	800
Fourth	34.8	13.2	18.6	43.7	17.2	12.2	12.6	28.9	772
Highest	37.6	11.4	10.0	40.6	25.1	13.3	8.9	32.4	763
Total	31.9	14.0	20.0	40.7	14.3	12.9	12.3	27.0	3,994

This chapter presents information on parent/guardians’ perceptions of the quality of the schools that their children attend, as well as on various education policies, such as uniform requirements and discipline. Perceptions of school quality may well influence parent/guardians’ willingness to send children to school or to keep them in school through the end of primary school and beyond.

10.1 Presence of PTAs

Table 10.1 shows the percentage of parent/guardians whose children attended schools that have or do not have Parent-Teacher Associations (PTA), by background characteristics. PTAs are not mandatory, but are encouraged by the Ministry of Education.

Eighty-nine percent of respondents said there are PTAs at the schools their children attend (see Table 10.1). Ninety-three percent of parent/guardians in urban areas and 86 percent in rural areas said there are PTAs at their children’s schools. Among the regions, parent/guardians in the South South (78 percent) were the least likely to say there are PTAs at the schools their children attend, while parent/guardians in the South West and North Central regions (97 percent) were the most likely to say there are PTAs.

Table 10.1 Parent-teacher association (PTA)					
Percent distribution of of parent/guardians by presence of PTA in the primary school attended by their children, according to background characteristics, NDES 2004					
Background characteristic	Presence of PTA in primary school			Total	Number of parent/guardians
	PTA at school	No PTA at school	Don't know/missing		
Residence					
Urban	92.9	5.1	2.1	100.0	1,008
Rural	86.2	9.2	4.6	100.0	1,750
Region					
North Central	97.2	2.2	0.5	100.0	506
North East	83.3	7.4	9.4	100.0	410
North West	87.0	9.0	4.0	100.0	677
South East	94.9	4.9	0.2	100.0	259
South South	78.0	16.1	5.8	100.0	542
South West	97.4	2.5	0.1	100.0	364
Economic status quintile					
Lowest	85.6	10.0	4.4	100.0	453
Second	85.2	9.9	4.9	100.0	536
Middle	87.9	6.2	5.9	100.0	588
Fourth	90.7	7.5	1.8	100.0	608
Highest	92.9	5.5	1.6	100.0	572
Total	88.7	7.7	3.7	100.0	2,757

10.2 School Facilities

Parent/guardians were asked whether they agreed or disagreed that in order for a primary school to be a good school, its buildings had to be permanent structures (see Table 10.2). The overwhelming majority (97 percent) of parent/guardians agreed that a good school had to have permanent buildings, and differences by the parent/guardians' gender, urban-rural residence, and economic status are minimal.

Background characteristic	School must have permanent buildings			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	97.2	1.9	0.8	100.0	2,352
Female	97.2	2.3	0.4	100.0	1,642
Residence					
Urban	97.9	1.7	0.4	100.0	1,337
Rural	96.9	2.3	0.8	100.0	2,657
Region					
North Central	92.7	7.2	0.1	100.0	630
North East	98.3	0.4	1.2	100.0	717
North West	97.2	1.5	1.2	100.0	1,114
South East	98.6	1.3	0.1	100.0	317
South South	98.3	1.2	0.5	100.0	707
South West	99.0	1.0	0.0	100.0	510
Economic status quintile					
Lowest	95.0	2.6	2.5	100.0	839
Second	97.9	1.9	0.2	100.0	820
Middle	97.8	1.8	0.4	100.0	800
Fourth	97.4	2.6	0.0	100.0	772
Highest	98.4	1.4	0.2	100.0	763
Total	97.2	2.1	0.7	100.0	3,994

Parent/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with school buildings and facilities, classroom overcrowding, and pupil safety at school (see Table 10.3). Overall, the majority of primary school pupils attend schools that their parent/guardians consider to have relatively few problems, although parent/guardians' perceptions vary with the type of problem. Thirty-six percent of pupils attend schools that their parent/guardians think have problems (both large and small) with school buildings and facilities, while 34 percent of pupils attend schools that their parent/guardians think have problems with classroom overcrowding. Only 9 percent of pupils attend schools that their parent/guardians think have problems with pupil safety.

Parent/guardians' perceptions of problems at the schools their children attend differ considerably by the type of school pupils attend. Forty percent of pupils attending government schools attend schools with perceived problems with school buildings and facilities, compared to 14 percent of pupils attending private non-religious schools and 23 percent of pupils attending private religious schools. Similarly, 38 percent of pupils attending government schools attend schools with perceived problems with overcrowding, compared to 16 percent of pupils attending private non-religious schools and 17 percent of pupils attending private religious schools. The same pattern holds with respect to safety at school, with 10 percent of pupils attending government schools attending schools with perceived problems with pupil safety, compared to 5 percent of pupils attending private non-religious schools and 3 percent of pupils attending private religious schools.

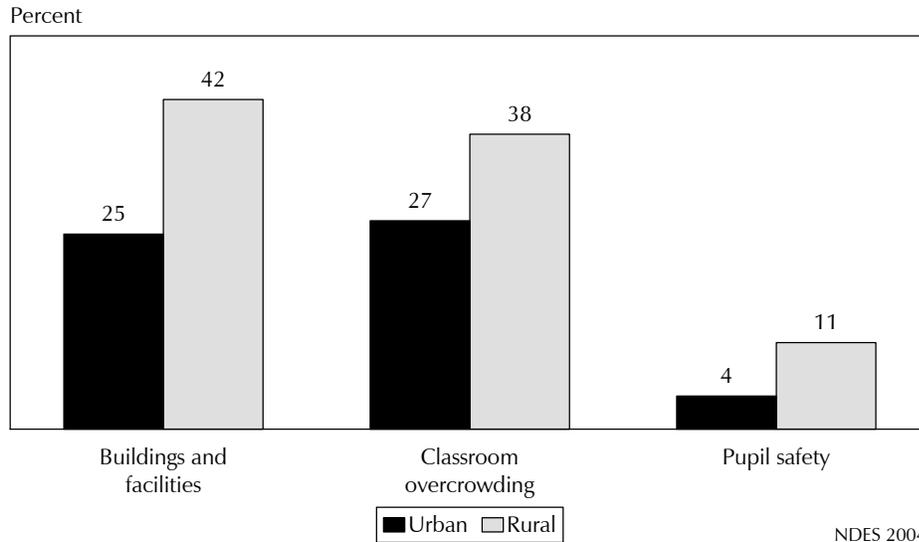
Table 10.3 Perceived problems with primary school buildings and facilities, classroom overcrowding, and pupil safety

Distribution of public and private school pupils by parent/guardians' perceptions of problems with primary school buildings and facilities, classroom overcrowding, and pupil safety, according to background characteristics, NDES 2004

Background characteristic	School buildings and facilities					Classroom overcrowding					Pupil safety					Number of pupils
	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	
Residence																
Urban	12.5	12.3	72.9	2.3	100.0	13.7	12.8	68.9	4.7	100.0	1.7	2.5	92.9	2.9	100.0	1,752
Rural	26.0	15.9	53.8	4.4	100.0	23.7	13.8	57.0	5.6	100.0	3.3	7.7	84.6	4.4	100.0	3,139
Region																
North Central	25.3	17.6	54.5	2.6	100.0	23.8	21.3	52.1	2.8	100.0	2.0	11.7	83.1	3.2	100.0	964
North East	19.5	16.2	59.6	4.7	100.0	21.2	13.1	60.2	5.5	100.0	1.3	2.9	91.1	4.8	100.0	795
North West	26.2	12.6	58.4	2.8	100.0	28.8	12.2	52.4	6.5	100.0	5.2	1.6	90.2	3.0	100.0	1,230
South East	3.9	4.5	89.4	2.2	100.0	6.2	10.7	80.6	2.6	100.0	0.8	4.0	93.2	2.0	100.0	449
South South	23.6	18.7	50.5	7.2	100.0	17.1	9.8	64.8	8.2	100.0	2.6	9.5	80.3	7.6	100.0	909
South West	14.8	12.7	71.2	1.3	100.0	8.6	10.6	77.2	3.6	100.0	2.5	4.7	91.7	1.1	100.0	544
School type																
Government	24.9	15.4	56.4	3.2	100.0	23.4	14.1	57.4	5.1	100.0	3.2	6.5	86.8	3.5	100.0	3,923
Private non-religious	4.1	10.2	83.3	2.4	100.0	2.7	13.5	80.9	2.8	100.0	0.2	4.4	93.0	2.4	100.0	619
Private religious	8.5	14.6	75.8	1.1	100.0	11.2	5.8	81.5	1.4	100.0	1.6	1.7	95.6	1.1	100.0	264
Economic status quintile																
Lowest	36.3	17.6	42.4	3.8	100.0	30.5	16.2	48.5	4.8	100.0	5.3	11.2	80.2	3.4	100.0	828
Second	29.5	17.2	47.7	5.5	100.0	26.7	15.2	50.5	7.7	100.0	2.7	6.3	85.6	5.4	100.0	965
Middle	20.8	16.2	58.3	4.7	100.0	22.9	12.0	58.9	6.1	100.0	2.1	4.5	88.3	5.1	100.0	1,040
Fourth	15.5	12.4	69.8	2.3	100.0	14.8	12.9	68.0	4.3	100.0	2.9	3.5	90.8	2.8	100.0	1,120
Highest	6.3	10.1	81.7	2.0	100.0	7.4	11.2	78.1	3.3	100.0	1.0	4.9	91.3	2.7	100.0	938
Total	21.1	14.6	60.6	3.7	100.0	20.1	13.4	61.3	5.2	100.0	2.7	5.8	87.5	3.9	100.0	4,891

There are also notable differences by urban-rural residence. Pupils in rural areas are far more likely than those in urban areas to attend schools with perceived problems with buildings and facilities (42 percent versus 25 percent), to attend schools that are considered to be overcrowded (38 percent versus 27 percent), and to attend schools with problems with pupil safety (11 percent versus 4 percent), as shown in Figure 10.1.

Figure 10.1
Percentage of Primary School Pupils Whose
Parent/Guardians Perceive Problems (Big or Small)
in Schools Attended, by Residence



There are substantial regional variations in perceived problems. In the South East, pupils are less likely than pupils in any other region to attend schools with perceived problems with buildings and facilities or with classroom overcrowding. For example, in the South East, just 8 percent of pupils attend schools with perceived problems with buildings and facilities, while in the remaining regions, the percentage ranges from 28 percent (in the South West) to 39 percent (in the North West). In terms of problems with buildings and facilities, and with overcrowding, pupils in the northern regions are generally more likely than those in the south to attend schools with problems. Forty-five percent of pupils in the North Central region, 41 percent in the North West, and 34 percent in the North East attend schools their parent/guardians consider to be overcrowded, compared with 27 percent in the South South, 19 percent in the South West, and 17 percent in the South East. With respect to pupil safety at school, the regions with the highest perceived problems are the North Central and South South regions (14 percent and 12 percent).

10.3 School Policies

Parent/guardians were asked their opinion about whether requiring pupils to wear uniforms improved primary school quality, had no effect, or worsened school quality (see Table 10.4). Virtually all (99 percent) parent/guardians agreed that having pupils wear uniforms improved the quality of a school. This view was held by most parent/guardians regardless of their characteristics.

Table 10.4 Importance of required uniforms

Percent distribution of parent/guardians by perceived effect of requiring pupils to wear uniforms on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of uniform requirement on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	99.3	0.2	0.0	0.5	100.0	2,352
Female	98.9	0.7	0.1	0.3	100.0	1,642
Residence						
Urban	99.2	0.6	0.1	0.2	100.0	1,337
Rural	99.1	0.3	0.1	0.5	100.0	2,657
Region						
North Central	99.1	0.8	0.0	0.1	100.0	630
North East	99.1	0.1	0.1	0.7	100.0	717
North West	99.3	0.1	0.0	0.6	100.0	1,114
South East	99.4	0.5	0.2	0.0	100.0	317
South South	98.5	1.0	0.0	0.4	100.0	707
South West	99.5	0.2	0.3	0.0	100.0	510
Economic status quintile						
Lowest	98.4	0.3	0.1	1.2	100.0	839
Second	99.2	0.3	0.1	0.4	100.0	820
Middle	99.6	0.2	0.0	0.2	100.0	800
Fourth	99.9	0.1	0.0	0.0	100.0	772
Highest	98.5	1.1	0.1	0.2	100.0	763
Total	99.1	0.4	0.1	0.4	100.0	3,994

Parent/guardians were also asked whether caning pupils to enforce discipline improves school quality (see Table 10.5). The vast majority (92 percent) of parent/guardians approves of the use of corporal punishment in schools, while 5 percent said that caning pupils had no effect on quality. Just 2 percent said that caning negatively affected school quality. Differences by sex, urban-rural residence, region, and economic status were minor.

Table 10.5 Importance of caning pupils to maintain discipline

Percent distribution of parent/guardians by perceived effect of caning pupils to maintain discipline on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of caning pupils on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	90.3	6.6	1.5	1.6	100.0	2,352
Female	95.1	2.9	1.5	0.5	100.0	1,642
Residence						
Urban	93.1	4.5	1.6	0.9	100.0	1,337
Rural	91.9	5.4	1.4	1.3	100.0	2,657
Region						
North Central	93.7	5.5	0.2	0.5	100.0	630
North East	91.1	5.3	0.4	3.2	100.0	717
North West	88.6	8.3	1.8	1.3	100.0	1,114
South East	96.2	1.5	2.2	0.0	100.0	317
South South	93.0	3.3	3.2	0.6	100.0	707
South West	96.8	2.1	1.2	0.0	100.0	510
Economic status quintile						
Lowest	92.5	4.0	1.2	2.4	100.0	839
Second	92.6	5.1	0.9	1.4	100.0	820
Middle	90.5	6.4	2.2	0.9	100.0	800
Fourth	92.6	6.1	0.8	0.5	100.0	772
Highest	93.3	4.0	2.4	0.4	100.0	763
Total	92.3	5.1	1.5	1.1	100.0	3,994

Parent/guardians were also asked about their perceptions of whether the schools their children attend have big, small, or no problems with head teacher performance and with teacher performance (see Table 10.6). In general, the vast majority of pupils attend schools that their parent/guardians perceive have no problems with head teacher performance (86 percent) or with teacher performance (80 percent). Only 9 percent of pupils attend schools with perceived problems (big and small) with head teacher performance, and 16 percent attend schools with perceived problems with teacher performance. Pupils in government schools are more likely than those in private schools to attend schools their parent/guardians consider to have problems with head teacher or teacher performance.

There are also variations in parent/guardian perceptions of head teacher performance and of teacher performance by residence, region and economic status. Pupils in rural areas are more likely than those in urban areas to attend schools with perceived problems with head teacher or teacher performance. Pupils in the South East are least likely to attend schools with perceived problems with either head teacher (1 percent) or teacher (4 percent) performance.

The more economically advantaged the household, the less likely a pupil is to attend a school with problems with either head teacher or teacher performance. Eighteen percent of the pupils in the lowest quintile attend schools their parent/guardians consider to have head teacher performance problems, compared with just 5 percent in the highest two quintiles. The same pattern holds for problems with teacher performance, with 26 percent of the pupils in the lowest quintile and 11 percent of those in the highest quintile attending schools with perceived problems with teacher performance.

Table 10.6 Perceived problems with primary school head teacher and teacher performance

Percent distribution of public and non-public school pupils by parent/guardians' perceptions of problems with performance of primary school head teacher and performance of teacher, according to background characteristics, NDES 2004

Background characteristic	Head teacher performance					Teacher performance					Number of pupils
	Big problem	Small problem	No problem	Don't know/missing	Total	Big problem	Small problem	No problem	Don't know/missing	Total	
Residence											
Urban	2.3	1.9	92.4	3.4	100.0	3.4	7.4	86.0	3.2	100.0	1,752
Rural	4.6	7.5	82.9	5.0	100.0	6.7	11.6	76.8	4.9	100.0	3,139
Region											
North Central	1.4	10.7	85.2	2.6	100.0	1.6	12.5	82.4	3.5	100.0	964
North East	4.6	3.6	86.4	5.4	100.0	7.9	9.0	78.0	5.1	100.0	795
North West	7.4	4.1	85.2	3.3	100.0	8.3	12.0	77.0	2.7	100.0	1,230
South East	0.5	0.9	96.1	2.5	100.0	0.9	2.7	94.3	2.1	100.0	449
South South	3.7	7.8	79.2	9.3	100.0	8.2	11.9	71.1	8.8	100.0	909
South West	1.2	2.2	94.2	2.4	100.0	1.7	6.4	89.6	2.3	100.0	544
School type											
Government	4.4	5.7	85.7	4.2	100.0	6.4	10.8	78.7	4.1	100.0	3,923
Private non-religious	0.7	3.4	93.9	2.0	100.0	0.4	6.7	90.8	2.0	100.0	619
Private religious	1.3	3.9	92.1	2.7	100.0	3.2	6.7	89.3	0.8	100.0	264
Economic status quintile											
Lowest	5.5	12.2	77.4	4.9	100.0	8.7	16.9	70.5	3.9	100.0	828
Second	5.8	5.4	83.1	5.7	100.0	7.3	10.6	75.8	6.2	100.0	965
Middle	4.3	4.4	85.5	5.8	100.0	6.0	8.4	80.2	5.4	100.0	1,040
Fourth	1.8	3.2	92.2	2.8	100.0	3.4	8.1	85.2	3.3	100.0	1,120
Highest	1.7	3.7	91.3	3.3	100.0	2.6	7.9	86.8	2.6	100.0	938
Total	3.8	5.5	86.3	4.5	100.0	5.5	10.1	80.1	4.3	100.0	4,891

10.4 Curriculum

Parent/guardian respondents were asked whether they agreed or disagreed that primary schools should teach more practical skills, such as carpentry or sewing (see Table 10.7). Most parent/guardians (79 percent) agreed that schools should teach more practical skills than they do at present. There were notable differences by sex, urban-rural residence, region, and economic status. Male parent/guardians were more likely than female respondents to favour teaching more practical subjects (84 percent versus 72 percent), and respondents in rural areas were more likely than those in urban areas to favour teaching more practical subjects (82 percent versus 75 percent). Parent/guardians in the South East were least likely to support primary schools teaching more practical skills (49 percent), while those in the North East and North West were most likely to support practical skills (95 percent and 94 percent, respectively). The more advantaged the household, the less likely the parent/guardian was to favour more practical skills, with 85 percent of those in the lowest quintile and 67 percent of those in the highest quintile agreeing with the statement.

Table 10.7 Importance of learning practical skills in primary school

Percent distribution of parent/guardians by whether they agree or disagree that primary schools should teach more practical skills, according to background characteristics, NDES 2004

Background characteristic	Primary schools should teach more practical skills			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	84.0	13.1	2.9	100.0	2,352
Female	72.4	24.4	3.2	100.0	1,642
Residence					
Urban	74.8	22.5	2.7	100.0	1,337
Rural	81.5	15.3	3.1	100.0	2,657
Region					
North Central	70.2	28.0	1.8	100.0	630
North East	94.5	3.7	1.8	100.0	717
North West	93.9	4.4	1.7	100.0	1,114
South East	48.7	49.9	1.3	100.0	317
South South	61.3	29.6	9.0	100.0	707
South West	81.0	17.5	1.5	100.0	510
Economic status quintile					
Lowest	84.7	11.5	3.8	100.0	839
Second	83.6	12.3	4.1	100.0	820
Middle	83.8	14.9	1.3	100.0	800
Fourth	76.3	21.7	2.0	100.0	772
Highest	66.9	29.4	3.7	100.0	763
Total	79.3	17.7	3.0	100.0	3,994

10.5 Parental Involvement

Parent/guardian respondents were asked whether having parents actively involved in a primary school improved school quality, had no effect, or made a school worse. Ninety-two percent of parent/guardians agreed that parental involvement made a school better, while 5 percent said it had no effect, and 1 percent said it worsened school quality (see Table 10.8).

Parent/guardians in the South West, North West, and South East (99 percent, 97 percent, and 97 percent, respectively) were most likely to say that parental involvement improved school quality, while those in the South South (83 percent) were least likely to say so. However, in no region did more than 3 percent of parent/guardians think parental involvement worsens school quality.

Table 10.8 Importance of parents being actively involved in school

Percent distribution of parent/guardians by perceived effect of parents' active involvement in their children's school on school quality, according to background characteristics, NDES 2004

Background characteristic	Effect of parental involvement on school quality				Total	Number of parent/guardians
	Better	No effect	Worse	Don't know/missing		
Sex						
Male	92.4	5.1	1.0	1.5	100.0	2,352
Female	92.3	5.0	0.7	2.0	100.0	1,642
Residence						
Urban	94.7	3.5	1.1	0.6	100.0	1,337
Rural	91.2	5.8	0.7	2.2	100.0	2,657
Region						
North Central	89.3	8.1	1.2	1.4	100.0	630
North East	89.4	8.1	0.7	1.8	100.0	717
North West	97.4	1.7	0.1	0.8	100.0	1,114
South East	97.4	1.4	0.9	0.4	100.0	317
South South	83.2	9.3	2.6	4.9	100.0	707
South West	98.9	0.8	0.0	0.2	100.0	510
Economic status quintile						
Highest	89.2	7.5	0.4	2.9	100.0	839
Second	92.9	5.2	0.9	0.9	100.0	820
Middle	95.6	2.5	0.3	1.6	100.0	800
Fourth	91.0	5.8	1.2	2.0	100.0	772
Highest	93.3	4.1	1.6	0.9	100.0	763
Total	92.4	5.1	0.9	1.7	100.0	3,994

PERCEIVED VALUE OF SCHOOLING

This chapter provides information on parent/guardian perceptions of the importance of post-primary schooling, of the benefits of schooling, and of the disadvantages of schooling. Parent/guardian attitudes about schooling may affect the likelihood of sending their children to school and keeping children in school through the end of the primary cycle, as well as the likelihood of children continuing to secondary school. The data presented below provide some insight into parent/guardian opinions on schooling.

11.1 Benefits of Schooling

This section of the chapter presents parent/guardians' opinions on the benefits of schooling. Parent/guardians were asked to consider a 15-year-old boy who had completed primary school and who had left school thereafter and to consider a boy of the same age who had never attended school. Next, parent/guardians were asked what advantages, if any, the boy who finished primary school had over the boy who had never attended school. This question was followed by a similar question about girls. Because parent/guardians could list numerous benefits, the percentages in Tables 11.1 and 11.2 do not add to 100 percent.¹

Overwhelmingly, parent/guardians consider primary schooling to be beneficial. Less than 1 percent of the parent/guardian respondents said that a boy or a girl who completed primary school has no advantage over a boy or a girl of the same age who had never attended school (see Tables 11.1 and 11.2).

