Country Context Report - Nigeria

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training

Primary Language(s)

English: Official

Hausa: National

Nubian: National

Igbo: National

Fulani: National

Nubian: Instruction Grades 1-4

Hausa: Instruction Grades 1-4

Igbo: Instruction Grades 1-4

Fulani: Instruction Grades 1-4

English: Instruction Grades 5-7/8

Sources
Central Intelligence Agency; 2003; The World Fact Book – Nigeria; - http://www.cia.gov/cia/publications/factbook/geos/

Population

	Total	Male	Female
Total	133,881,703	67,726,517	66,155,186
Under 14	58,313,476	29,322,774	28,990,702

Sources
Central Intelligence Agency; 2003; The World Fact Book – Nigeria; - http://www.cia.gov/cia/publications/factbook/geos/

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Primary education level takes six years starting from six to 11 year olds. "With the introduction of 6-3-3-4 system of education in Nigeria, students are required to enter secondary school after spending a minimum of six years of primary education and pass a prescribed National Common Entrance Examination (NCEE). The students must spend a minimum period of six years in secondary school. During this period, students are expected to spend three years in Junior Secondary School and three years in Senior Secondary School."

Sources
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html

Early Childhood Education

Early childhood education is provided.

Early Childhood Education (ECE) in Nigeria starts at the age of three and ends at the age of six. It is provided by day-care centers and nursery schools. According to the National Policy on Education, the purpose of pre-primary education is to:

- Effect a smooth transition from the home to the school
- Prepare the child for primary education
- Provide adequate care and supervision for the children while their parents are at work
- Inculcate social norms
- Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc.
- Develop a sense of co-operation and team-spirit
- Learn good habits, especially good health habits
- Teach the rudiments of numbers, letters, colors, shapes, forms, etc. through play.

Although government is not directly involved in the establishment and day-to-day running of day-care centers and nursery schools it encourages private efforts to do so. It makes provision for teachers to specialize in ECE. In addition, government:

- Sets the minimum standards, regulates and controls the operation of pre-primary education
- Ensures that the medium of instruction is principally the mother tongue or the language of the

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immediate community

- Develops the orthography of many more Nigerian languages
- Produces textbooks in Nigerian languages
- Ensures that the main method of teaching at this level is activity or play method and that the teacher education curriculum is oriented to achieve this.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

National Curriculum

A national curriculum exists.

There is a mandatory national curriculum in Nigeria developed and distributed by the Federal Ministry of Education to guide the content, administration, management, and governance of schools so as to standardize the quality of education.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

National exams - At what level are national exams written?

There are national mandatory examinations at the primary, junior, and senior secondary levels. At primary level, students are required to take NCEE to qualify for admission into the federal and state government secondary schools. Students spend six years in secondary school. At the end of three years, they take the Junior Secondary Certificate Examination (JSCE) which is a qualifying exam for senior secondary school. By Senior Secondary School Class 2 (SS2), students are taking the Graduate Certificate of Education (GCE) O' Levels exam which is not mandatory. Most students take it to prepare for the senior secondary school exam. The Senior Secondary Certificate Examination (SSCE) is taken in the last year (SS3) of high school. Private organizations, the state government or the federal government manage secondary school exams in Nigeria.

Sources
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html

Other

Broadly, schools in Nigeria can be divided into the following three categories: federal government schools, state owned schools, and private secondary schools. There are about two federal government colleges in each state. These schools are funded and managed directly by the federal government through the Fedral Ministry of Education (FMoE). Teachers and staff are federal government employees and possess a Bachelor`s Degree in Education or in a particular subject area, such as, mathematics, physics, English, etc. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. Admission is based on merit, determined by the NCEE taken by all final year elementary school pupils. Tuition and fees are very low, approximately US$100 because funding comes from the federal government. State owned schools are funded by each state government and are not comparable to the federal government colleges. Although education is supposed to be free in the majority of the state owned institutions, students are required to purchase books and uniforms costing them an average of US$200.

Teachers in state owned institutions usually have a National Certificate of Education (NCE) or a Bachelor`s Degree. These schools are often understaffed due to low state budgets, lack of incentives and irregularities in payment of staff salaries.

Private secondary schools in Nigeria tend to be quite expensive with average annual fees averaging

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from US$1000 - $2000. These schools have smaller classes (approximately 10 to 15 students per class), modern equipment and a better environment. All teachers in these institutions possess at least a Bachelor`s Degree in a specific course area and are sent for workshops or short term programs on a regular basis.

Sources
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

What are the key basic education challenges?

• There is a need to increase the national education budget because education expenditure is less than 20% of the national budget, one of the lowest percentages in Africa.

• Increase of female participation in education because gender disparity in favor of boys is apparent in enrollment of boys versus girls in primary, secondary, and tertiary institutions.

• There are high drop-out rates at the basic education level.

• The education management system is very weak.

• There is a significant gap between girls` primary school enrollment and completion.

• The education data is inaccurate.

• To eliminate corruption emanating from the state Ministry of Education is decentralized school financing policies. According to the editorial in This Day Newspaper edition, "the state government has given school heads a very free hand to run public schools as their personal enterprises…Exam fees vary wildly from school to school and admission fees are being charged illegally."

• Limited involvement of the community, non-governmental organizations (NGOs) and private sector in the provision and management of education due to inadequate public enlightenment and social mobilization.

• Inadequate and inaccurate data for planning. The question of data harmonization still remains. Equally, capacity for data collection and analysis constitutes a problem.

• High drop out rates as a result of unconducive learning environment and non-relevant curricula especially for girls.

• Inadequate number of qualified teachers.