The parent/guardians who believed that boys and girls who completed primary school had an advantage over those who did not attend primary school listed one or more advantages for boys and for girls (see Figure 11.1). In the discussion below, the benefits of schooling are addressed individually according to category, namely: economic benefits, academic skills, skills for life, and other skills.

Overall, economic benefits were not commonly cited among the benefits of schooling. Eleven percent of parent/guardians listed the possibility of finding a job (or a better job than would otherwise be available) as a benefit of primary schooling for boys, and 10 percent of parent/guardians listed this benefit for girls. However, there was substantial regional variation, with parent/guardians in the North East and North West least likely to see a better job as a benefit of primary schooling. The perception that a child with a primary school education will help support the household and his/her parents also was not listed as a benefit by many parent/guardians (6 percent for boys, 7 percent for girls). There was regional variation in this category, as well, with parent/guardians in the North Central region more likely than those in other regions to list this benefit for boys.

¹ Parents/guardians were not asked to answer “yes” or “no” to specific benefits, but instead were asked to list benefits without prompting. The interviewer then recorded the benefits listed by the respondent.

Table 11.1 Perceived benefits of primary school completion for boys

Percentage of parent/guardians who perceive specific benefits to completing primary school for a 15-year-old boy, according to background characteristics, NDES 2004

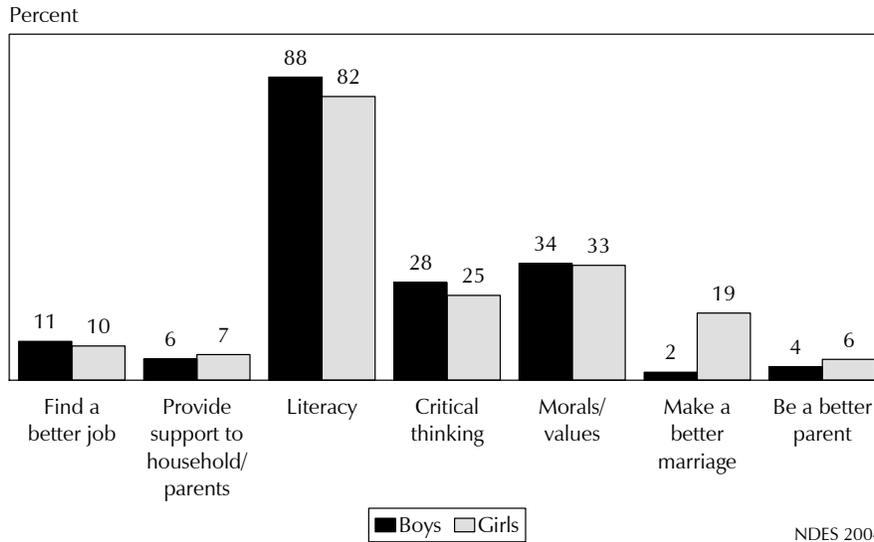
Background characteristic	Perceived benefits of primary school completion for boys															Number of parent/guardians
	No benefits	Chance to go to secondary school	Find a better job	Provide support to household/parents	Literacy	Learn languages	Numeracy	Critical thinking	Vocational/technical	Morals/values	Make a better marriage	Be a better parent	Better hygiene	Social interaction skills	Other	
Sex																
Male	0.7	14.4	9.6	5.4	87.7	13.4	6.3	30.5	6.2	38.4	2.1	4.5	16.7	37.3	1.1	2,352
Female	0.7	12.5	13.4	7.1	87.4	15.0	4.4	25.0	5.5	26.9	2.6	2.9	10.8	31.1	0.9	1,642
Residence																
Urban	0.5	16.5	12.3	6.3	85.7	15.2	4.4	31.2	7.6	35.3	2.5	3.1	14.5	34.7	0.9	1,337
Rural	0.8	12.2	10.6	6.0	88.6	13.5	6.0	26.7	5.1	32.9	2.2	4.2	14.1	34.8	1.1	2,657
Region																
North Central	0.9	17.5	14.3	11.1	93.4	18.3	7.5	21.8	5.8	21.7	8.7	10.2	21.9	47.8	0.8	630
North East	1.5	21.2	7.3	3.7	84.9	7.8	8.2	25.1	6.3	41.3	0.7	3.6	14.1	35.0	0.6	717
North West	0.9	6.9	5.4	2.6	88.9	3.1	2.6	31.5	3.3	48.5	1.3	4.1	19.0	27.8	0.5	1,114
South East	0.0	12.0	21.4	6.8	83.8	21.9	7.0	27.8	7.8	23.8	0.8	3.6	6.9	24.3	2.5	317
South South	0.0	10.0	13.4	6.5	92.6	28.8	6.6	22.1	4.8	27.7	1.0	0.5	9.1	38.4	2.0	707
South West	0.4	18.9	15.9	9.8	76.8	16.2	3.0	42.3	11.7	19.8	1.7	0.3	6.1	34.6	0.7	510
Economic status quintile																
Lowest	0.9	11.1	10.8	4.7	87.3	10.6	5.8	24.9	5.4	27.3	2.8	3.5	14.8	30.5	1.1	839
Second	1.1	12.6	9.7	5.4	88.9	11.7	4.3	25.7	5.0	36.6	2.4	4.2	16.3	31.1	1.6	820
Middle	0.3	11.3	10.5	7.1	90.4	13.5	7.3	29.8	4.7	34.8	2.5	4.6	14.5	36.5	0.6	800
Fourth	1.0	14.7	11.3	6.2	85.9	13.7	5.5	28.5	6.5	39.8	2.9	3.9	15.0	39.2	0.4	772
Highest	0.2	18.7	13.8	7.2	85.4	21.3	4.6	32.7	8.3	30.3	0.8	2.8	10.5	36.9	1.3	763
Total	0.7	13.6	11.2	6.1	87.6	14.0	5.5	28.2	5.9	33.7	2.3	3.8	14.3	34.7	1.0	3,994

Table 11.2 Perceived benefits of primary school completion for girls

Percentage of parent/guardians who perceive specific benefits to completing primary school for a 15-year-old girl, according to background characteristics, NDES 2004

Background characteristic	Perceived benefits of primary school completion for girls															Number of parent/guardians
	No benefits	Chance to go to secondary school	Find a better job	Provide support to household/parents	Literacy	Learn languages	Numeracy	Critical thinking	Vocational/technical	Morals/values	Make a better marriage	Be a better parent	Better hygiene	Social interaction skills	Other	
Sex																
Male	1.0	12.0	8.2	7.6	80.2	11.6	4.8	25.6	5.7	36.9	23.9	7.0	25.0	32.9	0.7	2,352
Female	0.8	11.7	12.3	7.2	84.5	14.8	3.7	22.9	6.1	27.8	12.8	4.5	19.4	30.2	1.1	1,642
Residence																
Urban	0.6	15.6	11.1	7.5	80.8	13.8	3.4	27.5	7.6	36.5	16.6	6.0	22.4	31.9	1.1	1,337
Rural	1.0	10.0	9.3	7.4	82.6	12.4	4.8	23.0	5.0	31.5	20.8	6.0	22.9	31.7	0.8	2,657
Region																
North Central	0.7	17.4	13.6	10.8	92.1	17.2	7.3	20.6	7.5	20.9	25.7	9.9	29.1	47.6	0.5	630
North East	1.9	16.0	5.4	4.9	77.3	6.7	6.0	21.6	3.6	37.1	23.3	7.8	26.7	26.8	0.7	717
North West	1.3	4.8	2.8	4.5	80.3	1.8	1.6	25.0	3.5	48.6	28.9	6.3	26.6	20.8	0.3	1,114
South East	0.0	9.8	18.6	5.7	81.5	20.9	5.3	25.0	10.3	23.0	15.6	2.7	12.7	22.6	4.2	317
South South	0.1	9.8	13.1	10.4	86.3	27.7	5.3	20.1	3.5	30.0	6.7	4.7	22.0	44.2	1.1	707
South West	0.5	19.2	17.3	10.3	74.0	15.3	2.5	38.0	12.9	19.7	5.0	2.0	7.8	31.7	0.5	510
Economic status quintile																
Lowest	1.4	9.8	9.4	7.2	80.5	8.8	4.5	20.7	4.4	25.3	22.8	5.9	22.7	25.5	1.2	839
Second	1.4	9.9	8.3	5.6	80.9	11.5	4.3	22.0	4.1	35.3	22.6	7.5	23.6	29.5	1.0	820
Middle	0.7	8.9	9.7	7.8	84.7	12.2	5.5	24.5	5.4	32.8	22.0	5.3	24.0	32.5	0.4	800
Fourth	0.8	13.4	10.4	7.6	82.0	13.1	3.6	26.6	7.8	39.6	19.5	6.7	22.8	34.8	0.3	772
Highest	0.2	17.9	11.7	9.1	82.0	19.6	3.9	29.3	7.9	33.3	9.3	4.6	20.3	37.3	1.5	763
Total	0.9	11.9	9.9	7.4	82.0	12.9	4.3	24.5	5.9	33.2	19.4	6.0	22.7	31.8	0.9	3,994

Figure 11.1
Percentage of Parent/Guardians Who Perceive Specific Benefits of Primary School Completion for Boys and Girls



Academic skills were frequently given as benefits of schooling, with literacy being mentioned by a higher percentage of parent/guardians than any other benefit (88 percent for boys and 82 percent for girls). Although less common, numeracy was also listed as a benefit by 6 percent of parent/guardians for boys and by 4 percent of parent/guardians for girls. Parent/guardians considered learning other languages to be an advantage of primary schooling for boys (14 percent) and for girls (13 percent), with parent/guardians from more advantaged households being more likely than those from the remaining quintiles to list this benefit for both boys and girls. Parent/guardians also said that the ability to think critically or analytically is a benefit to both boys and girls who complete primary school (28 and 25 percent, respectively). Six percent of parent/guardians listed vocational or technical skills as benefits of schooling for boys and girls.

Skills for life also figured among the perceived benefits of primary schooling. Although nearly equal percentages of parent/guardians listed the development of moral values as a benefit for boys and for girls (34 percent and 33 percent), they differed considerably about the role of primary schooling in helping a boy or a girl make a better marriage and become a better parent. Whereas just 2 percent of parent/guardians said that completing primary school would help a 15-year-old boy make a better marriage, 19 percent of parent/guardians cited this benefit for a girl. Making a better marriage was cited as a benefit for girls far more often in the northern than in the southern regions. Parent/guardians in the most advantaged quintile were less likely than those in the remaining quintiles to list making a better marriage as a benefit for girls. Parent/guardians were almost equally likely to say that finishing primary school would make a girl a better mother as to say it would make a boy a better father (6 percent and 4 percent, respectively). About one in three parent/guardians listed improved social interaction skills among the benefits of schooling for both boys and girls, and respondents listed improved hygiene as a benefit for boys (14 percent) and girls (23 percent).

There were several notable differences in perceptions among male and female parent/guardians with respect to skills for life: male respondents were more likely than female respondents to cite the development of moral values as benefits for both boys and girls, and more likely to list better hygiene as a benefit for boys and girls. Male parent/guardians were also far more likely than female respondents to list making a better marriage as a benefit for girls (24 percent versus 13 percent).

The skills for life benefits of schooling were viewed differently by respondents in various regions. Respondents in the North West and North East were most likely to list the development of moral values as benefits for both boys and girls, and those in the northern regions were more likely than respondents in the south to list better hygiene as a benefit for children.

11.2 Disadvantages of Schooling

Parent/guardians were also asked about the disadvantages of sending a boy to primary school and about the disadvantages of sending a girl to primary school. The results are shown in Tables 11.3 and 11.4.

Most parent/guardians said that there were no disadvantages to sending a boy or a girl to primary school, although they were more likely to see no disadvantages for boys than for girls (93 percent versus 84 percent, respectively). There were notable differences by urban-rural residence, region, and economic status. Nineteen percent of parent/guardians in the North Central region said there were disadvantages to sending a boy to school, compared with just 1 percent in the North West. Differences were comparable for girls, with 23 percent of respondents in the North West, and just 3 percent in the South East, saying that there were disadvantages to schooling for girls. It is indeed notable that in the North West, almost no parent/guardian respondents saw disadvantages to sending a boy to school, while almost one in four saw disadvantages to sending a girl to school. In urban and rural areas, comparable percentages of respondents said there were no disadvantages to sending a boy to school, while respondents in rural areas were more likely than those in urban areas to see disadvantages to sending a girl (18 percent versus 11 percent). The more economically advantaged the respondent, the more likely he or she was to see no disadvantages to schooling for girls.

Background characteristics	Perceived disadvantages of a primary school education for boys								Number of parent/guardians
	No disadvantages	Monetary costs of schooling	Loss of child's labour	Bad manners	Not willing to work	Migrates from village	No benefits to household	Other	
Sex									
Male	93.5	1.6	1.4	3.2	0.8	0.9	0.5	0.5	2,352
Female	92.5	1.4	1.8	3.4	0.9	0.7	0.2	1.3	1,642
Residence									
Urban	94.8	0.5	0.7	3.2	0.6	0.3	0.4	0.9	1,337
Rural	92.2	2.0	2.0	3.3	0.9	1.0	0.4	0.8	2,657
Region									
North Central	80.8	4.1	7.7	9.0	2.8	4.1	0.1	0.3	630
North East	92.6	3.2	0.8	0.9	0.1	0.5	2.0	0.7	717
North West	98.8	0.1	0.3	0.6	0.5	0.1	0.0	0.2	1,114
South East	97.2	0.0	0.2	1.2	0.0	0.3	0.1	1.1	317
South South	92.3	0.6	0.4	5.6	0.9	0.0	0.0	2.1	707
South West	95.0	1.0	0.4	3.5	0.6	0.2	0.0	1.0	510
Economic status quintile									
Lowest	90.7	2.6	2.9	3.0	0.9	1.4	0.7	0.9	839
Second	93.5	1.8	0.9	2.5	0.5	1.3	0.8	0.5	820
Middle	93.1	1.6	2.5	4.0	0.9	0.6	0.3	0.6	800
Fourth	92.7	0.8	1.1	4.5	1.1	0.4	0.0	1.4	772
Highest	95.7	0.4	0.3	2.4	0.7	0.2	0.0	0.8	763
Total	93.1	1.5	1.6	3.3	0.8	0.8	0.4	0.8	3,994

Table 11.4 Perceived disadvantages of primary schooling for girls

Percentage of parent/guardians who perceive specific disadvantages to sending a girl to primary school, by background characteristics, NDES 2004

Background characteristic	Perceived disadvantages of a primary school education for girls										
	No disadvantages	Monetary costs of schooling	Loss of child's labour	Bad manners	Not willing to work	Migrates from village	Later marriage/harder to find husband	Chance of being seduced	No benefits to household	Other	Number of parent/guardians
Sex											
Male	81.3	1.2	1.2	3.5	0.7	1.2	10.1	3.2	1.5	1.8	2,352
Female	88.6	1.3	1.9	3.0	0.9	0.6	3.4	3.0	1.3	0.5	1,642
Residence											
Urban	89.2	0.5	0.5	3.2	0.2	0.5	3.7	2.9	2.2	0.7	1,337
Rural	81.8	1.6	2.0	3.4	1.0	1.2	9.2	3.2	1.0	1.5	2,657
Region											
North Central	79.0	4.4	7.1	9.1	2.2	4.5	0.1	4.1	2.0	0.3	630
North East	79.5	2.0	1.1	1.4	0.6	0.9	12.7	4.0	2.1	2.0	717
North West	77.0	0.2	0.1	1.5	0.4	0.3	17.6	1.8	2.2	2.2	1,114
South East	97.3	0.0	0.3	0.4	0.0	0.1	0.0	1.3	0.2	0.6	317
South South	93.4	0.2	0.4	4.2	0.6	0.0	0.5	4.0	0.1	0.4	707
South West	92.9	1.0	0.4	3.1	0.6	0.0	0.3	3.4	0.5	0.7	510
Economic status quintile											
Lowest	74.5	1.7	2.5	3.6	0.7	0.9	15.9	3.9	1.2	2.1	839
Second	77.3	1.3	1.2	2.9	1.2	2.0	12.0	3.4	3.2	2.3	820
Middle	86.8	2.2	2.4	3.5	0.6	1.0	5.1	3.3	0.5	0.9	800
Fourth	89.6	0.6	0.8	4.4	1.0	0.6	2.2	2.2	1.2	0.2	772
Highest	94.6	0.4	0.3	2.1	0.2	0.2	0.5	2.6	0.9	0.5	763
Total	84.3	1.3	1.5	3.3	0.8	1.0	7.4	3.1	1.4	1.2	3,994

For girls, the most commonly cited disadvantage was her delayed marriage (7 percent), followed by learning bad manners (3 percent), and the danger of being seduced at school (3 percent). The monetary costs of schooling, the loss of a child's labour, the child not being willing to work, and the child's migration from the village, were infrequently cited as disadvantages for both boys and girls.

Respondents in rural areas were more likely than those in urban areas to give delayed marriage as a disadvantage of primary schooling for a girl (9 percent versus 4 percent). Parent/guardians in the North West and North East were almost the only respondents who listed delayed marriage as a disadvantage (18 percent and 13 percent), with less than 1 percent of parent/guardians in the remaining regions listing this disadvantage. Respondents in the North Central region were more likely than those elsewhere to list the loss of labour as a disadvantage for both boys and girls. The most striking difference by economic status was in delayed marriage as a disadvantage of girls' schooling, with 16 percent of those in the lowest and 12 percent in the second quintiles listing this disadvantage, compared with less than 1 percent of those in the highest quintile.

This chapter examines the issue of absenteeism among primary school pupils and secondary school students. Pupils and students who are absent frequently or for long periods are likely to have difficulty mastering the material presented in class, making absenteeism a critical education issue.

Information on the frequency of absenteeism, however, can be difficult to obtain. Well-kept school records can be an invaluable source of information on the frequency of pupil absenteeism. Household surveys, on the other hand, depend on the accuracy of the respondents' recollection over a period of time. Recognizing that parent/guardians' recall may be problematic, the 2004 NDES collected information about children's school attendance over two periods: the 2002-2003 school year (for youth who were pupils or students in that school year) and the seven days preceding the interview (for youth who were pupils or students at the time the household was surveyed).

12.1 Pupil and Student Absenteeism in the 2002-2003 School Year

Primary School Pupils

Table 12.1 presents data on the extent of absenteeism among primary school pupils in the 2002-2003 school year and on reasons for those absences.¹ As shown in Table 12.1, 60 percent of pupils were absent one or more days during the 2002-2003 school year and, on average, pupils who were absent from school missed a total of about 10 days of school during the year. Pupils in urban and rural areas were almost equally likely to have missed school, but those in rural areas missed more days of school, on average (11 days versus 8 days). In the regions, the percentage of pupils missing one or more days of school ranged from 40 percent in the North Central region to 71 percent in the South East. Among pupils missing some school, on average, pupils in the South West were absent 7 days, while those in the South South were absent 12 days.

Pupils from the highest quintile were less likely to have missed school than were those from the lowest quintile (53 percent versus 67 percent), and they missed fewer days of school during the year than the pupils in the lowest quintile (7 days versus 12 days). Pupils attending private non-religious schools were the least likely to miss one or more days of school (51 percent), followed by pupils attending private religious schools (58 percent), and pupils attending government schools (63 percent). Private religious and non-religious school pupils missed fewer days in the 2002-2003 school year (7 days) than did pupils in government schools (10 days).

The most commonly cited reason for pupil absenteeism was illness, with 49 percent of pupils missing school for this reason (see Figure 12.1). Pupils attending private non-religious schools were least likely to miss school because of illness (35 percent), while those attending government schools were the most likely (52 percent). Sixty-one percent of pupils in the North East missed school because of illness, compared with 30 percent in the North Central region. Pupils from the highest quintile were less likely than those in the remaining quintiles to miss school because of illness.

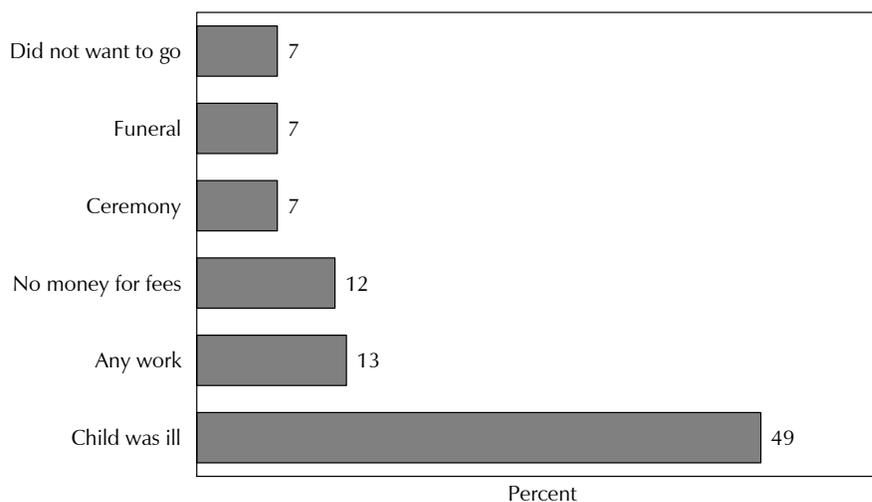
¹ Absenteeism is defined as missing one or more complete days of school.

Table 12.1 Reasons for primary school absenteeism

Percentage of primary school pupils who missed school in the 2002-2003 school year, by reasons for absenteeism and background characteristics, NDES 2004

Background characteristic	Reason pupil missed school												Percentage missing one or more days	Number of pupils	Mean days missed among pupils missing one or more days
	Care for sick relative	Domestic work	family farm/business	Work for employer	Any work (first four columns)	No money for fees	Did not want to go	Funeral	Ceremony (wedding, naming, etc.)	Child was ill	Clothes were dirty	Other			
Sex															
Male	3.0	5.8	6.7	0.6	11.8	12.6	7.7	6.8	7.8	49.7	5.8	3.0	60.1	2,374	9.7
Female	5.0	8.6	5.2	0.4	14.0	12.1	6.8	6.6	6.7	48.7	5.1	2.8	60.8	1,917	9.6
School type															
Government schools	4.5	8.3	6.8	0.5	14.4	11.9	7.8	7.4	8.5	52.2	6.4	3.0	63.0	3,119	10.3
Private (religious)	2.3	1.2	2.7	0.0	5.7	11.4	6.2	4.5	3.3	47.7	2.2	2.8	57.8	223	7.1
Private (non-religious)	0.9	3.9	2.4	0.0	6.3	16.5	8.1	5.1	2.2	35.4	3.9	3.2	50.8	504	7.0
Residence															
Urban	2.5	3.9	1.9	0.2	6.6	12.5	5.0	6.5	6.9	47.9	4.2	2.9	58.8	1,598	8.0
Rural	4.8	8.9	8.4	0.7	16.5	12.3	8.7	6.9	7.6	50.1	6.3	2.9	61.4	2,693	10.6
Region															
North Central	1.7	4.1	1.4	0.3	7.1	7.1	3.8	2.1	1.2	30.3	1.6	0.9	40.2	816	8.4
North East	3.5	11.3	7.4	0.8	14.8	6.2	8.9	10.8	18.8	60.8	6.2	5.3	68.3	684	10.1
North West	3.3	5.8	3.3	0.2	9.2	9.3	5.0	8.4	14.6	55.2	6.2	3.1	66.1	1,022	9.4
South East	10.6	10.0	5.4	0.4	17.2	20.8	7.6	11.3	1.5	53.6	5.7	0.5	71.3	401	7.8
South South	5.3	9.8	15.2	1.2	23.8	22.8	14.3	7.0	1.5	55.7	9.8	4.9	69.8	860	12.2
South West	1.6	1.6	1.8	0.1	4.3	11.2	3.4	1.4	1.6	38.1	1.8	1.2	46.5	508	6.6
Economic status quintile															
Lowest	7.7	13.1	9.9	1.9	23.3	14.1	8.0	8.5	9.6	54.9	10.3	5.7	66.7	661	12.3
Second	4.2	9.8	9.3	0.4	18.2	12.5	10.4	8.7	9.2	52.2	4.0	2.4	63.0	797	11.3
Middle	3.6	6.0	6.4	0.2	11.8	9.6	7.7	7.7	7.9	47.5	6.9	2.9	58.8	913	9.7
Fourth	2.8	6.0	5.0	0.1	9.7	14.0	5.3	5.9	7.7	52.1	5.1	1.7	62.0	1,029	8.6
Highest	2.6	2.5	0.9	0.3	4.7	11.9	6.1	3.6	3.0	41.2	2.3	2.8	53.2	891	6.6
Total	3.9	7.1	6.0	0.5	12.8	12.4	7.3	6.7	7.3	49.3	5.5	2.9	60.4	4,291	9.6

Figure 12.1
Percentage Absent for Specific Reasons
Among Pupils Missing Primary School in 2002-2003



NDES 2004

Thirteen percent of primary school pupils missed school to do some type of work (domestic, on the family farm or business, or for an employer) in support of the household. Seven percent were absent to do domestic work, 6 percent to do work on the family farm or in the family business, 4 percent to care for a sick relative, and less than 1 percent to do work for an employer. Pupils attending government schools were most likely to miss school to do some kind of work (14 percent). In urban areas, pupils were less likely than those in rural areas to miss school to do work (7 percent versus 17 percent). There was considerable variation by region, with pupils in the South South most likely to miss school to do work (24 percent), and those in the South West the least likely to do so (4 percent). The less economically advantaged the household, the more likely the pupil was to miss school to do work: 23 percent of the pupils in the lowest quintile and just 5 percent in the most advantaged quintile missed school to do work.

Twelve percent of primary school pupils missed school because fees were due and there was no money available to pay the fees. One in five pupils in the South South and in the South East missed school for this reason, compared with just 6 percent in the North East and 7 percent in the North Central region.

Seven percent of pupils were absent during the 2002-2003 school year because they did not want to go to school. Pupils in rural areas were more likely than those in urban areas to miss school for this reason (9 percent versus 5 percent). Among the regions, while just 3 percent of pupils in the South West missed school for this reason, 14 percent in the South South did so.

Seven percent of pupils missed school because they were attending a ceremony (such as a wedding or naming ceremony), or busy with activities associated with a ceremony. A higher percentage of government school pupils than private school pupils missed school for this reason. Among the regions, the highest percentages of pupils missing school because of a ceremony were in the North East (19 percent) and North West (15 percent).

In addition, 7 percent of pupils missed school because they were attending funerals or busy with activities associated with funerals. Pupils in the South East and North East (11 percent) were most likely to miss school because of a funeral, while those in the South West and North Central regions were least likely to do so (1 percent and 2 percent, respectively).

Six percent of pupils missed school because their clothes were dirty and could not be worn to school. Among the regions, this reason was cited most often in the South South (10 percent), and least often in the North Central and South West regions (2 percent).

Secondary School Students

Table 12.2 presents data on the extent of absenteeism among secondary school students in the 2002-2003 school year and on reasons for those absences.² As shown in Table 12.2, 53 percent of students were absent one or more days during the 2002-2003 school year and, on average, students who were absent from school missed a total of about 9 days of school during the year. Students in rural areas were slightly more likely than those in urban areas to have missed school (56 percent versus 50 percent), and missed more days of school, on average (11 days versus 8 days). In the regions, the percentage of students missing one or more days of school ranged from 37 percent in the South West to 67 percent in the South East. Among students missing some school, on average, students in the South West were absent 5 days, while those in the North West were absent 13 days. Students from the highest quintile were less likely to have missed school than were those from the lowest quintile (48 percent versus 60 percent), and they missed fewer days of school during the year than the students in the remaining quintiles.

² Absenteeism is defined as missing one or more complete days of school.

Table 12.2 Reasons for secondary school absenteeism

Percentage of secondary school students who missed school in the 2002-2003 school year, by reasons for absenteeism and background characteristics, NDES 2004

Background characteristic	Reason student missed school												Number of students	Mean days missed among students missing one or more days	
	Care for sick relative	Domestic work	family farm/business	Work for employer	Any work (first four columns)	No money for fees	Did not want to go	Funeral	Ceremony (wedding, naming, etc.)	Child was ill	Clothes were dirty	Other			Percentage missing one or more days
Sex															
Male	5.3	3.4	6.1	0.8	12.3	18.3	7.5	8.0	2.7	39.3	2.5	3.5	52.8	484	10.4
Female	6.3	7.8	5.2	0.3	13.7	18.0	3.3	5.6	4.5	40.5	1.7	1.6	53.2	450	8.2
Residence															
Urban	4.0	2.8	2.4	0.2	7.4	17.0	4.2	4.8	4.0	38.8	2.7	3.0	50.0	485	8.0
Rural	7.7	8.4	9.3	0.9	19.0	19.5	6.8	9.1	3.1	41.0	1.5	2.1	56.2	450	10.6
Region															
North Central	4.8	4.3	1.2	0.9	7.3	13.9	1.8	9.6	0.5	21.1	0.4	1.0	41.5	160	8.9
North East	4.8	1.2	4.7	0.3	10.7	14.9	2.3	10.8	10.1	51.2	0.0	5.2	60.7	89	8.3
North West	4.3	5.6	4.5	0.0	11.2	17.6	2.9	13.4	12.7	50.9	9.0	2.9	62.1	93	13.4
South East	13.8	5.0	4.8	2.2	20.0	33.3	6.4	8.6	0.7	50.2	2.6	1.4	66.7	111	8.8
South South	7.2	11.0	13.2	0.3	22.1	24.7	11.4	5.4	2.2	48.0	2.5	3.2	60.6	274	10.6
South West	1.4	1.3	0.6	0.0	3.3	6.5	2.5	1.1	2.5	28.3	0.6	2.5	37.1	208	5.1
Economic status quintile															
Lowest	9.9	9.2	12.0	3.2	25.1	23.5	3.1	2.4	6.7	46.1	1.5	3.0	60.3	51	9.5
Second	7.3	5.9	11.2	1.1	17.9	18.1	5.6	11.0	3.3	52.3	0.0	1.5	62.4	102	15.2
Middle	6.1	7.0	7.7	1.0	16.1	23.6	5.8	14.0	2.4	34.2	2.8	1.4	53.6	178	9.7
Fourth	8.4	7.3	6.7	0.1	16.7	17.2	5.9	8.4	3.8	41.3	4.7	2.4	55.0	203	9.7
Highest	3.3	3.4	2.1	0.0	6.8	15.6	5.4	2.5	3.7	37.7	1.2	3.5	48.4	400	7.0
Total	5.8	5.5	5.7	0.5	13.0	18.2	5.5	6.9	3.6	39.9	2.1	2.6	53.0	935	9.3

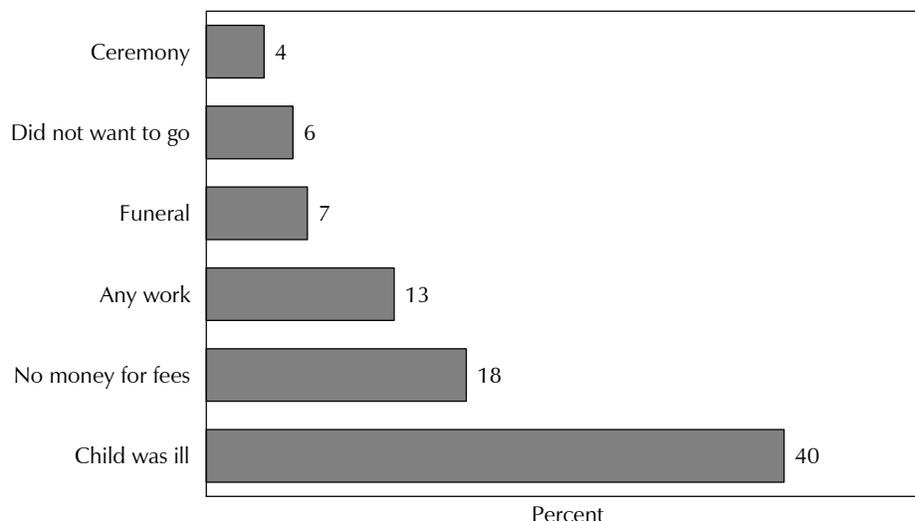
As was the case at the primary level, the most commonly cited reason for student absenteeism was illness, with 40 percent of students missing school for this reason (see Figure 12.2). Fifty-one percent of students in the North East and North West missed school because of illness, compared with 21 percent in the North Central region.

Eighteen percent of secondary school students missed school because fees were due and there was no money available to pay the fees. Thirty-three percent of students in the South East and 25 percent in the South South missed school for this reason, compared with just 7 percent in the South West.

Thirteen percent of secondary school students missed school to do some type of work (domestic, on the family farm or business, or for an employer) in support of the household. Six percent were absent to do domestic work, 6 percent to do work on the family farm or in the family business, 6 percent to care for a sick relative, and less than 1 percent to do work for an employer. In rural areas, students were nearly three times as likely as those in urban areas to miss school to do any work (19 percent versus 7 percent). There was considerable variation by region, with students in the South South and South East most likely to miss school to do work (22 percent and 20 percent), and those in the South West the least likely to do so (3 percent). The less economically advantaged the household, the more likely the student was to miss school to do work: 25 percent of the students in the lowest quintile and 7 percent in the most advantaged quintile missed school to do work.

Seven percent of students missed school because they were attending funerals or busy with activities associated with funerals. Students in rural areas were more likely than those in urban areas to miss school because of a funeral (9 percent versus 5 percent). The highest percentage of students missing school for this reason was in the North West (13 percent), and the lowest was in the South West (1 percent).

Figure 12.2
Percentage Absent for Specific Reasons
Among Students Missing Secondary School in 2002-2003



NDES 2004

Six percent of students were absent during the 2002-2003 school year because they did not want to go to school. Male students were more likely than female students to miss school because they did not want to go to school (8 percent versus 3 percent), and students in rural areas were more likely than those in urban areas to miss school for this reason (7 percent versus 4 percent). Among the regions, while just 2 percent of students in the North Central and North East regions missed school for this reason, 11 percent in the South South did so. Less common reasons for students missing school were attending a ceremony (4 percent) and clothing being dirty (2 percent).

12.2 Primary School Pupil Absenteeism and Secondary School Student Absenteeism in the Week Preceding the Interview

Primary School Pupils

This section of the chapter presents information on pupil absenteeism during the seven days preceding the survey interview.³ Eleven percent of pupils were absent one or more days during the week preceding the interview (see Table 12.3). There is minor variation by pupil sex, urban-rural residence, region, and economic status quintile. Among pupils who missed school during the week preceding the interview, the mean number of days missed was 3.

³ Primary school pupils attending boarding schools were not included in the calculations, on the reasoning that parent/guardians would be less likely to know whether the children had missed school during the given week of school.

Table 12.3 Absenteeism among primary school pupils in the week of school preceding the interview						
Percent distribution of primary school day pupils by absenteeism in the week of school preceding the interview, according to background characteristics, NDES 2004						
Background characteristic	Pupil absenteeism			Total	Number of pupils	Mean days missed among pupils missing one or more days
	Attended all school days	Absent one or more days	Don't know/missing			
Sex						
Male	88.0	12.0	0.0	100.0	2,077	2.9
Female	89.8	9.9	0.3	100.0	1,698	3.1
Residence						
Urban	93.3	6.6	0.1	100.0	1,296	3.3
Rural	86.4	13.4	0.2	100.0	2,479	2.9
Region						
North Central	91.1	8.5	0.4	100.0	853	3.0
North East	84.6	15.4	0.0	100.0	601	2.8
North West	90.2	9.8	0.0	100.0	1,002	2.9
South East	89.9	9.8	0.2	100.0	346	3.6
South South	83.5	16.3	0.2	100.0	607	3.1
South West	94.3	5.7	0.0	100.0	365	2.8
Economic status quintile						
Lowest	84.7	14.9	0.4	100.0	652	3.0
Second	84.8	15.1	0.1	100.0	747	3.2
Middle	89.2	10.7	0.1	100.0	786	3.0
Fourth	91.0	8.9	0.1	100.0	864	2.7
Highest	93.6	6.4	0.0	100.0	725	3.2
Total	88.8	11.0	0.1	100.0	3,774	3.0

Table 12.4 presents information on the reasons pupils missed school during the week preceding the interview. The primary reasons given for absenteeism in the week of school preceding the survey are similar to those given for absenteeism in the 2002-2003 year. Illness was the most commonly cited reason for missing school (25 percent), followed by the pupil not wanting to go to school (21 percent). Eight percent of pupils missed school because of a ceremony, and 7 percent missed school to do domestic work. Six percent of pupils were absent to do work on the family farm or in the family business. Four percent missed school because school fees were due and no money was available.

Table 12.4 Reasons for absenteeism among primary school pupils in the week of school preceding the interview

Percentage of primary school day pupils who missed school in the week preceding the interview, by reasons for absenteeism and background characteristics, NDES 2004

Background characteristic	Reason pupil missed school										Number of pupils	
	Child needed for domestic work	Child needed for family farm/business	School fees due	Child did not want to go	Funeral	Ceremony	Illness	Hunger	Bad weather	Other		
Sex												
Male	5.1	6.4	3.6	22.6	1.6	7.6	26.6	3.0	0.0	28.0	249	
Female	9.8	4.4	4.4	18.7	1.6	8.4	22.2	0.5	1.0	33.2	168	
Residence												
Urban	5.2	1.6	8.2	7.7	3.6	10.5	29.1	4.9	0.0	35.5	85	
Rural	7.4	6.6	2.8	24.5	1.1	7.3	23.7	1.3	0.5	28.7	332	
Region												
North Central	8.3	12.9	3.9	23.0	3.8	0.0	33.0	0.0	0.0	18.3	73	
North East	7.4	3.3	1.9	24.7	0.0	21.9	18.7	1.0	0.0	27.6	93	
North West	7.9	2.0	4.0	15.0	0.9	6.3	35.8	3.3	1.8	31.8	98	
South East	3.4	0.0	2.9	13.8	9.2	15.4	12.4	1.4	0.0	42.4	34	
South South	7.4	9.0	5.4	26.1	0.0	0.0	16.6	3.7	0.0	31.7	99	
South West	0.0	0.0	7.3	13.7	0.0	6.5	30.7	0.0	0.0	46.5	21	
Economic status quintile												
Lowest	13.4	4.5	2.2	21.5	1.4	5.4	31.7	0.5	1.2	24.8	97	
Second	3.9	7.2	3.3	31.8	1.3	8.6	21.2	0.0	0.0	26.6	112	
Middle	5.1	6.2	1.8	27.4	0.0	7.7	21.2	4.6	0.0	29.7	84	
Fourth	9.7	6.9	8.2	3.6	2.3	8.4	17.6	4.2	0.7	44.1	77	
Highest	0.0	0.5	5.8	11.4	4.7	11.2	37.4	1.8	0.0	27.2	47	
Total	7.0	5.6	3.9	21.0	1.6	7.9	24.8	2.0	0.4	30.1	417	

Secondary School Students

Table 12.5 presents information on secondary school student absenteeism during the seven days preceding the survey interview. Ten percent of students were absent one or more days during the week preceding the interview.⁴ Among students who missed one or more days during the week preceding the interview, the mean number of days missed was about 3.

⁴ The number of students absent from school during the week before the household interview was insufficient to allow the presentation of data on the reasons for absenteeism.

Table 12.5 Absenteeism among secondary school students in the week of school preceding the interview

Percent distribution of secondary school day students by absenteeism in the week of school preceding the interview, according to background characteristics, NDES 2004

Background characteristic	Student absenteeism			Total	Number of students	Mean days missed among students missing one or more days
	Attended all school days	Absent one or more days	Don't know/missing			
Sex						
Male	91.0	8.8	0.1	100.0	460	3.1
Female	89.0	10.9	0.1	100.0	420	3.4
Residence						
Urban	94.5	5.5	0.0	100.0	391	2.5
Rural	86.5	13.3	0.2	100.0	490	3.5
Region						
North Central	88.8	10.9	0.3	100.0	178	3.2
North East	94.2	5.8	0.0	100.0	70	2.3
North West	94.7	5.3	0.0	100.0	97	3.2
South East	82.1	17.6	0.3	100.0	112	3.9
South South	87.9	12.1	0.0	100.0	248	3.5
South West	95.2	4.8	0.0	100.0	175	1.6
Economic status quintile						
Lowest	85.3	13.9	0.8	100.0	74	3.6
Second	88.7	10.9	0.3	100.0	107	3.8
Middle	87.9	12.1	0.0	100.0	184	3.3
Fourth	89.5	10.5	0.0	100.0	184	2.6
Highest	93.1	6.9	0.0	100.0	332	3.4
Total	90.1	9.8	0.1	100.0	880	3.3

12.3 Pupil Absenteeism and Household Work

Parent/guardians were asked whether they agreed or disagreed with a statement saying that children should be kept home from school whenever necessary to work or help at home (see Table 12.6). One in four (25 percent) parent/guardians agreed, while three-fourths (74 percent) disagreed with the statement. Differences by parent/guardian gender, urban-rural residence, and economic status were minimal. There were, however, notable differences by region, with 60 percent of respondents in the South West agreeing that children should be kept home, as necessary, and just 14 percent of the parent/guardians in the South South agreeing with the statement.

Table 12.6 Importance of child's work or help in the household

Percent distribution of parent/guardians by whether they agree or disagree that parents should keep their children home from school whenever necessary to work or help in the household, according to background characteristics, NDES 2004

Background characteristic	Should keep children home whenever necessary to work or help in the household			Total	Number of parent/guardians
	Agree	Disagree	Don't know/missing		
Sex					
Male	23.6	74.6	1.8	100.0	2,352
Female	26.1	73.0	0.8	100.0	1,642
Residence					
Urban	25.9	73.6	0.5	100.0	1,337
Rural	24.0	74.1	1.9	100.0	2,657
Region					
North Central	17.6	81.6	0.8	100.0	630
North East	17.7	80.7	1.6	100.0	717
North West	25.6	71.8	2.7	100.0	1,114
South East	18.5	81.1	0.5	100.0	317
South South	13.5	85.3	1.2	100.0	707
South West	60.2	39.8	0.0	100.0	510
Economic status quintile					
Lowest	27.6	69.0	3.4	100.0	839
Second	24.0	73.8	2.2	100.0	820
Middle	24.2	74.9	0.9	100.0	800
Fourth	21.9	78.1	0.0	100.0	772
Highest	25.2	74.4	0.4	100.0	763
Total	24.6	74.0	1.4	100.0	3,994

This chapter presents data on parent/guardians' views on teaching reproductive health education and HIV/AIDS education in primary school. It examines parent/guardians' beliefs about the ways their children presently learn about reproductive matters, and their opinions about whether reproductive health education should be included in the curriculum, why it should not be taught in school (if they believe it should not be taught), and at what age and class children should start learning about reproductive matters. It also presents data on parent/guardians' awareness of HIV/AIDS, their perceptions of its impact on children's schooling, and their opinions about whether HIV/AIDS education should be included in the curriculum, why it should not be taught (if they believe it should not be taught), and at what class children should start learning about HIV/AIDS.

Parent/guardians' views on reproductive health education and HIV/AIDS education can inform whether and how these subjects are introduced and taught in primary school. The findings of this chapter show that parent/guardians are more supportive of HIV/AIDS education than reproductive health education, but the data also suggest that the majority of parent/guardians would support primary school instruction on both reproductive matters and HIV/AIDS if done at the upper primary class levels.

13.1 Reproductive Health Matters and Education

Sources of Information about Reproductive Health Matters

Table 13.1 shows the percentage of parent/guardian respondents who named specific sources of information from which the children in their community learn about reproductive matters, such as conception, contraception, and hygiene.

The sources of information most often cited by parent/guardian respondents are teachers, parent/guardians, friends, clinics and health centres, and the radio. Forty-one percent of parent/guardian respondents said that teachers provide information about reproductive matters. A similar percentage (40 percent) of the parent/guardians said that the parent/guardians of individual children provide information, followed by children's friends (27 percent), and clinics and health centres (25 percent). Radio (23 percent) and television or movies (12 percent) were also cited as sources of information, followed by religious leaders (10 percent). Six percent of parent/guardians said that children's siblings provided information, and 6 percent said that pupils did so. Other relatives (4 percent), newspapers (3 percent), and other sources of information (4 percent) were rarely cited as sources of information on reproductive matters.

Gender differences among parent/guardian respondents were minor. However, male parent/guardians were more likely than female respondents to name the radio as a source of information (27 percent versus 17 percent).

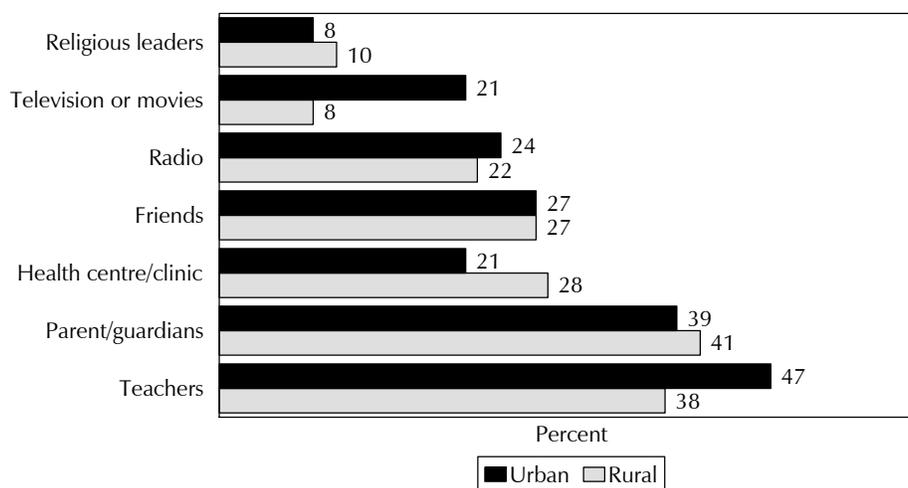
With a few exceptions, urban-rural differences were also minimal. Respondents in urban areas were more likely than those in rural areas to list teachers as sources of information on reproductive matters (47 percent versus 38 percent). Respondents in urban areas were also more likely than those in rural areas to list television or movies as sources of information (21 percent versus 8 percent). A higher percentage (28 percent) of parent/guardians in rural areas than in urban areas (21 percent) named a health centre or clinic as a source of information.

Table 13.1 Children's sources of information on reproductive matters

Percentage of parent/guardians listing specific sources of information on reproductive matters for children, by background characteristics, NDES 2004

Background characteristic	Sources of Information on reproductive matters													Number of parent/guardians
	Parent/guardians	Brothers/sisters	Other relatives	Friends	Religious leaders	Teachers	Pupils	News-papers	Radio	Television or movies	Health centre/clinic	Other	Missing	
Age														
Male	39.3	6.0	4.0	26.2	10.5	39.6	5.8	3.1	26.6	10.9	27.2	4.0	0.2	2,352
Female	41.3	5.0	4.7	27.6	8.4	42.0	7.3	3.7	17.3	14.5	22.7	3.0	0.1	1,642
Residence														
Urban	39.3	4.0	3.6	27.0	8.3	46.6	6.6	5.2	23.7	20.8	20.5	4.0	0.2	1,337
Rural	40.5	6.4	4.6	26.6	10.3	37.5	6.3	2.4	22.3	8.2	27.7	3.4	0.1	2,657
Region														
North Central	27.8	14.7	6.6	45.6	14.8	37.0	17.0	5.5	29.6	9.7	41.8	2.4	0.1	630
North East	55.7	6.6	6.0	21.8	6.4	37.8	0.6	2.7	23.6	7.6	27.4	1.2	0.0	717
North West	44.2	2.2	3.0	13.8	10.0	31.1	2.1	1.9	29.2	6.5	24.2	4.2	0.1	1,114
South East	60.2	2.0	3.6	18.5	10.1	68.2	2.0	3.4	4.5	4.2	4.2	3.1	0.3	317
South South	28.7	4.3	3.3	32.7	10.9	49.4	3.5	3.9	15.6	21.4	28.6	3.7	0.2	707
South West	28.0	4.2	3.6	35.5	5.0	40.1	17.6	4.0	20.1	28.0	13.2	7.1	0.0	510
Economic status quintile														
Lowest	45.9	6.0	5.2	26.3	11.7	31.2	6.9	0.8	20.3	3.0	22.9	2.8	0.2	839
Second	41.3	6.9	4.6	26.0	10.9	34.3	5.2	1.6	25.9	7.1	31.5	1.9	0.0	820
Middle	38.6	5.2	5.0	27.7	9.3	40.4	5.8	2.0	23.0	8.0	28.2	5.1	0.1	800
Fourth	39.2	6.5	3.8	25.1	7.3	48.2	7.0	4.1	23.3	15.5	26.7	4.1	0.0	772
Highest	35.1	3.3	2.6	28.6	8.7	50.0	7.2	8.7	21.3	29.9	16.9	4.2	0.2	763
Total	40.1	5.6	4.3	26.7	9.6	40.6	6.4	3.3	22.7	12.4	25.3	3.6	0.1	3,994

Figure 13.1
Children's Sources of Information on Reproductive Matters, by Residence



NDES 2004

There is substantial variation across regions in views on where the children in the community learn about reproductive matters. The majority of parent/guardians in the South East (60 percent) and in the North East (56 percent) listed parent/guardians as sources of information, compared with less than half of parent/guardians in the North West (44 percent), and less than one-third of respondents in the South South, South West, and North Central regions. In the North Central region, 46 percent of respondents said that children get information on reproductive matters from friends, compared with just 14 percent in the North West. Parent/guardians in the South East were most likely to list teachers as sources of information (68 percent), while those in the North West were the least likely to do so (31 percent). Respondents in the South East were least likely to list either radio (5 percent) or television and movies (4 percent) as sources of information. The health centre or clinic was the second most commonly given source of information in the North Central region (42 percent), but was rarely cited as a source in the South East (4 percent).

The most advantaged parent/guardian respondents were the least likely to list parent/guardians as sources of information on reproductive matters (35 percent), while those in the lowest quintile were the most likely to do so (46 percent). In contrast, the more advantaged the respondent, the more likely he/she was to list teachers as a source of information (50 percent in the highest quintile, compared with 31 percent in the lowest quintile). Respondents in the highest two quintiles were considerably more likely than those in the remaining quintiles to say that children get information on reproductive matters from television or movies.

Reproductive Health Education and Primary Schooling

As shown in Table 13.2, 62 percent of respondents said that primary schools should teach pupils about reproductive matters, while 35 percent disagreed. Male parent/guardians (65 percent) were more likely than female parent/guardians (59 percent) to favour the inclusion of reproductive health education in the primary school curriculum. Parent/guardians in rural areas (66 percent) were also more likely than parent/guardians in urban areas (55 percent) to support primary schools providing reproductive health education.

Regional differences are substantial (see Figure 13.2). Only in the South West were the majority of respondents (54 percent) opposed to primary schools teaching pupils about reproductive matters. In contrast, the highest incidence of support for teaching pupils about reproductive matters was in the North Central region (82 percent), followed distantly by the North East (69 percent) and the South South (66 percent). Over half of the parent/guardians in the North West and South East favoured primary schools teaching children about reproductive matters.

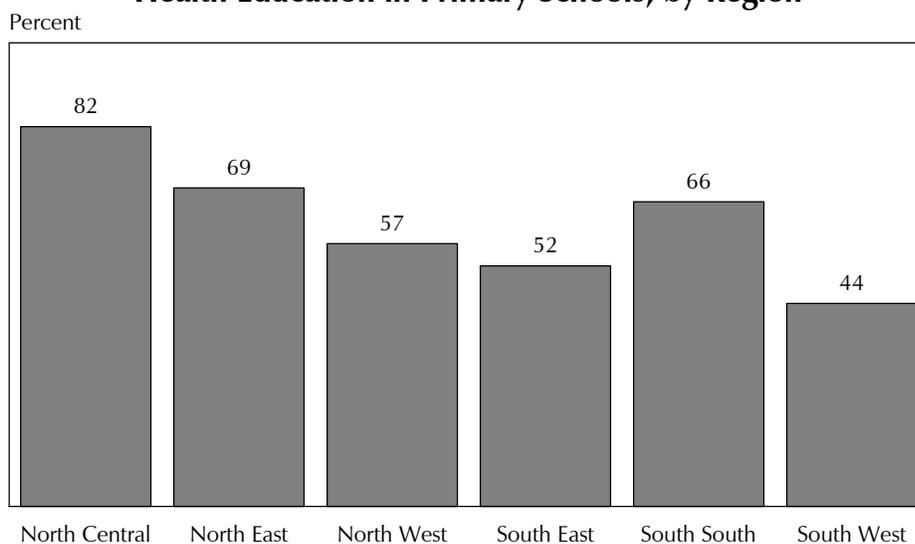
Respondents in the lowest three quintiles were most likely to favour teaching primary school pupils about reproductive matters. Sixty-seven percent of parent/guardians in the lowest quintile supported the idea, compared with 52 percent of those in the highest quintile.

Table 13.2 Whether primary schools should teach about reproductive matters

Percent distribution of parent/guardians by whether they think primary schools should teach pupils about reproductive matters, according to background characteristics, NDES 2004

Background characteristic	Primary schools should teach about reproductive matters			Total	Number of parent/guardians
	Yes	No	Don't know/depends/missing		
Sex					
Male	65.0	31.9	3.1	100.0	2,352
Female	58.7	38.4	3.0	100.0	1,642
Residence					
Urban	55.4	42.6	2.0	100.0	1,337
Rural	65.9	30.5	3.5	100.0	2,657
Region					
North Central	81.9	17.6	0.5	100.0	630
North East	68.7	25.0	6.3	100.0	717
North West	56.7	40.4	2.8	100.0	1,114
South East	51.9	46.5	1.6	100.0	317
South South	65.7	31.0	3.3	100.0	707
South West	43.8	53.8	2.5	100.0	510
Economic status quintile					
Lowest	66.6	28.3	5.1	100.0	839
Second	65.9	29.1	5.0	100.0	820
Middle	66.5	31.4	2.1	100.0	800
Fourth	59.8	38.7	1.6	100.0	772
Highest	52.2	46.6	1.2	100.0	763
Total	62.4	34.6	3.0	100.0	3,994

Figure 13.2
Percentage of Parent/Guardians in Favour of Reproductive Health Education in Primary Schools, by Region



NDES 2004

As shown in Table 13.3 and Figure 13.3, among those parent/guardians who said that schools should not teach about reproductive matters, the highest percentage (71 percent) said that children are too young, followed by concerns that reproductive health education encourages children to have sex (29 percent), and that it is not appropriate to teach in primary school (9 percent). Fewer parent/guardians expressed concerns that reproductive health education was against their religion (5 percent), or said that reproductive health education was the parents' job (3 percent). Only 1 percent expressed the view that male and female children should be taught separately.

Female respondents were more likely than male respondents to object to reproductive health education on the grounds that children are too young (77 percent versus 66 percent), while male respondents were more likely to say that reproductive health education encourages sexual activity (34 percent versus 24 percent) and that it is not appropriate to teach the topic in schools (11 percent versus 6 percent). Parent/guardians in urban areas were more likely than those in rural areas to say that primary school children are too young (75 percent versus 68 percent).

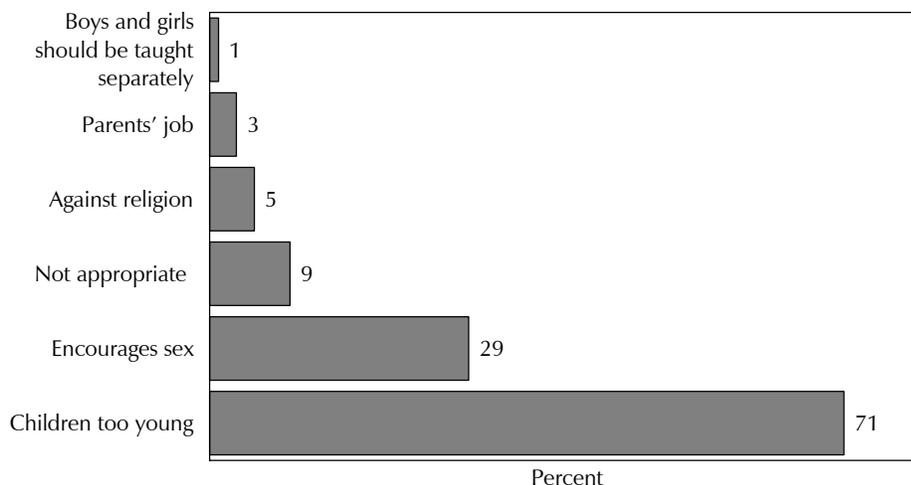
Parent/guardians in the North East and North West were the least concerned about children being too young for reproductive health education (62 percent and 64 percent), while those in the South East (83 percent) were most concerned. Respondents in the South East were least concerned about reproductive health education encouraging children to have sex (15 percent). Virtually no respondents in the southern regions said that reproductive health education was against religion.

Table 13.3 Reasons primary schools should not teach about reproductive matters

Among parent/guardians who think that primary schools should not teach about reproductive matters, the percentage citing specific reasons for not teaching about these matters, by background characteristics, NDES 2004

Background characteristic	Reasons schools should not teach about reproductive matters								Number of parent/guardians
	Not appropriate to teach reproductive health education in schools	Reproductive health education is the parent's job	Children are too young	Boys and girls should be taught separately	Against religion	Encourages children to have sex	Other	Missing	
Sex									
Male	11.0	3.6	66.3	1.2	6.6	33.6	1.6	0.5	824
Female	6.1	2.9	76.6	0.5	2.1	23.6	2.2	0.3	679
Residence									
Urban	9.1	2.3	75.0	1.3	4.0	29.7	0.7	0.3	597
Rural	8.6	4.0	68.3	0.6	4.9	28.8	2.6	0.5	906
Region									
North Central	4.3	0.4	80.1	1.3	3.9	39.8	3.8	0.0	114
North East	9.4	3.4	62.3	0.0	3.3	30.9	2.6	1.1	225
North West	10.3	8.4	63.7	2.0	11.3	27.3	0.3	0.4	482
South East	5.1	0.3	82.7	0.1	0.0	15.1	4.5	0.0	152
South South	9.5	0.3	74.7	0.2	0.0	31.7	0.9	0.7	243
South West	8.9	0.0	76.7	0.5	0.6	31.8	2.4	0.0	287
Economic status quintile									
Lowest	9.3	4.7	59.6	0.0	6.2	35.8	4.0	0.4	280
Second	10.2	6.4	64.9	1.9	5.6	27.8	1.1	0.9	280
Middle	12.4	2.9	73.2	0.8	4.0	28.4	0.9	0.3	268
Fourth	7.0	2.0	74.3	1.1	5.8	30.7	1.5	0.0	310
Highest	6.2	1.3	79.7	0.6	1.8	24.2	1.9	0.5	364
Total	8.8	3.3	70.9	0.9	4.5	29.1	1.9	0.4	1,502

Figure 13.3
Among Parent/Guardians Who Are Against Teaching
Reproductive Health Education in Primary Schools, the
Percentage Who Object for Specific Reasons



NDES 2004

As shown in Table 13.4, among parent/guardians who said that primary schools should include reproductive health education in their curriculum, the highest percentages indicated that pupils should first be taught about reproductive matters in the upper primary classes (primary 4, 5, and 6). Twenty-eight percent of parent/guardians specified primary 4, 25 percent primary 5, and 20 percent primary 6. Overall, only 12 percent of parent/guardians in favour of reproductive health education being taught in primary school identified primary 1 as the earliest class for its introduction for both male and female pupils.

Table 13.4 When pupils should be taught about reproductive matters

Percent distribution of parent/guardians who think that pupils should be taught about reproductive matters in primary school, by school class in which they think pupils should first be taught about reproductive matters, according to background characteristics, NDES 2004

Background characteristic	Class in which pupils should be taught about reproductive matters							Total	Number of parent/guardians who think reproductive matters should be taught in primary school
	1	2	3	4	5	6	Missing		
Sex									
Male	13.5	4.4	12.0	26.6	25.2	17.9	0.4	100.0	1,528
Female	10.7	3.2	10.4	28.9	24.5	22.2	0.1	100.0	963
Residence									
Urban	12.3	3.3	12.5	24.1	26.3	21.0	0.5	100.0	740
Rural	12.5	4.2	10.9	28.9	24.4	19.0	0.1	100.0	1,751
Region									
North Central	6.7	2.1	11.6	50.5	21.6	7.6	0.0	100.0	515
North East	11.2	4.6	11.4	17.0	36.6	18.6	0.6	100.0	493
North West	20.9	6.2	8.5	19.0	25.7	19.4	0.3	100.0	632
South East	18.2	3.3	17.3	22.9	20.5	17.8	0.0	100.0	165
South South	5.9	2.5	10.6	28.0	19.1	33.9	0.0	100.0	464
South West	13.3	3.8	16.4	24.0	20.6	21.5	0.4	100.0	223
Economic status quintile									
Lowest	14.1	5.3	11.1	25.7	26.4	17.0	0.4	100.0	559
Second	15.5	4.6	11.8	27.7	24.4	16.1	0.0	100.0	540
Middle	12.4	3.9	9.6	30.3	24.8	19.0	0.0	100.0	533
Fourth	10.9	2.2	13.3	25.9	22.0	25.5	0.3	100.0	461
Highest	7.7	3.2	11.4	28.0	27.4	21.7	0.6	100.0	399
Total	12.4	3.9	11.4	27.5	24.9	19.6	0.2	100.0	2,492

All parent/guardian respondents were asked at what age male and female children should start learning about reproductive health matters. Overall, parent/guardians thought that male children should start learning about these matters at around age 14, while female children should start around age 13 (see Table 13.5). For all children, parent/guardians who supported teaching reproductive health education in primary school identified a lower mean age for first instruction than parent/guardian respondents who object to teaching reproductive health education in primary school. On average, parent/guardians who responded that primary schools should include reproductive health education in the curriculum said age 13 is the most appropriate age for males to start learning about reproductive matters. In contrast, respondents who said that primary schools should not include reproductive health education in the curriculum said males should not start learning about these matters until four years later, at age 17. There is a similar pattern in views on when females should start learning about reproductive matters. Respondents favouring reproductive education said that females should start learning at age 12, and those not favouring reproductive education in primary schools, not until age 15.

Overall, parent/guardians in the North East said that male children should not start learning about reproductive matters until almost age 16, compared with age 13 in the North Central and South South regions. By region, there was less variation in the average age for female children to start learning about reproductive matters, with the mean age in the South West at 14, and at 12 in the North West and North Central regions. Differences by urban-rural residence and economic status were minor.

Table 13.5 Age at which children should be taught about reproductive matters

Among parent/guardians favouring and not favouring teaching about reproductive health in primary schools, the mean age at which they think children should be taught about reproductive matters, by background characteristics, NDES 2004

Background characteristic	Parent/guardians who say it should be taught		Parent/guardians who say it should not be taught		All parent/guardians	
	Mean age when boys should be taught	Mean age when girls should be taught	Mean age when boys should be taught	Mean age when girls should be taught	Mean age when boys should be taught	Mean age when girls should be taught
Sex						
Male	13.0	11.7	17.1	14.5	14.4	12.6
Female	13.0	12.0	16.5	15.1	14.4	13.2
Residence						
Urban	13.1	11.9	17.0	15.3	14.8	13.4
Rural	12.9	11.7	16.7	14.4	14.2	12.6
Region						
North Central	12.3	11.7	15.6	14.5	12.9	12.2
North East	14.8	12.6	17.9	14.7	15.7	13.2
North West	13.0	11.1	17.3	13.6	14.8	12.1
South East	12.6	11.7	16.2	15.3	14.3	13.4
South South	11.9	11.7	15.9	15.3	13.3	13.0
South West	13.2	12.4	16.8	16.0	15.2	14.4
Economic status quintile						
Lowest	13.3	12.0	16.8	14.2	14.4	12.7
Second	13.0	11.4	16.8	14.1	14.2	12.3
Middle	13.0	11.8	17.5	15.1	14.5	12.8
Fourth	13.2	12.3	16.8	15.0	14.6	13.4
Highest	12.3	11.5	16.3	15.3	14.2	13.3
Total	13.0	11.8	16.8	14.8	14.4	12.9

13.2 Impact of HIV/AIDS and HIV/AIDS Education

Awareness and Impact of HIV/AIDS on Children's School Attendance

Parent/guardians' views on HIV/AIDS education in primary school may be influenced by their awareness of its prevalence and impact in their community. Virtually all (98 percent) parent/guardian respondents have heard about HIV/AIDS, with little variation by sex, residence, region, or economic status (see Table 13.6). As shown in Table 13.7, less than one in ten (8 percent) of these parent/guardians said that some children in their community do not attend school because their parents or guardians are sick or have died from HIV/AIDS, while just 3 percent said that a child in their own family does not attend school because his/her parent/guardian is suffering from HIV/AIDS or had died from HIV/AIDS.

Table 13.6 Awareness of HIV/AIDS

Percentage of parent/guardians who have heard of HIV/AIDS, by background characteristics, NDES 2004

Background characteristic	Has heard of HIV/AIDS	Number of parent/guardians
Sex		
Male	98.1	2,352
Female	97.1	1,642
Residence		
Urban	98.3	1,337
Rural	97.4	2,657
Region		
North Central	98.7	630
North East	95.3	717
North West	98.6	1,114
South East	98.4	317
South South	98.1	707
South West	97.0	510
Economic status quintile		
Lowest	95.2	839
Second	98.1	820
Middle	97.4	800
Fourth	99.3	772
Highest	98.6	763
Total	97.7	3,994

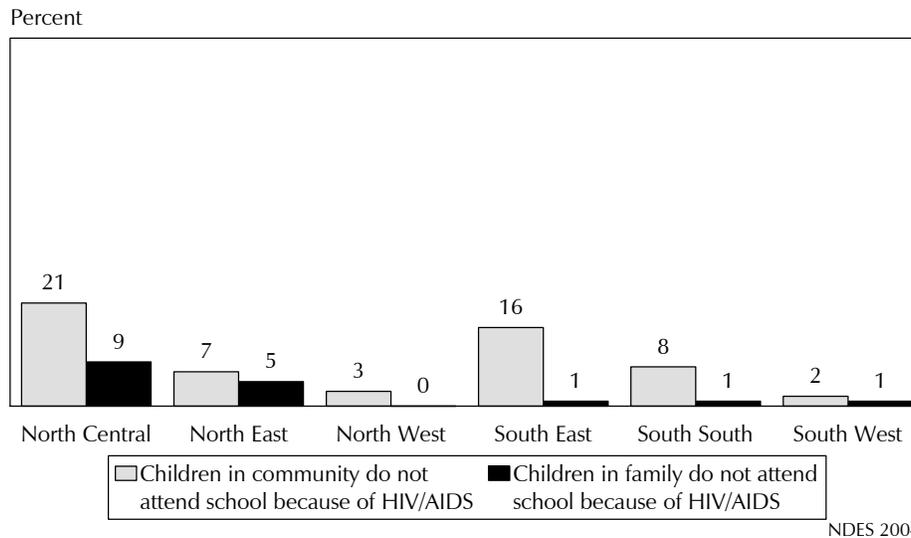
Table 13.7 Effects of HIV/AIDS on children's schooling

Percent distribution of parent/guardians by whether children in the community and children in the household do not attend school because their parent/guardians are sick or have died of HIV/AIDS, by background characteristics, NDES 2004

Background characteristic	Children in the community do not attend school because of HIV/AIDS				Children in the family do not attend school because of HIV/AIDS				Number of parent/guardians
	Yes, parent or guardian died or is sick because of HIV/AIDS	No	Don't know/missing	Total	Yes, parent or guardian died or is sick because of HIV/AIDS	No	Don't know/missing	Total	
Sex									
Male	6.6	80.0	13.3	100.0	3.1	92.4	4.5	100.0	2,307
Female	10.6	74.6	14.7	100.0	2.6	93.3	4.1	100.0	1,595
Residence									
Urban	8.7	74.3	17.0	100.0	2.0	93.2	4.8	100.0	1,314
Rural	8.1	79.6	12.3	100.0	3.3	92.5	4.1	100.0	2,588
Region									
North Central	20.8	62.7	16.5	100.0	9.4	86.9	3.7	100.0	621
North East	7.1	75.7	17.2	100.0	5.1	90.3	4.6	100.0	684
North West	2.9	84.5	12.6	100.0	0.3	93.4	6.3	100.0	1,098
South East	16.0	74.9	9.2	100.0	1.1	92.1	6.8	100.0	312
South South	7.5	76.4	16.0	100.0	1.3	95.3	3.4	100.0	693
South West	2.3	88.7	8.9	100.0	0.7	98.9	0.4	100.0	494
Economic status quintile									
Lowest	7.6	83.6	8.8	100.0	3.9	92.4	3.7	100.0	799
Second	8.4	75.1	16.5	100.0	3.4	90.5	6.2	100.0	805
Middle	8.5	78.5	13.0	100.0	3.4	93.4	3.2	100.0	780
Fourth	9.0	75.1	15.9	100.0	2.2	93.7	4.1	100.0	767
Highest	7.8	76.6	15.6	100.0	1.4	94.0	4.6	100.0	752
Total	8.3	77.8	13.9	100.0	2.9	92.7	4.4	100.0	3,902

There were substantial regional differences in the incidence of children in the community or household not attending school because of the illness or death of a parent/guardian from HIV/AIDS. As shown in Figure 13.4, respondents in the North Central region were most likely to say this was the case in the community (21 percent), and in their own households (9 percent), while those in the North West and South West were least likely to say that children in the community and in the household did not attend school for these reasons.

Figure 13.4
Percentage of Parent/Guardians Who Say that Children in the Community and in Their Household Do Not Attend School Because Their Parents Have HIV/AIDS, by Region



HIV/AIDS Education and Primary Schooling

As shown in Table 13.8, the vast majority of parent/guardian respondents (86 percent) said that primary schools should teach pupils about HIV/AIDS. Respondents in rural areas were more likely than those in urban areas to favour HIV/AIDS education in primary schools (89 percent versus 80 percent). In the regions, respondents in the South West were least likely to favour HIV/AIDS education in primary schools (72 percent), while those in the North Central (94 percent) were the most likely to favour it. The more advantaged the parent/guardian, the less likely he/she was to approve of HIV/AIDS education in primary schools, with 92 percent of those in the lowest quintile and 78 percent in the highest quintile approving of it.

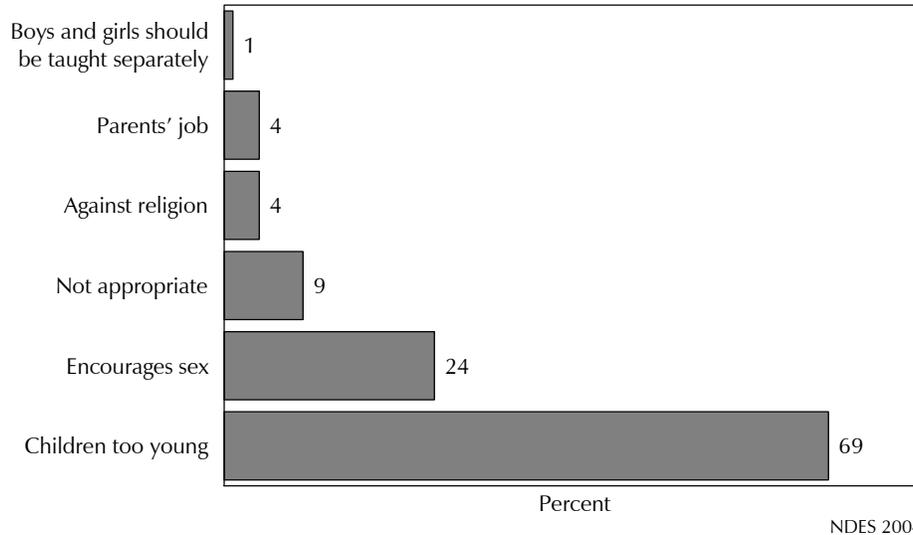
Table 13.8 Whether primary schools should teach about HIV/AIDS

Percent distribution of parent/guardians by whether they think primary schools should teach pupils about HIV/AIDS, by background characteristics, NDES 2004

Background characteristic	Primary schools should teach about HIV/AIDS			Total	Number of parent/guardians
	Yes	No	Don't know/missing		
Sex					
Male	86.4	12.7	0.9	100.0	2,307
Female	84.6	14.5	0.9	100.0	1,595
Residence					
Urban	79.5	19.6	0.9	100.0	1,314
Rural	88.8	10.4	0.9	100.0	2,588
Region					
North Central	94.0	6.0	0.0	100.0	621
North East	90.2	8.5	1.3	100.0	684
North West	82.4	16.5	1.1	100.0	1,098
South East	79.8	19.4	0.8	100.0	312
South South	91.3	7.7	1.0	100.0	693
South West	72.0	27.4	0.7	100.0	494
Economic status quintile					
Lowest	91.8	6.6	1.6	100.0	799
Second	87.9	10.6	1.5	100.0	805
Middle	87.5	12.2	0.3	100.0	780
Fourth	82.5	16.6	0.9	100.0	767
Highest	78.1	21.9	0.0	100.0	752
Total	85.7	13.5	0.9	100.0	3,902

As shown in Table 13.9 and Figure 13.5, among parent/guardians who said that primary schools should not teach about HIV/AIDS, the highest percentage (69 percent) said that children are too young, followed by concerns that HIV/AIDS education encourages children to have sex (24 percent), and that it is not appropriate to teach in primary school (9 percent). Very small percentages of respondents expressed concerns that HIV/AIDS education is the parents' job (4 percent), that it is against religion (4 percent), or that male and female children should be taught about HIV/AIDS separately (1 percent). Female parent/guardians were more likely than male respondents to say that children are too young (76 percent versus 64 percent), while male respondents were more likely to raise objections that HIV/AIDS education encourages sexual activity in children (30 percent versus 17 percent). Likewise, parent/guardians in urban areas are more likely than those in rural areas to say that children are too young (75 percent versus 63 percent).

Figure 13.5
Among Parent/Guardians Who Are Against Teaching About HIV/AIDS in Primary Schools, the Percentage Who Object for Specific Reasons



As shown in Table 13.10, among parent/guardians who said that primary schools should include HIV/AIDS education in the curriculum, the majority of respondents said that children should first be taught about HIV/AIDS in the higher primary classes. Twenty-four percent of parent/guardians specified that primary 4 was the earliest class in which the topic should be taught, 24 percent specified primary 5, and 20 percent specified primary 6 (see Table 13.10). Respondents in the North West were the most likely to specify primary 1 as the earliest class HIV/AIDS education should be taught (22 percent), and those in the North Central region were the least likely to specify primary 1 (4 percent).

Table 13.9 Reasons primary schools should not teach about HIV/AIDS

Among parent/guardians who think that primary schools should not teach about HIV/AIDS, the percentage listing specific reasons for not teaching about HIV/AIDS, by background characteristics, NDES 2004

Background characteristic	Reasons primary schools should not teach about HIV/AIDS								
	Not appropriate to teach about HIV/AIDS in schools	HIV/AIDS education is the parent's job	Children are too young	Boys and girls should be taught separately	Against religion	Encourages children to have sex	Other	Missing	Number of parent/guardians
Sex									
Male	11.2	4.4	63.7	0.8	5.1	29.6	2.2	0.2	314
Female	6.2	3.5	75.7	1.2	1.5	16.7	4.8	1.2	246
Residence									
Urban	6.0	4.1	74.9	1.3	3.9	22.0	3.0	0.6	269
Rural	11.7	4.0	63.4	0.7	3.3	25.8	3.6	0.7	290
Region									
North Central	(8.3)	(0.0)	(84.9)	(4.1)	(0.0)	(10.7)	(3.8)	(0.0)	37
North East	15.5	0.0	49.8	0.0	4.2	41.7	2.5	1.0	67
North West	10.1	11.5	55.2	1.0	6.9	29.7	1.1	0.3	193
South East	5.1	0.3	78.7	0.8	1.4	8.4	11.2	0.8	63
South South	16.9	0.0	80.1	0.0	1.3	10.8	3.0	2.0	60
South West	2.8	0.0	83.9	1.0	1.6	23.7	3.3	0.3	139
Economic status quintile									
Lowest	11.6	10.3	48.5	1.5	3.4	25.9	8.5	3.0	65
Second	14.7	3.9	56.5	0.5	5.2	29.1	1.2	0.4	98
Middle	9.2	1.2	74.2	0.0	3.9	24.7	3.6	0.0	98
Fourth	5.2	4.3	69.7	1.9	4.7	27.9	5.6	0.0	134
Highest	7.6	3.0	80.7	0.8	1.5	16.4	0.5	0.7	164
Total	9.0	4.0	68.9	1.0	3.6	24.0	3.3	0.6	559

Note: Figures in parentheses are based on 25-49 unweighted cases.

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The major objective of the 2004 NDES sample design was to provide information on decision-making about education for children of primary school age. The 2004 NDES was designed to be linked to the 2003 Nigeria DHS, and used the same sampling frame. To give a complete explanation of the sample design, it is necessary to first address the sample design for the 2003 Nigeria DHS, then the subsequent design for the 2004 NDES.

A.1 2003 NIGERIA DHS

The principal objective of the 2003 Nigeria DHS is to provide current and reliable data on fertility and family planning behaviour, child mortality, children's nutritional status, the utilization of maternal and child health services, and knowledge and attitudes towards HIV/AIDS. A related objective is to provide as many of these key indicators for urban and rural areas separately, as well as for each of Nigeria's six geopolitical zones.

The population covered by the 2003 Nigeria DHS is defined as the universe of all women age 15-49 and all men age 15-59 in Nigeria. A probability sample of households was selected and all women age 15-49 identified in the households were eligible to be interviewed. In addition, in a subsample of one-third of the households selected for the survey, all men age 15-59 were eligible to be interviewed.

Sampling Frame

The sample frame for this survey was the list of enumeration areas (EAs) developed for the 1991 Population Census. Administratively, at the time the survey was planned, Nigeria was divided into 36 states and the Federal Capital Territory (FCT) of Abuja. Each state is subdivided into Local Government Area (LGA) units and each LGA into localities. In addition to these administrative units, for implementation of the 1991 Population Census, each locality was subdivided into enumeration areas (EAs). The list of approximately 212,080 EAs, with household and population information (from the 1991 census) for each EA, was evaluated as a potential sampling frame for the 2003 NDHS. The EAs are grouped by states, by LGAs within a state, and by localities within an LGA, stratified separately by urban and rural areas. Any locality with a population of less than 20,000 constitutes a rural area. Also available from the 1991 census were maps showing the location of the EAs, which needed to be updated in the field before the final household selection. After a careful evaluation, the EA list was used as the sample frame.

Sample Domain

The 2003 Nigeria DHS collected demographic and health information from a nationally representative sample of women and men age 15-49 and 15-59, respectively. The primary focus of the 2003 Nigeria DHS was to provide estimates of key population and health indicators for the country as a whole, for urban and rural areas, and for six study domains which are the six geopolitical zones, namely, North Central, North East, North West, South East, South West and South South.

Sample Allocation

The primary sampling unit (PSU), or "cluster", for the 2003 Nigeria DHS is defined as one or more EAs from the 1991 census frame. The total number of clusters to be selected for the 2003 Nigeria

DHS was set for 365 clusters. A minimum requirement of 50 households per cluster was imposed in the design. The number of clusters in each state was not allocated proportional to the state's population due to the need to obtain estimates for each of the six zones. Since Nigeria is a country where the majority of the population resides in rural areas, the number of clusters allocated to the urban areas in five out of the six zones was increased in order to obtain reasonable urban estimates.

The target of the 2003 Nigeria DHS sample was to obtain completed interviews with about 8,250 women. Based on the level of non-response found in the 1999 Nigeria DHS, a target of 7,935 households was set. When the sample was implemented, three clusters could not be visited due to communal clashes. Within the 362 visited clusters 7,864 households were selected, in which all women age 15-49 were eligible to be interviewed. In order to obtain estimates of fertility and child mortality with a reasonable level of precision, a minimum of 1,200 completed interviews with women was desired in each zone. In each state, the number of households was not distributed proportionately between its urban and rural areas. Also, in six designated states, a minimum of 350 completed interviews was targeted in order to provide selected indicators.

Sample Selection

The 2003 Nigeria DHS sample was selected using a stratified, two-stage cluster design. A total of 365 clusters were selected, 165 in urban and 200 in rural areas. Once the number of households was allocated to each state by urban and rural areas, the numbers of clusters was calculated based on an average sample "take" of 20 completed women's interviews (in 19 selected households) in urban areas, and 25 completed interviews (24 selected households) in rural areas. In each urban or rural area in a given state, clusters were selected systematically with equal probability. The selection was done using the following formula:

$$P_{1i} = (a / A)$$

where

a: is the number of clusters to be selected in the given combination of residence area and state,

A: is the total number of clusters in the given combination of residence area and state.

In each selected cluster, a complete household listing operation was carried out and households were selected to achieve a fixed sample take per cluster. Since the 2003 Nigeria DHS sample is not self-weighting (non-proportional allocation by urban-rural residence and state), it requires sampling weights to provide estimates at every domain of study.

In a given state, if c is the fixed number of households selected out of the total households (L_i)—found in the 2003 listing process—for the i -th cluster, then the household probability in the selected i -th cluster can be expressed as

$$P_{2i} = (c / L_i)$$

The final households overall probability in the i -th cluster could be calculated as

$$f_i = P_{1i} * P_{2i}$$

and the sampling design weight for the i -th cluster is given as

$$1/f_i = 1 / (P_{1i} * P_{2i})$$

Response Rates

Household interviews were completed for 99 percent of the occupied households. A total of 7,985 eligible women were found in these households, and 95 percent of them were successfully interviewed. The overall response rate for women was 94 percent. A total of 2,572 eligible men from every third household were identified for the individual interviews; 91 percent were successfully interviewed. The overall response rate for men was 90 percent. The principal reason for non-response among eligible women and men was the failure to find them at home despite repeated visits to the household. The refusal rate was low.

There is no difference by urban-rural residence in the overall response rate for eligible women and men. The overall response rates for eligible women vary little by region, with the exception of South South, the region with the lowest overall response rate for women (88 percent). Similarly, the lowest overall response rates for men occurred in the South South and South East (83 percent each).

A.2 2004 NDES

The 2004 NDES sample was designed to provide data at the national, urban-rural, and in most cases, regional levels. The goal of the 2004 NDES sample was to obtain 10,000 completed interviews with information on children age 4-16. The final sample was 9,695 completed eligible child questionnaires.

For the 2004 NDES, all of the 362 visited clusters in 2003 Nigeria DHS were included in the sample among which 360 clusters were completed for the 2004 NDES. Within the 360 clusters, households with children who were age 4-16 at the time of the 2003 Nigeria DHS were included in the 2004 NDES sample. Within these households with one or more children in the age range of interest, all children within the age range were included in the sample.

Of the 4,563 potential households selected, the 2004 NDES fieldwork teams successfully interviewed 4,268 households (see Table 1.1 in Chapter 1). The main reason that potential households were not interviewed was that the household had moved. A total of 4,354 households were occupied, of which 4,268 were successfully interviewed, for an overall response rate of 98 percent. The household response rate was similar in urban and rural areas. In the interviewed households, 9,695 children were found and Eligible Child Questionnaires were completed for all of these children. In addition, 90 independent children were identified and interviews were completed with 81 of them, producing a response rate of 90 percent.

The estimates from a sample survey are affected by two types of errors: (1) nonsampling errors, and (2) sampling errors. Nonsampling errors are the results of mistakes made in implementing data collection and data processing, such as failure to locate and interview the correct household, misunderstanding of the questions on the part of either the interviewer or the respondent, and data entry errors. Although numerous efforts were made during the implementation of the 2003 Nigeria DHS and the 2004 NDES to minimize this type of error, nonsampling errors are impossible to avoid and difficult to evaluate statistically.

Sampling errors, on the other hand, can be evaluated statistically. The sample of respondents selected in the 2003 Nigeria DHS and the 2004 NDES is only one of many samples that could have been selected from the same population, using the same design and expected size. Each of these samples would yield results that differ somewhat from the results of the actual sample selected. Sampling errors are a measure of the variability between all possible samples. Although the degree of variability is not known exactly, it can be estimated from the survey results.

A sampling error is usually measured in terms of the *standard error* for a particular statistic (mean, percentage, etc.), which is the square root of the variance. The standard error can be used to calculate confidence intervals within which the true value for the population can reasonably be assumed to fall. For example, for any given statistic calculated from a sample survey, the value of that statistic will fall within a range of plus or minus two times the standard error of that statistic in 95 percent of all possible samples of identical size and design.

If the sample of respondents had been selected as a simple random sample, it would have been possible to use straightforward formulas for calculating sampling errors. However, the 2003 Nigeria DHS and the 2004 NDES sample is the result of a multi-stage stratified design, and, consequently, it was necessary to use more complex formulae. The computer software used to calculate sampling errors for these surveys is the ISSA Sampling Error Module. This module used the Taylor linearization method of variance estimation for survey estimates that are means or proportions.

The Taylor linearization method treats any percentage or average as a ratio estimate, $r = y/x$, where y represents the total sample value for variable y , and x represents the total number of cases in the group or subgroup under consideration. The variance of r is computed using the formula given below, with the standard error being the square root of the variance:

$$SE^2(r) = var(r) = \frac{1-f}{x^2} \sum_{h=1}^H \left[\frac{m_h}{m_{h-1}} \left(\sum_{i=1}^{m_h} z_{hi}^2 - \frac{z_h^2}{m_h} \right) \right]$$

in which

$$z_{hi} = y_{hi} - rx_{hi}, \text{ and } z_h = y_h - rx_h$$

where h represents the stratum which varies from 1 to H ,
 m_h is the total number of clusters selected in the h^{th} stratum,

y_{hi} is the sum of the weighted values of variable y in the i^{th} cluster in the h^{th} stratum,
 x_{hi} is the sum of the weighted number of cases in the i^{th} cluster in the h^{th} stratum, and
 f is the overall sampling fraction, which is so small that it is ignored.

In addition to the standard error, ISSA computes the design effect (DEFT) for each estimate, which is defined as the ratio between the standard error using the given sample design and the standard error that would result if a simple random sample had been used. A DEFT value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a value greater than 1.0 indicates the increase in the sampling error due to the use of a more complex and less statistically efficient design. ISSA also computes the relative error and confidence limits for the estimates.

Sampling errors for the 2004 NDES are calculated for selected variables considered to be of primary interest. The results are presented in this appendix for the country as a whole, for male and female pupils, for urban and rural areas and for each of the 6 regions. For each variable, the type of statistic (mean or proportion) and the base population are given in Table B.1. Tables B.2 to B.12 present the value of the statistic (R), its standard error (SE), the number of unweighted (N-UNWE) and weighted (N-WEIG) cases, the design effect (DEFT), the relative standard error (SE/R), and the 95 percent confidence limits ($R \pm 2SE$), for each variable. The DEFT is considered undefined when the standard error considering simple random sample is zero (when the estimate is close to 0 or 1).

The confidence interval (e.g., as calculated for *repetition rate for primary one*) can be interpreted as follows: the overall average repetition rate for primary 1 from the national sample is 4.3% and its standard error is 0.010. Therefore, to obtain the 95 percent confidence limits, one adds and subtracts twice the standard error to the sample estimate, i.e., $0.043 \pm 2 \times 0.010$. There is a high probability (95 percent) that the true repetition rate for primary 1 to all pupils is between 2.2% and 6.3%.

Sampling errors are analyzed for the national sample. The relative standard errors (SE/R) for all of the selected indicators range between 2.2 percent and 100.3 percent with an average of 24.2 percent; the highest relative standard errors are for estimates of very low values (e.g., *dropout rate for primary 1*). If estimates of very low values (less than or equal to 2.5 percent) were removed, then the average drops to 11.8 percent. So in general, the relative standard error for most estimates for the country as a whole is small, except for estimates of very small proportions.

For the total sample, the value of the design effect (DEFT), averaged over all variables, is 1.81 which means that, due to multi-stage clustering of the sample, the average standard error is increased by a factor of 1.81 over that in an equivalent simple random sample.

Variable	Estimate	Base population
Repetition rate for primary 1	Proportion	Primary school pupils age 5-24 attending primary 1 in 2002-2003 year
Dropout rate for primary 1	Proportion	Primary school pupils age 5-24 attending primary 1 in 2002-2003 year
Repetition rate for primary 6	Proportion	Primary school pupils age 5-24 attending primary 6 in 2002-2003 year
Dropout rate for primary 6	Proportion	Primary school pupils age 5-24 attending primary 6 in 2002-2003 year
Repetition rate for primary overall	Proportion	Pupils age 5-24 attending primary school in 2002-2003 year
Dropout rate for primary overall	Proportion	Pupils age 5-24 attending primary school in 2002-2003 year
Never attended school	Proportion	All eligible children age 4-16
Dropped out of school	Proportion	All eligible children age 4-16
Currently attending school	Proportion	All eligible children age 4-16
Total expenditures on primary schooling	Mean	Primary school pupils age 4-16

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.043	0.010	1131	1132	1.693	0.238	0.022	0.063
Dropout for primary 1	0.001	0.001	1131	1132	0.784	1.003	0.000	0.002
Repetition for primary 6	0.025	0.010	447	432	1.425	0.425	0.004	0.046
Dropout for primary 6	0.129	0.022	447	432	1.380	0.170	0.085	0.173
Repetition for primary overall	0.028	0.005	4856	4865	1.936	0.165	0.019	0.037
Dropout for primary overall	0.016	0.003	4856	4865	1.486	0.167	0.011	0.022
Never attended school	0.241	0.015	9614	9608	3.484	0.063	0.211	0.272
Dropped out of school	0.037	0.003	9614	9608	1.513	0.079	0.031	0.042
Currently attending school	0.655	0.015	9614	9608	3.016	0.022	0.625	0.684
Mean total expenditures on primary schooling	7918	693	4392	4291	1.367	0.088	6531	9303

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.041	0.013	582	597	1.544	0.309	0.016	0.067
Dropout for primary 1	0.000	0.000	582	597	na	na	0.000	0.000
Repetition for primary 6	0.028	0.017	233	220	1.555	0.606	0.000	0.061
Dropout for primary 6	0.106	0.027	233	220	1.312	0.250	0.053	0.159
Repetition for primary overall	0.027	0.007	2622	2641	2.177	0.256	0.013	0.041
Dropout for primary overall	0.013	0.003	2622	2641	1.490	0.251	0.007	0.020
Never attended school	0.210	0.015	5025	5009	2.600	0.071	0.180	0.240
Dropped out of school	0.035	0.004	5025	5009	1.694	0.126	0.026	0.044
Currently attending school	0.687	0.015	5025	5009	2.327	0.022	0.657	0.717
Mean total expenditures on primary schooling	7859	666	2423	2374	1.164	0.085	6527	9191
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.044	0.012	549	535	1.397	0.277	0.020	0.069
Dropout for primary 1	0.001	0.001	549	535	0.795	1.004	0.000	0.003
Repetition for primary 6	0.022	0.012	214	212	1.207	0.558	0.000	0.046
Dropout for primary 6	0.152	0.031	214	212	1.267	0.205	0.090	0.215
Repetition for primary overall	0.029	0.005	2234	2224	1.420	0.175	0.019	0.039
Dropout for primary overall	0.020	0.004	2234	2224	1.196	0.179	0.013	0.027
Never attended school	0.275	0.019	4589	4599	2.838	0.068	0.238	0.312
Dropped out of school	0.038	0.004	4589	4599	1.321	0.098	0.031	0.046
Currently attending school	0.619	0.017	4589	4599	2.436	0.028	0.584	0.654
Mean total expenditures on primary schooling	7992	967	1969	1916	1.092	0.121	6055	9924

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.049	0.022	475	426	2.204	0.444	0.006	0.093
Dropout for primary 1	0.000	0.000	475	426	na	na	0.000	0.000
Repetition for primary 6	0.033	0.020	216	191	1.641	0.610	0.000	0.072
Dropout for primary 6	0.059	0.018	216	191	1.151	0.314	0.022	0.096
Repetition for primary overall	0.029	0.010	2082	1838	2.780	0.352	0.009	0.050
Dropout for primary overall	0.008	0.002	2082	1838	1.169	0.289	0.003	0.012
Never attended school	0.139	0.017	3761	3248	3.069	0.125	0.104	0.173
Dropped out of school	0.029	0.004	3761	3248	1.337	0.127	0.021	0.036
Currently attending school	0.745	0.018	3761	3248	2.512	0.024	0.709	0.781
Mean total expenditures on primary schooling	10495	612	1865	1597	1.597	0.058	9269	11716
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.039	0.009	656	706	1.233	0.240	0.020	0.057
Dropout for primary 1	0.001	0.001	656	706	0.758	1.006	0.000	0.003
Repetition for primary 6	0.018	0.010	231	241	1.146	0.552	0.000	0.039
Dropout for primary 6	0.184	0.036	231	241	1.426	0.198	0.111	0.257
Repetition for primary overall	0.027	0.004	2774	3027	1.260	0.144	0.019	0.035
Dropout for primary overall	0.021	0.004	2774	3027	1.501	0.194	0.013	0.029
Never attended school	0.294	0.021	5853	6360	3.554	0.072	0.251	0.336
Dropped out of school	0.041	0.004	5853	6360	1.540	0.098	0.033	0.048
Currently attending school	0.608	0.020	5853	6360	3.112	0.033	0.569	0.648
Mean total expenditures on primary schooling	6340	1029	2527	2693	1.281	0.161	4333	8447

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.025	0.010	247	211	1.003	0.401	0.005	0.045
Dropout for primary 1	0.000	0.000	247	211	na	na	0.000	0.000
Repetition for primary 6	0.000	0.000	91	81	na	na	0.000	0.000
Dropout for primary 6	0.155	0.056	91	81	1.469	0.362	0.043	0.267
Repetition for primary overall	0.014	0.005	1022	944	1.235	0.323	0.005	0.023
Dropout for primary overall	0.017	0.006	1022	944	1.492	0.354	0.005	0.029
Never attended school	0.141	0.021	1810	1585	2.529	0.147	0.100	0.183
Dropped out of school	0.028	0.005	1810	1585	1.285	0.179	0.018	0.038
Currently attending school	0.752	0.024	1810	1585	2.402	0.032	0.703	0.800
Mean total expenditures on primary schooling	5194	396	932	816	1.761	0.076	4402	5985
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.012	0.009	198	163	1.170	0.747	0.000	0.031
Dropout for primary 1	0.000	0.000	198	163	na	na	0.000	0.000
Repetition for primary 6	0.041	0.027	58	55	1.024	0.655	0.000	0.095
Dropout for primary 6	0.121	0.063	58	55	1.452	0.518	0.000	0.246
Repetition for primary overall	0.010	0.004	801	729	1.268	0.455	0.001	0.018
Dropout for primary overall	0.013	0.006	801	729	1.403	0.430	0.002	0.024
Never attended school	0.426	0.046	2058	1922	4.237	0.109	0.333	0.518
Dropped out of school	0.057	0.008	2058	1922	1.626	0.146	0.040	0.074
Currently attending school	0.486	0.042	2058	1922	3.837	0.087	0.402	0.571
Mean total expenditures on primary schooling	3869	284	776	684	1.430	0.073	3300	4437
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.065	0.034	216	267	2.030	0.525	0.000	0.133
Dropout for primary 1	0.000	0.000	216	267	na	na	0.000	0.000
Repetition for primary 6	0.069	0.068	39	47	1.647	0.979	0.000	0.205
Dropout for primary 6	0.241	0.088	39	47	1.265	0.365	0.065	0.416
Repetition for primary overall	0.050	0.018	837	1021	2.426	0.367	0.013	0.086
Dropout for primary overall	0.015	0.005	837	1021	1.201	0.335	0.005	0.025
Never attended school	0.420	0.031	2309	2742	2.986	0.073	0.358	0.481
Dropped out of school	0.037	0.005	2309	2742	1.297	0.137	0.027	0.047
Currently attending school	0.506	0.031	2309	2742	2.956	0.061	0.445	0.568
Mean total expenditures on primary schooling	9264	2676	868	1021	1.228	0.289	3907	14613
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.009	0.009	136	94	1.144	1.032	0.000	0.028
Dropout for primary 1	0.000	0.000	136	94	na	na	0.000	0.000
Repetition for primary 6	0.036	0.033	71	43	1.488	0.920	0.000	0.102
Dropout for primary 6	0.050	0.028	71	43	1.075	0.557	0.000	0.107
Repetition for primary overall	0.031	0.010	693	455	1.502	0.321	0.011	0.050
Dropout for primary overall	0.006	0.003	693	455	1.082	0.522	0.000	0.013
Never attended school	0.017	0.008	1059	708	2.039	0.484	0.001	0.032
Dropped out of school	0.010	0.004	1059	708	1.281	0.388	0.002	0.018
Currently attending school	0.852	0.021	1059	708	1.913	0.024	0.811	0.894
Mean total expenditures on primary schooling	7725	1018	612	401	1.810	0.132	5689	9762
na = Not applicable								

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.075	0.023	175	257	1.137	0.302	0.030	0.121
Dropout for primary 1	0.002	0.002	175	257	0.655	1.015	0.000	0.007
Repetition for primary 6	0.014	0.014	98	128	1.210	1.044	0.000	0.042
Dropout for primary 6	0.157	0.046	98	128	1.245	0.293	0.065	0.249
Repetition for primary overall	0.029	0.004	784	1086	0.713	0.149	0.020	0.037
Dropout for primary overall	0.029	0.009	784	1086	1.442	0.298	0.012	0.046
Never attended school	0.048	0.012	1202	1639	1.995	0.258	0.023	0.072
Dropped out of school	0.035	0.007	1202	1639	1.329	0.201	0.021	0.049
Currently attending school	0.818	0.011	1202	1639	1.018	0.014	0.795	0.840
Mean total expenditures on primary schooling	8632	839	625	860	1.426	0.097	6954	10310

Variable	R	SE	N-UNWE	N-WEIG	DEFT	SE/R	R-2SE	R+2SE
Repetition for primary 1	0.026	0.015	159	140	1.203	0.589	0.000	0.056
Dropout for primary 1	0.000	0.000	159	140	na	na	0.000	0.000
Repetition for primary 6	0.023	0.018	90	79	1.151	0.790	0.000	0.060
Dropout for primary 6	0.037	0.018	90	79	0.881	0.475	0.002	0.073
Repetition for primary overall	0.030	0.011	719	631	1.691	0.359	0.008	0.051
Dropout for primary overall	0.005	0.002	719	631	0.921	0.503	0.000	0.009
Never attended school	0.035	0.007	1176	1012	1.348	0.207	0.020	0.049
Dropped out of school	0.030	0.007	1176	1012	1.404	0.232	0.016	0.044
Currently attending school	0.822	0.016	1176	1012	1.405	0.019	0.790	0.853
Mean total expenditures on primary schooling	13983	1433	579	508	1.493	0.103	11116	16850
na = Not applicable								

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NIGERIA DHS EdData SURVEY 2004 HOUSEHOLD QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

IDENTIFICATION	
STATE NAME LOCAL GOVERNMENT AREA LOCALITY NAME ENUMERATION AREA URBAN/RURAL (URBAN=1, RURAL=2) CLUSTER NUMBER	BUILDING NUMBER HOUSEHOLD NAME/NUMBER TOWN SIZE (LARGE TOWN=1, MEDIUM TOWN=2, SMALL TOWN=3, VILLAGE=4) NAME OF HOUSEHOLD HEAD

1 Hello. My name is _____. I am a representative of the National Population Commission. We are conducting a survey on children's education throughout the country. I would like to talk to you and ask you some questions. We would like some information about the people who lived in your household or who were staying with you several months ago. Does (NAME OF HOUSEHOLD HEAD) usually live in your household?	YES.....1 NO.....2	→ COLUMN 8
2 Did (NAME OF HOUSEHOLD HEAD) used to live in your household?	YES.....1 NO.....2	→ COLUMN 8
3 Do any of the following people currently live in your household: (READ NAMES FROM COLUMN 5)?	YES.....1 NO.....2	→ COLUMN 8 → (INTERVIEWER VISITS, RESULT CODE 9)

INTERVIEWER VISITS				
	1	2	3	FINAL VISIT
DATE	_____	_____	_____	DAY MONTH YEAR
INTERVIEWER'S NAME	_____	_____	_____	NAME
RESULT*	_____	_____	_____	RESULT
NEXT VISIT: DATE TIME	_____ _____	_____ _____		TOTAL NO. OF VISITS <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>
*RESULT CODES: 1 COMPLETED 2 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT 3 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME 4 POSTPONED 5 REFUSED 6 DWELLING VACANT OR ADDRESS NOT A DWELLING 7 DWELLING DESTROYED 8 DWELLING NOT FOUND 9 HOUSEHOLD MOVED; END OF INTERVIEW 10 OTHER _____ (SPECIFY)			LINE NO. OF RESP. TO HOUSEHOLD SCHEDULE <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>	TOTAL PARENT/GUARDIANS <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> TOTAL INDEPENDENT CHILDREN <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> TOTAL ELIGIBLE CHILDREN AGE 4-10 <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> TOTAL ELIGIBLE CHILDREN AGE 4-12 <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> TOTAL ELIGIBLE CHILDREN AGE 4-16 <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>

SUPERVISOR NAME _____ DATE _____	OFFICE EDITOR _____	KEYED BY _____
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HOUSEHOLD SCHEDULE

INFORMATION FROM NDHS					IF AGE 4-16			
LINE NO.	NAMES OF USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE	RESIDENCE	ELIGIBILITY	ELIGIBILITY	ELIGIBILITY
				IF AGE RECORDED AS 4-16, CONTINUE TO COL. 9. IF AGE NOT RECORDED AS 4-16, GO TO NEXT LINE.	Does (NAME) usually live here?	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-10	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-12	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-16
(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
01					YES NO 1 2	01	01	01
02					1 2	02	02	02
03					1 2	03	03	03
04					1 2	04	04	04
05					1 2	05	05	05
06					1 2	06	06	06
07					1 2	07	07	07
08					1 2	08	08	08

IF AGE 4-16

LINE NO.	PARENTAL SURVIVORSHIP AND EDUCATION*											ELIGIBLE CHILD'S PARENT/GUARDIAN
	Is (NAME's) natural mother alive?	[IF ALIVE] Does (NAME's) natural mother live in this household?	[IF LIVING IN HOUSEHOLD] What is her name? RECORD MOTHER'S LINE NUMBER (SEE COLUMNS 4 AND 5).	Did (NAME's) natural mother ever attend school?	What is the highest level of schooling (NAME's) natural mother attended?*** What is the highest class/form/year she completed at that level?***	Is (NAME's) natural father alive?	[IF ALIVE] Does (NAME's) natural father live in this household?	[IF LIVING IN HOUSEHOLD] What is his name? RECORD FATHER'S LINE NUMBER (SEE COLUMNS 4 AND 5).	Did (NAME's) natural father ever attend school?	What is the highest level of schooling (NAME's) natural father attended?*** What is the highest class/form/year he completed at that level?***	Who in the household is best able to answer questions about (NAME's) education? RECORD PARENT/GUARDIAN'S LINE NUMBER.	
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	
	YES NO DK 1 2 8 ↓ 16	YES NO 1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	YES NO DK 1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	YES NO DK 1 2 8 ↓ 21	YES NO 1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	YES NO DK 1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	P/G LINE NO <input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
01	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
02	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
03	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
04	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
05	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
06	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
07	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	
08	1 2 8 ↓ 16	1 2 ↓ 16	<input type="text"/> <input type="text"/> ↓ GO TO 18	1 2 8 ↓ 18	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	1 2 8 ↓ 21	1 2 ↓ 21	<input type="text"/> <input type="text"/> ↓ GO TO 23	1 2 8 ↓ 23	LEVEL <input type="text"/> YEAR <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> INDEP CHILD <input type="checkbox"/>	

*COL.13 THROUGH COL.22: THESE QUESTIONS REFER TO THE BIOLOGICAL PARENTS OF THE CHILD.

**CODES FOR COLs. 17 AND 22
EDUCATION LEVEL :
1=PRIMARY 3=HIGHER
2=SECONDARY 8=DON'T KNOW

CLASS/FORM/YEARS COMPLETED :
00=LESS THAN 1 YEAR COMPLETED
98=DON'T KNOW
* FOR "HIGHER", TOTAL THE NUMBER OF YEARS AT THE POST-SECONDARY LEVEL.

HOUSEHOLD SCHEDULE

INFORMATION FROM NDHS					IF AGE 4-16				
LINE NO.	NAMES OF USUAL RESIDENTS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	AGE	RESIDENCE		ELIGIBILITY	ELIGIBILITY	ELIGIBILITY
				IF AGE RECORDED AS 4-16, CONTINUE TO COL. 9. IF AGE NOT RECORDED AS 4-16, GO TO NEXT LINE.	Does (NAME) usually live here?		CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-10	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-12	CHECK 8 AND CIRCLE LINE NUMBER OF ALL CHILDREN AGE 4-16
(4)	(5)	(6)	(7)	(8)	(9)		(10)	(11)	(12)
09					YES 1	NO 2	09	09	09
10					1	2	10	10	10
11					1	2	11	11	11
12					1	2	12	12	12
13					1	2	13	13	13
14					1	2	14	14	14
15					1	2	15	15	15
16					1	2	16	16	16

IF AGE 4-16

LINE NO.	PARENTAL SURVIVORSHIP AND EDUCATION*											ELIGIBLE CHILD'S PARENT/GUARDIAN
	Is (NAME's) natural mother alive?	[IF ALIVE] Does (NAME's) natural mother live in this household?	[IF LIVING IN HOUSEHOLD] What is her name? RECORD MOTHER'S LINE NUMBER (SEE COLUMNS 4 AND 5).	Did (NAME's) natural mother ever attend school?	What is the highest level of schooling (NAME's) natural mother attended?*** What is the highest class/form/year she completed at that level?***	Is (NAME's) natural father alive?	[IF ALIVE] Does (NAME's) natural father live in this household?	[IF LIVING IN HOUSEHOLD] What is his name? RECORD FATHER'S LINE NUMBER (SEE COLUMNS 4 AND 5).	Did (NAME's) natural father ever attend school?	What is the highest level of schooling (NAME's) natural father attended?*** What is the highest class/form/year he completed at that level?***	Who in the household is best able to answer questions about (NAME's) education? RECORD PARENT/GUARDIAN'S LINE NUMBER.	
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	
	YES NO DK 1 2 8 ↓ 16	YES NO 1 2 ↓ 16		YES NO DK 1 2 8 ↓ 18	LEVEL □ YEAR □ □	YES NO DK 1 2 8 ↓ 21	YES NO 1 2 ↓ 21		YES NO DK 1 2 8 ↓ 23	LEVEL □ YEAR □ □	P/G LINE NO □ □ INDEP CHILD □	
09			GO TO 18					GO TO 23				
10			GO TO 18					GO TO 23				
11			GO TO 18					GO TO 23				
12			GO TO 18					GO TO 23				
13			GO TO 18					GO TO 23				
14			GO TO 18					GO TO 23				
15			GO TO 18					GO TO 23				
16			GO TO 18					GO TO 23				

*COL.13 THROUGH COL.22: THESE QUESTIONS REFER TO THE BIOLOGICAL PARENTS OF THE CHILD.

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00=LESS THAN 1 YEAR COMPLETED
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* FOR "HIGHER", TOTAL THE NUMBER OF YEARS AT THE POST-SECONDARY LEVEL.

SUMMARY OF PARENT/GUARDIAN RESPONDENTS AND ELIGIBLE CHILDREN

PARENT/GUARDIAN RESPONDENTS (Column A)	ELIGIBLE CHILDREN AGE 4-16 (Column B)
IDENTIFY PARENT/GUARDIAN RESPONDENTS (IN COLUMN 23 OF THE HOUSEHOLD SCHEDULE), AND COPY NAMES (FROM COLUMN 5) AND LINE NUMBERS (FROM COLUMN 4) FOR ALL PARENT/GUARDIAN RESPONDENTS IN THE HOUSEHOLD. LIST EACH PARENT/GUARDIAN ONLY ONCE.	COPY NAMES AND LINE NUMBERS OF ELIGIBLE CHILDREN AGE 4-16 FOR PARENT/GUARDIAN RESPONDENT LISTED IN COLUMN A (SEE COLUMNS 4, 5, AND 23). BE SURE <u>NOT</u> TO LIST INDEPENDENT CHILDREN BELOW.
_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/>
_____ <input type="checkbox"/> <input type="checkbox"/>	_____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/>
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TICK HERE IF CONTINUATION SHEET USED

CHECK COLUMN (10): RECORD LINE NUMBER, NAME AND AGE OF ALL CHILDREN LISTED AS AGE 4-10 (IN COLUMN 10).

CHILDREN AGE 4-10				HEIGHT AND WEIGHT MEASUREMENT OF CHILDREN BORN BETWEEN 1994 AND 2000		
LINE NO. FROM COL. (4)	NAME FROM COL. (5)	AGE FROM COL. (8)	COPY MONTH AND YEAR FROM Q. 203 IN ELIGIBLE CHILD QUESTIONNAIRE. THEN ASK WHAT DAY THE CHILD WAS BORN AND RECORD DAY.	HEIGHT (CENTIMETERS)	WEIGHT (KILOGRAMS)	RESULT 1 MEASURED 2 NOT PRESENT 3 REFUSED 6 OTHER
(24)	(25)	(26)	(27)	(28)	(29)	(30)
<input type="text"/>		YEARS <input type="text"/>	DAY <input type="text"/> MO. <input type="text"/> YEAR <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>		YEARS <input type="text"/>	DAY <input type="text"/> MO. <input type="text"/> YEAR <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>		YEARS <input type="text"/>	DAY <input type="text"/> MO. <input type="text"/> YEAR <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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<input type="text"/>		YEARS <input type="text"/>	DAY <input type="text"/> MO. <input type="text"/> YEAR <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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<input type="text"/>		YEARS <input type="text"/>	DAY <input type="text"/> MO. <input type="text"/> YEAR <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

TICK HERE IF CONTINUATION SHEET USED

PART A
SECTION 1. PARENT/GUARDIAN CONSENT AND BACKGROUND

INTRODUCTION

Hello. My name is _____ and I am working with National Population Commission. We are conducting a national survey about education. We would very much appreciate your participation in this survey. I would like to ask you about your education and the education of (your children/the children for whom you are responsible). I would also like to weigh and measure some of your children and give a literacy and numeracy test to some children. This information will help the government to plan education programs and initiatives. We won't take too much of your time. Whatever information you provide will be kept strictly confidential and will not be shown to other persons.

We hope that you will participate in this survey since your views are important.

At this point, do you want to ask me anything about the survey?
May I begin the interview now?

Signature of interviewer: _____ Date: _____

RESPONDENT AGREES TO BE INTERVIEWED1 RESPONDENT DOES NOT AGREE TO BE INTERVIEWED ..2 → END

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	RECORD THE TIME.	HOUR..... MINUTES	
102	How old were you at your last birthday?	AGE IN COMPLETED YEARS.....	
103	Now I would like to ask about your schooling. When we talk about schooling, it includes formal schools at the primary, secondary, and higher levels. Schooling also includes formal religious schools that teach academic subjects like mathematics, in addition to teaching religion. Have you ever attended school?	YES 1 NO 2	→ 107
104	What is the highest level of school you attended—primary, secondary, or higher?	PRIMARY 1 SECONDARY 2 HIGHER 3	
105	What is the highest (class/form/year) you completed at that level?	CLASS/FORM/YEAR	
106	CHECK 104: PRIMARY (CODE 1) <input type="checkbox"/> SECONDARY OR HIGHER (CODE 2 OR 3) <input type="checkbox"/>		→ 110
107	Now I would like you to read out loud as much of this sentence as you can. SHOW CARD TO RESPONDENT. IF RESPONDENT CANNOT READ WHOLE SENTENCE, PROBE: Can you read any part of the sentence to me?	CANNOT READ AT ALL 1 ABLE TO READ ONLY PARTS OF SENTENCE 2 ABLE TO READ WHOLE SENTENCE 3 NO CARD WITH REQUIRED LANGUAGE (SPECIFY LANGUAGE) 4 BLIND OR VISUALLY IMPAIRED..... 5	→ 108 → 111
107A	RECORD THE LANGUAGE ON CARD USED TO TEST LITERACY.	HAUSA 11 YORUBA 12 IGBO 13 ENGLISH..... 14 FRENCH 15	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
108	Have you ever participated in a literacy program or any other program that involves learning to read or write (not including primary school)?	YES..... 1 NO..... 2	
109	CHECK 107: ABLE TO READ (CODE 2, 3, OR 4) <input type="checkbox"/> CANNOT READ (CODE 1) <input type="checkbox"/>		111
110	Do you read a newspaper or magazine almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY..... 1 AT LEAST ONCE A WEEK..... 2 LESS THAN ONCE A WEEK..... 3 NOT AT ALL..... 4	
111	Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY..... 1 AT LEAST ONCE A WEEK..... 2 LESS THAN ONCE A WEEK..... 3 NOT AT ALL..... 4	
112	Do you watch television almost every day, at least once a week, less than once a week or not at all?	ALMOST EVERY DAY..... 1 AT LEAST ONCE A WEEK..... 2 LESS THAN ONCE A WEEK..... 3 NOT AT ALL..... 4	
113	What is your religion?	ISLAM..... 1 CHRISTIANITY..... 2 TRADITIONALIST..... 3 OTHER _____ 6 (SPECIFY)	
113B	What is your ethnic group?	_____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
115	NOW GO TO QUESTION 201 AND ADMINISTER THE ELIGIBLE CHILD QUESTIONNAIRE.		

PART B
SECTION 7: PARENT/GUARDIAN GENERAL EDUCATION QUESTIONS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																				
701	<p>Now I would like to ask you more general questions about education. We will start with questions about the primary school closest to your household.</p> <p>What is the name of the primary school closest to your household?</p>	<p>PRIMARY SCHOOL NAME</p> <hr/> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																					
702	<p>Is this primary school a government school, a private non-religious school, or a private religious school?</p>	<p>GOVERNMENT1 PRIVATE NON-RELIGIOUS2 PRIVATE RELIGIOUS.....3</p>																					
703	<p>If you were to walk to this primary school, how long would it take?</p>	<p>HOURS..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> MINUTES <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																					
704	<p>How far away, in kilometers, is this primary school from your household? ENTER "00" IF LESS THAN 1 KILOMETER.</p>	<p>KM..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																					
705	<p>Now I would like to ask you about the secondary school that is closest to your household.</p> <p>What is the name of the secondary school closest to your household?</p>	<p>SECONDARY SCHOOL NAME</p> <hr/> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table>																					
706	<p>Is this secondary school a government school, a private non-religious school, or a private religious school?</p>	<p>GOVERNMENT1 PRIVATE NON-RELIGIOUS2 PRIVATE RELIGIOUS.....3</p>	→ 707																				
706A	<p>Is this secondary school owned by the state government or the federal government?</p>	<p>STATE GOVERNMENT1 FEDERAL GOVERNMENT2 DON'T KNOW8</p>																					
707	<p>If you were to walk to this secondary school, how long would it take?</p>	<p>HOURS..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> MINUTES <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																					
708	<p>How far away, in kilometers, is this secondary school from your household? ENTER "00" IF LESS THAN 1 KILOMETER.</p>	<p>KM..... <table border="1" style="display: inline-table; width: 40px; height: 20px;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table></p>																					
709	<p>Have you, one of your children, or anyone else in your household provided any of the following kinds of support to any school in the last 12 months?</p> <p style="margin-left: 20px;">Money to support school buildings, grounds or teacher housing.</p> <p style="margin-left: 20px;">Materials to support school buildings, grounds or teacher housing.</p> <p style="margin-left: 20px;">Labour to support school buildings, grounds or teacher housing.</p> <p style="margin-left: 20px;">Time spent to mobilise the community, NGOs, or others to support the school.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> <th style="text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>MONEY</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>MATERIALS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>LABOUR.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>MOBILISE.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		YES	NO	DK	MONEY	1	2	8	MATERIALS	1	2	8	LABOUR.....	1	2	8	MOBILISE.....	1	2	8	
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MOBILISE.....	1	2	8																				

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																				
710	<p>In the last 12 months, have you, one of your children, or anyone else in your household provided any of these kinds of support to a teacher for the teacher's own use?</p> <p>Money, other than for extra lessons.</p> <p>Food.</p> <p>Labour, other than for maintenance of teacher housing.</p>	<table> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>MONEY</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>FOOD</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>LABOUR</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		YES	NO	DK	MONEY	1	2	8	FOOD	1	2	8	LABOUR	1	2	8					
	YES	NO	DK																				
MONEY	1	2	8																				
FOOD	1	2	8																				
LABOUR	1	2	8																				
720	<p>CHECK 206 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR:</p> <p>ONE OR MORE ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODE 1) <input type="checkbox"/></p> <p>NO ELIGIBLE CHILDREN ATTENDING PRIMARY SCHOOL (CODES 0 OR N/A) <input type="checkbox"/></p>		<p>→ 724</p>																				
721	<p>Does the school that your child(ren) attend(s) have a Parent Teacher Association?</p>	<p>YES1</p> <p>NO2</p> <p>DON'T KNOW8</p>	<p>→ 723</p>																				
722	<p>Have you or has any adult in your household attended a meeting of the PTA in the last 12 months?</p>	<p>YES1</p> <p>NO2</p>																					
723	<p>In the last 12 months, have you or has any adult in your household gone to a primary school for any of these reasons?</p> <p>For a school celebration, performance, or sports event.</p> <p>For a meeting or conference with a headteacher or teacher.</p> <p>To collect report cards.</p>	<table> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>EVENT.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>MEETING</td> <td>1</td> <td>2</td> </tr> <tr> <td>REPORTS</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	EVENT.....	1	2	MEETING	1	2	REPORTS	1	2									
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EVENT.....	1	2																					
MEETING	1	2																					
REPORTS	1	2																					
724	<p>I am interested in knowing your opinions about what makes primary schools good and about the importance of schooling.</p> <p>Do you agree or disagree with the following statements?</p> <p>In order to be a good school, all of a school's buildings must be permanent structures.</p> <p>Whenever necessary, parents should keep their children home from school to work or help in the household.</p> <p>It is more important to send a boy to school than to send a girl to school.</p> <p>Primary schools should teach more practical skills, like carpentry or sewing.</p>	<table> <thead> <tr> <th></th> <th>AGREE</th> <th>DISAGREE</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		AGREE	DISAGREE	DK		1	2	8		1	2	8		1	2	8		1	2	8	
	AGREE	DISAGREE	DK																				
	1	2	8																				
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	1	2	8																				
	1	2	8																				
725	<p>I am interested in knowing what kinds of things you think affect the quality of a primary school. Does each of the following things make a school better, make a school worse, or have no effect on the quality of the school?</p> <p>Pupils being required to wear uniforms.</p> <p>Teachers caning pupils to maintain discipline.</p> <p>Parents being actively involved in the school.</p>	<table> <thead> <tr> <th></th> <th>BETTER</th> <th>NO EFFECT</th> <th>WORSE</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>8</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>8</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>8</td> </tr> </tbody> </table>		BETTER	NO EFFECT	WORSE	DK		1	2	3	8		1	2	3	8		1	2	3	8	
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NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
726	<p>Now I would like you to think about the benefits of primary school. Think of a 15-year-old boy who has completed primary school, and has left school.</p> <p>What advantages does this boy have compared to a boy of the same age who never attended primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>FIND (BETTER) JOB..... A</p> <p>PROVIDE SUPPORT TO HOUSEHOLD/PARENTS..... B</p> <p>CHANCE TO GO TO SECONDARY C</p> <p>LEARN TO READ AND WRITE D</p> <p>LEARN OTHER LANGUAGES..... E</p> <p>LEARN MATHEMATICS F</p> <p>LEARN VOCATIONAL SKILLS G</p> <p>DEVELOP MORALS/DISCIPLINE H</p> <p>CRITICAL THINKING SKILLS..... I</p> <p>MAKE A BETTER MARRIAGE..... M</p> <p>LEARN TO BE A GOOD PARENT..... N</p> <p>BETTER HYGIENE O</p> <p>SOCIAL INTERACTION SKILLS..... P</p> <p>NO BENEFITS..... Q</p> <p>OTHER _____ X (SPECIFY)</p>	
727	<p>Now think of a 15-year-old girl who has completed primary school, and has left school.</p> <p>What advantages does this girl have compared to a girl of the same age who never attended primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>FIND (BETTER) JOB..... A</p> <p>PROVIDE SUPPORT TO HOUSEHOLD/PARENTS..... B</p> <p>CHANCE TO GO TO SECONDARY C</p> <p>LEARN TO READ AND WRITE D</p> <p>LEARN OTHER LANGUAGES..... E</p> <p>LEARN MATHEMATICS F</p> <p>LEARN VOCATIONAL SKILLS G</p> <p>DEVELOP MORALS/DISCIPLINE H</p> <p>CRITICAL THINKING SKILLS..... I</p> <p>MAKE A BETTER MARRIAGE..... M</p> <p>LEARN TO BE A GOOD PARENT..... N</p> <p>BETTER HYGIENE O</p> <p>SOCIAL INTERACTION SKILLS..... P</p> <p>NO BENEFITS..... Q</p> <p>OTHER _____ X (SPECIFY)</p>	
728	<p>Now I would like you to think about the disadvantages of schooling. What are the disadvantages of sending a boy to primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>EXPENSIVE A</p> <p>LOSE CHILD'S LABOUR B</p> <p>BAD MANNERS C</p> <p>NOT WILLING TO WORK D</p> <p>MIGRATES FROM VILLAGE E</p> <p>NO BENEFITS TO HOUSEHOLD H</p> <p>NO DISADVANTAGES..... I</p> <p>OTHER _____ X (SPECIFY)</p>	
729	<p>What are the disadvantages of sending a girl to primary school?</p> <p>PROBE: Anything else?</p> <p>RECORD ALL MENTIONED.</p>	<p>EXPENSIVE A</p> <p>LOSE CHILD'S LABOUR B</p> <p>BAD MANNERS C</p> <p>NOT WILLING TO WORK D</p> <p>MIGRATES FROM VILLAGE E</p> <p>LATER MARRIAGE/HARDER TO FIND HUSBAND..... F</p> <p>CHANCE OF BEING SEDUCED..... G</p> <p>NO BENEFITS TO HOUSEHOLD H</p> <p>NO DISADVANTAGES..... I</p> <p>OTHER _____ X (SPECIFY)</p>	
730	<p>Now I would like to learn about how decisions are made in your household.</p> <p>More than one person may be involved in this decision, but who has the final say in your household on whether children attend school?</p>	<p>MOTHER01</p> <p>FATHER02</p> <p>BOTH PARENTS.....03</p> <p>GUARDIAN(S).....04</p> <p>CHILD HIMSELF/HERSELF.....05</p> <p>PARENT(S)/GUARDIAN WITH CHILD ...06</p> <p>SOMEONE ELSE _____ 96 (SPECIFY)</p> <p>DECISION NOT MADE97</p> <p>DON'T KNOW98</p>	

SECTION 8: REPRODUCTIVE MATTERS AND HIV/AIDS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
801	<p>From this point on, I would like to ask you some questions about children's reproductive health and their education in these matters. Reproductive matters include conception, family planning, and hygiene.</p> <p>In this community, where do children get information about reproductive matters?</p> <p>PROBE: From any other sources?</p>	PARENTS/GUARDIANS..... A BROTHERS/SISTERS..... B OTHER RELATIVES..... C FRIENDS D RELIGIOUS LEADERS..... F TEACHERS G PUPILS H NEWSPAPERS OR MAGAZINES I RADIO..... J TELEVISION OR MOVIES K HEALTH CENTRE/CLINIC L OTHER _____ X (SPECIFY)	
802	<p>Do you think primary schools should teach pupils about reproductive matters?</p>	YES..... 1 NO..... 2 DON'T KNOW/DEPENDS 8	→ 804
803	<p>In which class of primary school should pupils first be taught about reproductive matters?</p>	PRIMARY 1..... 1 PRIMARY 2..... 2 PRIMARY 3..... 3 PRIMARY 4..... 4 PRIMARY 5..... 5 PRIMARY 6..... 6	→ 805A
804	<p>Why do you think primary schools should not teach pupils about reproductive matters?</p> <p>PROBE: Any other reasons?</p>	NOT APPROPRIATE TO TEACH SEX EDUCATION IN SCHOOLS..... A SEX EDUCATION IS PARENTS' JOB B CHILDREN ARE TOO YOUNG C CLASSES INCLUDE BOYS AND GIRLS, AND SEX EDUCATION SHOULD BE TAUGHT SEPARATELY TO EACH..... D AGAINST RELIGION E ENCOURAGES CHILDREN TO HAVE SEX F OTHER _____ X (SPECIFY)	
805A	<p>At what age should boys start learning about reproductive matters?</p>	AGE IN YEARS..... <input type="text"/> <input type="text"/> DON'T KNOW/DEPENDS 98	
805B	<p>At what age should girls start learning about reproductive matters?</p>	AGE IN YEARS..... <input type="text"/> <input type="text"/> DON'T KNOW/DEPENDS 98	
806	<p>Now I would like to talk about something else.</p> <p>Have you heard of an illness called HIV/AIDS?</p>	YES..... 1 NO..... 2 DON'T KNOW..... 8	→ 812
807	<p>Do you think primary schools should teach pupils about HIV/AIDS and its prevention?</p>	YES..... 1 NO..... 2 DON'T KNOW..... 8	→ 809
808	<p>In which class of primary school should pupils first be taught about HIV/AIDS?</p>	PRIMARY 1..... 1 PRIMARY 2..... 2 PRIMARY 3..... 3 PRIMARY 4..... 4 PRIMARY 5..... 5 PRIMARY 6..... 6	→ 810

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP								
809	Why do you think primary schools should not teach pupils about HIV/AIDS? PROBE: Any other reasons?	NOT APPROPRIATE TO TEACH SEX EDUCATION IN SCHOOLS..... A SEX EDUCATION IS PARENTS' JOB B CHILDREN ARE TOO YOUNG C CLASSES INCLUDE BOYS AND GIRLS, AND SEX EDUCATION SHOULD BE TAUGHT SEPARATELY TO EACH..... D AGAINST RELIGION E ENCOURAGES CHILDREN TO HAVE SEX F OTHER _____ X (SPECIFY)									
810	Now I would like to ask you about the effects of HIV/AIDS on children's schooling. In this community, do some children not attend school because their parents or guardians are sick or have died from HIV/AIDS?	YES 1 NO 2 DON'T KNOW 8									
811	Do any children in your family not attend school because someone in the family is sick or has died from HIV/AIDS?	YES 1 NO 2 DON'T KNOW 8									
812	RECORD THE TIME.	HOUR <table border="1" data-bbox="1219 793 1313 884" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> MINUTES <table border="1" data-bbox="1219 842 1313 884" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table>									
813	CHECK Q. 206 FOR EACH ELIGIBLE CHILD PARENT/GUARDIAN IS RESPONDING FOR: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>ONE OR MORE ELIGIBLE CHILDREN ATTENDING PRIMARY OR SECONDARY SCHOOL (CODES 1 OR 2)</p> <input type="checkbox"/> </div> <div style="text-align: center;"> <p>NO ELIGIBLE CHILDREN ATTENDING PRIMARY OR SECONDARY SCHOOL (CODES 0, 3, OR N/A)</p> <input type="checkbox"/> </div> </div>		END OF INTERVIEW								

SECTION 9A: PRIMARY SCHOOL SCHEDULE

Now, I would like to ask you about the primary school(s) your child(ren) attend.					TOTAL NO. OF PRIMARY SCHOOLS <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>																															
LINE NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	VILLAGE/PLACE NAME	SCHOOL CODE	SCHOOL CHOICE	PROBLEMS WITH QUALITY																														
	CHECK 206 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING PRIMARY SCHOOL, COPY SCHOOL NAME FROM 208. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a government, private non-religious, or a private religious school?*	In which village or place is (NAME OF SCHOOL) located?	SUPERVISOR : ENTER CODE FOR PRIMARY SCHOOLS.	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? A. CLOSEST SCHOOL WITH CLASS NEEDED OR PLACE AVAILABLE B. BETTER SCHOOL C. LESS EXPENSIVE D. RELIGION E. SAFER SCHOOL F. OTHER	Please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: A. Headteacher performance. B. Teacher performance. C. Pupils' safety at school. D. School buildings and facilities. E. Classroom overcrowding.																														
(1)	(2)	(3)	(4)	(5)	(6)	(7)																														
01		<input style="width: 20px; height: 20px;" type="checkbox"/>	_____ _____	<input style="width: 20px; height: 20px;" type="text"/>	A B C D E F _____ (SPECIFY)	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>BIG</th> <th>SMALL</th> <th>NO</th> <th>DK</th> </tr> </thead> <tbody> <tr><td>A</td><td>1</td><td>2</td><td>3</td><td>8</td></tr> <tr><td>B</td><td>1</td><td>2</td><td>3</td><td>8</td></tr> <tr><td>C</td><td>1</td><td>2</td><td>3</td><td>8</td></tr> <tr><td>D</td><td>1</td><td>2</td><td>3</td><td>8</td></tr> <tr><td>E</td><td>1</td><td>2</td><td>3</td><td>8</td></tr> </tbody> </table>		BIG	SMALL	NO	DK	A	1	2	3	8	B	1	2	3	8	C	1	2	3	8	D	1	2	3	8	E	1	2	3	8
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 4 = CHRISTIAN PRIVATE RELIGIOUS
 6 = OTHER PRIVATE RELIGIOUS

TICK HERE IF CONTINUATION SHEET USED

SECTION 9B: SECONDARY SCHOOL SCHEDULE

Now, I would like to ask you about the secondary school(s) your child(ren) attend.					TOTAL NO. OF SECONDARY SCHOOLS <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>																																									
LINE NO.	NAME(S) OF SCHOOL(S) ATTENDED BY CHILD(REN)	TYPE OF SCHOOL	VILLAGE/PLACE NAME	SCHOOL CODE	SCHOOL CHOICE	PROBLEMS WITH QUALITY																																								
	CHECK 206 FOR EACH ELIGIBLE CHILD. IF CURRENTLY ATTENDING SECONDARY SCHOOL, COPY SCHOOL NAME FROM 208. LIST EACH SCHOOL ONLY ONCE.	Is (NAME OF SCHOOL) a state government, federal government, private non-religious, or a private religious school?*	In which village or place is (NAME OF SCHOOL) located?	SUPERVISOR : ENTER CODE FOR SECONDARY SCHOOLS.	What is the main reason your (child/children) (attends/attend) (NAME OF SCHOOL) instead of some other school? A. CLOSEST SCHOOL WITH FORM NEEDED OR PLACE AVAILABLE B. BETTER SCHOOL C. LESS EXPENSIVE D. RELIGION E. SAFER SCHOOL F. OTHER	Please tell me whether (NAME OF SCHOOL) has a big problem, small problem, or no problem with the following things: A. Headteacher performance. B. Teacher performance. C. Pupils' safety at school. D. School buildings and facilities. E. Classroom overcrowding.																																								
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 4 = MUSLIM PRIVATE RELIGIOUS
 5 = CHRISTIAN PRIVATE RELIGIOUS
 6 = OTHER PRIVATE RELIGIOUS

TICK HERE IF CONTINUATION SHEET USED

INTERVIEWER'S OBSERVATIONS

TO BE FILLED IN AFTER COMPLETING INTERVIEW

COMMENTS ABOUT RESPONDENT:

COMMENTS ON SPECIFIC QUESTIONS:

ANY OTHER COMMENTS:

SUPERVISOR'S OBSERVATIONS

NAME OF THE SUPERVISOR: _____ DATE: _____

NIGERIA DHS EdData SURVEY 2004 ELIGIBLE CHILD QUESTIONNAIRE

NATIONAL POPULATION COMMISSION

IDENTIFICATION	
STATE NAME <input type="text"/> <input type="text"/> LOCAL GOVERNMENT AREA <input type="text"/> <input type="text"/> LOCALITY NAME <input type="text"/> <input type="text"/> <input type="text"/> ENUMERATION AREA <input type="text"/> <input type="text"/> URBAN/RURAL (URBAN=1, RURAL=2) <input type="text"/> <input type="text"/> CLUSTER NUMBER <input type="text"/> <input type="text"/>	BUILDING NUMBER <input type="text"/> <input type="text"/> <input type="text"/> HOUSEHOLD NAME/NUMBER <input type="text"/> <input type="text"/> <input type="text"/> TOWN SIZE (LARGE TOWN=1, MEDIUM TOWN=2, SMALL TOWN=3, VILLAGE=4) <input type="text"/> NAME OF HOUSEHOLD HEAD _____
INTERVIEWER'S NAME _____	
NAME AND LINE NO. OF PARENT/GUARDIAN _____ <input type="text"/> <input type="text"/>	RESULT: COMPLETED 1 NOT COMPLETED 2

SECTION 2: SCHOOLING BACKGROUND AND CURRENT SCHOOL PARTICIPATION

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	LINE NUMBER, NAME, AND SEX OF ELIGIBLE CHILD AGE 4-16. COPY FROM HOUSEHOLD SCHEDULE COLUMNS (4), (5), AND (7).	LINE NUMBER <input type="text"/> <input type="text"/> NAME _____ SEX: MALE 1 FEMALE 2	
202	What is your relationship to (NAME)?	MOTHER/FATHER 1 STEP/FOSTER PARENT 2 GRANDPARENT 3 SISTER/BROTHER 4 AUNT/UNCLE 5 SISTER/BROTHER-IN-LAW 6 OTHER RELATIVE 7 NOT RELATED 8	
203	In what month and year was (NAME) born? PROBE: What is his/her birthday?	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
204	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	AGE IN YEARS <input type="text"/> <input type="text"/>	
204A	What is (NAME)'s religion?	ISLAM 1 CHRISTIANITY 2 TRADITIONALIST 3 OTHER 6 (SPECIFY)	} → 205
204B	In a moment, I will ask you about (NAME)'s formal schooling. Before that, I would like to know whether (NAME) attends a Qur'anic school. Does (NAME) attend a school that teaches children the Qur'an, but does not teach academic subjects like mathematics or English?	YES 1 NO 2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
205	<p>From this point on, I would like to ask you some questions about (NAME) and his/her formal schooling. Formal schooling includes schools at the preprimary, primary, secondary, and higher levels. Formal schooling also includes religious schools that teach academic subjects like mathematics or English.</p> <p>Has (NAME) attended a formal school at any point during the current school year?</p>	<p>YES..... 1 NO 2</p>	→ 209
206	<p>What level of school is/was (NAME) attending?</p>	<p>PREPRIMARY..... 0 PRIMARY 1 SECONDARY 2 HIGHER..... 3</p>	→ 602
207	<p>What (class/form/year) is/was (NAME) attending at that level?</p>	<p>CLASS/FORM/YEAR..... <input type="text"/> <input type="text"/></p>	
208	<p>What is the name of the school that (NAME) attends?</p> <p>SUPERVISOR WILL WRITE CODE IN BOXES.</p>	<p>SCHOOL NAME</p> <p><input type="text"/></p> <p><input type="text"/> <input type="text"/></p>	→ 212
209	<p>Has (NAME) ever attended school?</p>	<p>YES..... 1 NO 2</p>	→ 301
210	<p>What is the highest level of school (NAME) has attended?</p>	<p>PREPRIMARY..... 0 PRIMARY 1 SECONDARY 2 HIGHER..... 3</p>	→ 602
211	<p>What is the highest (class/form/year) that (NAME) completed at that level?</p>	<p>CLASS/FORM/YEAR..... <input type="text"/> <input type="text"/></p>	
212	<p>Before attending primary school, did (NAME) attend preprimary?</p>	<p>YES..... 1 NO 2</p>	→ 214
213	<p>How many years did (NAME) attend preprimary?</p>	<p>YEARS..... <input type="text"/></p>	
214	<p>Now I would like you to think about the time (NAME) started primary 1. How old was (NAME) when he/she first attended primary 1?</p> <p>RECORD AGE IN COMPLETED YEARS.</p>	<p>AGE <input type="text"/> <input type="text"/></p> <p>DON'T KNOW..... 98</p>	→ 220
215	<p>CHECK 214:</p> <p>STARTED PRIMARY 1 AT AGE 8 OR OLDER <input type="text"/></p> <p>STARTED PRIMARY 1 AT AGE LESS THAN 8 <input type="text"/></p>		→ 220
216	<p>In Nigeria, children can start attending primary school from age 6. I will read you some reasons children often do not start school at age 6. Please tell me if any of these reasons are important in explaining why (NAME) started school later than age 6.</p> <p>Was it partly because (NAME) was needed to work or to help at home?</p>	<p>YES..... 1 NO 2</p>	
217	<p>Did (NAME) not start attending school at age 6 partly because there was not enough money to pay the costs of schooling?</p>	<p>YES..... 1 NO 2</p>	
218	<p>Did (NAME) not start attending school at age 6 partly because the distance to school was too far for him/her to walk at that age?</p>	<p>YES..... 1 NO 2</p>	
218A	<p>Did (NAME) not start attending school at age 6 partly because he/she was considered to be too young or not mature enough to start school?</p>	<p>YES..... 1 NO 2</p>	

SECTION 3: CHILDREN WHO HAVE NEVER ATTENDED SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP															
301	CHECK 204: AGE 6 OR OLDER <input type="checkbox"/> AGE LESS THAN 6 <input type="checkbox"/>		→ 602															
302A	There are many reasons why a child may not attend school. I am going to ask you about some reasons people give for not sending children to school. Please tell me if any of these reasons are important in explaining why (NAME) does not attend school now. Does (NAME) not attend school now partly because he/she is physically or mentally disabled and unable to attend school?	YES..... 1 NO 2	→ 602															
302B	Does (NAME) not attend school now partly because he/she has been very sick for 3 months or longer?	YES..... 1 NO 2	→ 602															
303	Does (NAME) not attend now partly because he/she is needed to work or to help at home?	YES..... 1 NO 2 DON'T KNOW..... 8	→ 305															
304	Does (NAME) not attend school now partly because he/she is needed to: Care for sick relatives? Do domestic work such as caring for younger children, cooking or cleaning, fetching water or wood, etc.? Tend animals, or work on the family farm or in the family business? Work for an employer?	<table border="0"> <tr> <td></td> <td align="center">YES</td> <td align="center">NO</td> </tr> <tr> <td>SICK RELATIVES</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>DOMESTIC WORK.....</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>FAMILY FARM/BUSINESS ..</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>EMPLOYER.....</td> <td align="center">1</td> <td align="center">2</td> </tr> </table>		YES	NO	SICK RELATIVES	1	2	DOMESTIC WORK.....	1	2	FAMILY FARM/BUSINESS ..	1	2	EMPLOYER.....	1	2	
	YES	NO																
SICK RELATIVES	1	2																
DOMESTIC WORK.....	1	2																
FAMILY FARM/BUSINESS ..	1	2																
EMPLOYER.....	1	2																
305	Does (NAME) not attend school now partly because there is not enough money to pay the costs of schooling?	YES..... 1 NO 2	→ 306															
305A	Which school costs make it too hard for (NAME) to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	SCHOOL FEES/FUND A PTA FEES B UNIFORM OR CLOTHING C BOOKS AND SUPPLIES..... D TRANSPORTATION..... E EXTRA LESSONS..... F EXAMINATION FEES..... G ALL COSTS H OTHER _____ X (SPECIFY)																
306	Does (NAME) not attend school now partly because the school is too far away?	YES..... 1 NO 2																
307	Does (NAME) not attend school now partly because it is unsafe to travel to school?	YES..... 1 NO 2																
308	Some children may not attend school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) does not attend school now. Teachers do not perform well. Pupils are unsafe at school. School buildings or facilities are poor or have problems. Classrooms are too crowded.	<table border="0"> <tr> <td></td> <td align="center">YES</td> <td align="center">NO</td> </tr> <tr> <td>TEACHER PERFORM.....</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>PUPILS UNSAFE</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>FACILITIES POOR</td> <td align="center">1</td> <td align="center">2</td> </tr> <tr> <td>CLASSES CROWDED</td> <td align="center">1</td> <td align="center">2</td> </tr> </table>		YES	NO	TEACHER PERFORM.....	1	2	PUPILS UNSAFE	1	2	FACILITIES POOR	1	2	CLASSES CROWDED	1	2	
	YES	NO																
TEACHER PERFORM.....	1	2																
PUPILS UNSAFE	1	2																
FACILITIES POOR	1	2																
CLASSES CROWDED	1	2																
309	Does (NAME) not attend school now partly because schooling is not important?	YES..... 1 NO 2																
310	Does (NAME) not attend school now partly because he/she is not interested in attending school?	YES..... 1 NO 2																
311	Does (NAME) not attend school now partly because he/she is too young or not mature enough to start attending school?	YES..... 1 NO 2																

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
312	Does (NAME) not attend school now partly because school graduates cannot find good jobs?	YES.....1 NO2	
313	Does (NAME) not attend school now partly because he/she is too old to start attending school?	YES.....1 NO2	
314	CHECK 204: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>AGE 10 OR OLDER</p> <input type="checkbox"/> <p>↓</p> </div> <div style="text-align: center;"> <p>AGE LESS THAN 10</p> <input type="checkbox"/> <p>→</p> </div> </div>		316
315	CHECK 201: MALE <input type="checkbox"/> FEMALE <input type="checkbox"/> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Is it partly because (NAME) got engaged, got married, or made someone pregnant?</p> </div> <div style="text-align: center;"> <p>Is it partly because (NAME) got engaged, got married, or got pregnant?</p> </div> </div>	YES.....1 NO2	
316	Is there (an/another) important reason why (NAME) does not attend school now?	YES.....1 _____ (SPECIFY) _____ (SPECIFY) NO2	
317	GO TO QUESTION 602.		

SECTION 4: CHILDREN WHO HAVE DROPPED OUT OF SCHOOL

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	How old was (NAME) when he/she stopped attending school? RECORD AGE IN COMPLETED YEARS.	AGE <input type="text"/> <input type="text"/>	
401A	There are many reasons why a child may have stopped attending school. I am going to ask you about some reasons people give for why children stop attending school. Please tell me if any of these reasons are important in explaining why (NAME) stopped attending school. Did (NAME) stop attending school partly because he/she was physically or mentally disabled and unable to attend school?	YES..... 1 NO 2	→ 602
401B	Did (NAME) stop attending school partly because he/she had been very sick for 3 months or longer?	YES..... 1 NO 2	→ 602
402	Did (NAME) stop attending school partly because he/she was needed to work or to help at home?	YES..... 1 NO 2 DON'T KNOW..... 8	→ 404
403	Did (NAME) stop attending school partly because he/she was needed to: Care for sick relatives? Do domestic work such as caring for younger children, cooking or cleaning, fetching water or wood, etc.? Tend animals, or work on the family farm or in the family business? Work for an employer?	YES NO SICK RELATIVES 1 2 DOMESTIC WORK..... 1 2 FARM/FAMILY BUSINESS .. 1 2 EMPLOYER..... 1 2	
404	Did (NAME) stop attending school partly because there was not enough money to pay the costs of schooling?	YES..... 1 NO 2	→ 406
405	Which school costs made it too hard for (NAME) to continue to attend school? PROBE: Anything else? RECORD ALL COSTS MENTIONED.	SCHOOL FEES/FUND A PTA FEES B UNIFORM OR CLOTHING C BOOKS AND SUPPLIES..... D TRANSPORTATION..... E PRIVATE TUITION..... F EXAMINATION FEES..... G ALL COSTS..... H OTHER _____ X (SPECIFY)	
406	Did (NAME) stop attending school partly because the school offering the needed (class/form/year) was too far away?	YES..... 1 NO 2	
407	Did (NAME) stop attending school partly because travel to school was unsafe?	YES..... 1 NO 2	
408	Did (NAME) stop attending school partly because he/she failed examinations or had to repeat classes/forms of schooling?	YES..... 1 NO 2	
409	Some children stop attending school because there are problems with the school or with school quality. Please tell me if any of the following things help to explain why (NAME) stopped attending school. Teachers did not perform well. Pupils were unsafe at school. School buildings or facilities were poor or had problems. Classrooms were too crowded.	YES NO TEACHER PERFORM..... 1 2 PUPILS UNSAFE 1 2 FACILITIES POOR 1 2 CLASSES CROWDED 1 2	
410	Did (NAME) stop attending school partly because he/she no longer wanted to attend school?	YES..... 1 NO 2	
411	Did (NAME) stop attending school partly because he/she had completed enough schooling?	YES..... 1 NO 2	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP	NO.	
412	<p>CHECK 210 & 211: HIGHEST LEVEL ATTENDED AND CLASS/FORM/YEAR COMPLETED</p> <p>PRIMARY, CLASS COMPLETED < 6 <input type="checkbox"/></p> <p>Was it partly because it was unlikely that (NAME) would be able to find a place at secondary school?</p> <p>YES1 NO2</p>	<p>PRIMARY, CLASS COMPLETED = 6 <input type="checkbox"/></p> <p>Was it partly because (NAME) did not find a place at secondary school?</p> <p>YES1 NO2</p>	<p>SECONDARY OR HIGHER <input type="checkbox"/></p> <p style="text-align: right;">↓</p>		
413	<p>CHECK 204:</p> <p>AGE 10 OR OLDER <input type="checkbox"/></p> <p>AGE LESS THAN 10 <input type="checkbox"/></p>			<p style="text-align: right;">→ 415</p>	
414	<p>CHECK 201:</p> <p>MALE <input type="checkbox"/></p> <p>Is it partly because (NAME) got engaged, got married, or made someone pregnant?</p>	<p>FEMALE <input type="checkbox"/></p> <p>Is it partly because (NAME) got engaged, got married, or got pregnant?</p>	<p>YES.....1 NO2</p>		
415	<p>Is there (an/another) important reason that helps to explain why (NAME) stopped attending school?</p>		<p>YES.....1</p> <p>_____ (SPECIFY)</p> <p>_____ (SPECIFY)</p> <p>NO2</p>		
416	<p>GO TO QUESTION 602.</p>				

SECTION 5: CHILDREN WHO ATTEND/ATTENDED SCHOOL DURING THE 2003-2004 SCHOOL YEAR

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
501	<p>Now I would like to ask you some questions about the last school year (2002-2003).</p> <p>Did (NAME) attend school last year?</p>	<p>YES.....1 NO.....2</p>	→ 507
502	<p>Last year, what level of school did (NAME) attend?</p>	<p>PREPRIMARY.....0 PRIMARY.....1 SECONDARY.....2 HIGHER.....3</p>	→ 507
503	<p>Last year, what (class/form/year) did (NAME) attend at that level?</p>	<p>CLASS/FORM/YEAR..... <input type="text"/></p>	
504	<p>Now I would like to ask you some questions about (NAME)'s school attendance last year. There are many reasons that children sometimes do not attend school, even though school is open and classes are in session.</p> <p>In the last school year, did (NAME) miss school for any of the following reasons?</p> <p>RECORD ANSWER FOR EACH REASON LISTED. IF YES, ASK AND RECORD NUMBER OF DAYS MISSED FOR THAT REASON.</p> <p>(NAME) was needed to care for sick relatives or household members.</p> <p>(NAME) was needed to do domestic work such as caring for younger children, cooking or cleaning, or fetching water or wood.</p> <p>(NAME) was needed to tend animals, or work on the family farm or in the family business, or to go to market.</p> <p>(NAME) was needed to work for an employer.</p> <p>School fees or other school costs were due, and the money was not available.</p> <p>(NAME) did not want to go to school.</p> <p>Because of a funeral or bereavement.</p> <p>Because of a ceremony, such as a naming ceremony or wedding, etc.</p> <p>(NAME) was ill.</p> <p>(NAME)'s school clothes were dirty.</p> <p>(NAME) missed school for any other reasons.</p>	<p style="text-align: right;">NUMBER OF DAYS</p> <p>SICK RELAT..... YES 1 → <input type="text"/> NO 2</p> <p>DOMESTIC..... YES 1 → <input type="text"/> NO 2</p> <p>FARM/FBUS YES 1 → <input type="text"/> NO 2</p> <p>EMPLOYER..... YES 1 → <input type="text"/> NO 2</p> <p>NO MONEY YES 1 → <input type="text"/> NO 2</p> <p>DID NOT WANT . YES 1 → <input type="text"/> NO 2</p> <p>FUNERAL YES 1 → <input type="text"/> NO 2</p> <p>CEREMONY YES 1 → <input type="text"/> NO 2</p> <p>ILLNESS YES 1 → <input type="text"/> NO 2</p> <p>DIRTY YES 1 → <input type="text"/> NO 2</p> <p>OTHER YES 1 → <input type="text"/> NO 2</p> <p>(SPECIFY) NO 2</p>	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
507	<p>Now I would like you to think about the current school year (2003-2004).</p> <p>During the current school year, is (NAME) a day pupil or a boarder at school?</p>	<p>DAY PUPIL..... 1</p> <p>BOARDER..... 2</p>	→ 516
508	<p>Now I would like you to think about the last week of school. In the last week, how many days has (NAME)'s school been open?</p>	<p>DAYS..... <input type="checkbox"/></p> <p>NONE..... 0</p> <p>DON'T KNOW..... 8</p>	→ 512A
509	<p>In the last week, how many days did (NAME) attend school?</p>	<p>DAYS..... <input type="checkbox"/></p> <p>DON'T KNOW..... 8</p>	→ 512A
510	<p>CHECK 508 & 509:</p> <p style="text-align: center;">NUMBER OF DAYS DIFFERENT <input type="checkbox"/> NUMBER OF DAYS THE SAME <input type="checkbox"/></p>		→ 512A
511	<p>I see that (NAME) has missed some days of school during the last week.</p> <p>Why was (NAME) absent during the last week?</p> <p>RECORD ALL MENTIONED.</p>	<p>CHILD NEEDED TO:</p> <p>DO DOMESTIC WORK..... A</p> <p>TEND ANIMALS, WORK FIELDS, FAMILY BUSINESS..... B</p> <p>WORK FOR EMPLOYER..... C</p> <p>SCHOOL FEES DUE..... D</p> <p>CHILD DID NOT WANT TO GO..... E</p> <p>FUNERAL..... F</p> <p>CEREMONY..... G</p> <p>ILLNESS..... H</p> <p>HUNGER/LACK OF FOOD..... I</p> <p>BAD WEATHER..... J</p> <p>MENSTRUATION..... K</p> <p>OTHER..... X</p> <p>(SPECIFY)</p> <p>DON'T KNOW..... Z</p>	
512A	<p>Now I would like to ask you about the time (NAME) spends at school. On a normal school day, at what time does (NAME) leave home to go to school?</p>	<p style="text-align: center;">LEAVES RETURNS</p> <p>HR <input type="checkbox"/><input type="checkbox"/> HR <input type="checkbox"/><input type="checkbox"/></p>	
512B	<p>On a normal school day, at what time does (NAME) return home from school?</p>	<p>MIN <input type="checkbox"/><input type="checkbox"/> MIN <input type="checkbox"/><input type="checkbox"/></p>	
513	<p>I would like to ask you about (NAME)'s homework.</p> <p>Does (NAME) ever do homework outside of school?</p>	<p>YES..... 1</p> <p>NO..... 2</p> <p>DON'T KNOW..... 8</p>	→ 516
514	<p>About how many hours per week does (NAME) spend doing homework outside of school?</p> <p>IF LESS THAN 1 HOUR, RECORD '00'.</p>	<p>HOURS PER WEEK..... <input type="checkbox"/><input type="checkbox"/></p>	
515	<p>Do you or anyone else in the household frequently, sometimes or never help (NAME) with his/her homework?</p>	<p>FREQUENTLY..... 1</p> <p>SOMETIMES..... 2</p> <p>NEVER..... 3</p> <p>DON'T KNOW..... 8</p>	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
521	<p>Last school year, how much in total did your household pay for the school development levy for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>SCHOOL DEVELOPMENT LEVY</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
522	<p>Last school year, how much in total did your household pay for the Parent Teacher Association levy for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>PTA</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
523	<p>Last school year, how much in total did your household pay for (NAME)'s examination fees?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>EXAMS</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
524	<p>Last school year, did (NAME) receive any extra lessons?</p>	<p>YES1</p> <p>NO2</p> <p>DON'T KNOW.....8</p>	<p>→ 526A</p>
525	<p>Last school year, how much in total did your household pay for (NAME) to have extra lessons?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>EXTRA LESSONS</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
526A	<p>Last school year, how much in total did your household spend on textbooks for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>TEXTBOOKS</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
526B	<p>Last school year, how much in total did your household spend on pens, pencils, and crayons for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>PENS</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	
526C	<p>Last school year, how much in total did your household spend on exercise books for (NAME)?</p> <p>COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.</p>	<p>EXERCISE BOOKS</p> <p><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/><input type="text"/></p> <p>INCLUDED IN LUMP SUM.....96</p> <p>NOTHING00</p> <p>DON'T KNOW.....98</p>	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
526D	Last school year, how much in total did your household spend on school bags for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	SCHOOL BAGS <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 NOTHING00 DON'T KNOW.....98	
526E	Last school year, how much in total did your household spend on other school supplies, such as rulers, erasers, or math sets, for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	OTHER SUPPLIES <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 NOTHING00 DON'T KNOW.....98	
527	Last school year, how much in total did your household spend on school uniforms, school clothes, and school shoes bought for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	UNIFORM <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 NOTHING00 DON'T KNOW.....98	
527A	Last school year, how much in total did your household spend on furniture for (NAME) to use at school? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	FURNITURE <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 NOTHING00 DON'T KNOW.....98	
528	Last school year, was (NAME) a day pupil or a boarder at school?	DAY PUPIL.....1 BOARDER.....2	→ 530
529	Last school year, how much in total did your household spend on school boarding fees for (NAME)? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	BOARDING FEES <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 NOTHING00 DON'T KNOW.....98	
530	Now, thinking about the last school year, did your household spend money on other things for (NAME)'s schooling?	YES <input type="checkbox"/> NO.....00 DON'T KNOW98	→ 531
530A	In the last school year, what were the other things your household spent money on for (NAME)'s schooling?	<hr/> <hr/>	
530B	In the last school year, how much in total did your household spend on these other items for (NAME)'s schooling? COMBINE COSTS FOR ALL 3 TERMS OF LAST SCHOOL YEAR.	OTHER <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INCLUDED IN LUMP SUM.....96 DON'T KNOW.....98	

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP																					
531	CHECK 518A-530B: ANY EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM <input type="checkbox"/>	NO EXPENDITURES RECORDED AS INCLUDED IN LUMP SUM <input type="checkbox"/>	533																					
532	ENTER AMOUNT OF LUMP SUM. ANSWER CANNOT BE 0, DON'T KNOW, OR MISSING.	LUMP SUM <input type="text"/> <input type="text"/>																						
533	Now think of all the money (coming from within or outside the household) that was spent on (NAME)'s schooling in the last school year. Last year, did all or part of the money to pay for the costs of (NAME)'s schooling come from any of these sources:	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>Resources supplied by (NAME) him/herself.</td> <td>CHILD 1</td> <td>2</td> </tr> <tr> <td>Resources supplied by (NAME)'s parents and/or your household.</td> <td>HH RESOURCE 1</td> <td>2</td> </tr> <tr> <td>Resources from (NAME)'s extended family not living in your household, not including (NAME)'s parents.</td> <td>FAMILY NOT IN HH..... 1</td> <td>2</td> </tr> <tr> <td>Bursary or scholarship.</td> <td>BURSARY 1</td> <td>2</td> </tr> <tr> <td>Gift from a non-relative who lives outside the household.</td> <td>GIFT..... 1</td> <td>2</td> </tr> <tr> <td>Borrowing.</td> <td>BORROW 1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	Resources supplied by (NAME) him/herself.	CHILD 1	2	Resources supplied by (NAME)'s parents and/or your household.	HH RESOURCE 1	2	Resources from (NAME)'s extended family not living in your household, not including (NAME)'s parents.	FAMILY NOT IN HH..... 1	2	Bursary or scholarship.	BURSARY 1	2	Gift from a non-relative who lives outside the household.	GIFT..... 1	2	Borrowing.	BORROW 1	2	
	YES	NO																						
Resources supplied by (NAME) him/herself.	CHILD 1	2																						
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Resources from (NAME)'s extended family not living in your household, not including (NAME)'s parents.	FAMILY NOT IN HH..... 1	2																						
Bursary or scholarship.	BURSARY 1	2																						
Gift from a non-relative who lives outside the household.	GIFT..... 1	2																						
Borrowing.	BORROW 1	2																						

SECTION 6: CHILDREN'S EATING PATTERNS

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
601	CHECK 507: DAY PUPIL <input type="checkbox"/> BOARDER <input type="checkbox"/>	→ 605	
602	Now I would like to ask you about how often (NAME) eats food during the day. Did (NAME) eat food in the morning yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD: What did (NAME) eat yesterday morning?	YES.....1 NO2 DON'T KNOW/CHILD NOT AT HOME YESTERDAY8	
603	Did (NAME) eat lunch yesterday? IF YES, PROBE TO CONFIRM CHILD ATE SOLID FOOD: What did (NAME) eat for lunch yesterday?	YES.....1 NO2 DON'T KNOW/CHILD NOT AT HOME YESTERDAY8	
604	How many times did (NAME) eat food yesterday, including snacks?	NO. OF TIMES CHILD ATE..... <input type="text"/> <input type="text"/> DON'T KNOW/CHILD NOT AT HOME YESTERDAY98	
605	GO TO THE NEXT ELIGIBLE CHILD. IF NO OTHER ELIGIBLE CHILD(REN), GO TO QUESTION 701 IN PARENT/GUARDIAN QUESTIONNAIRE.		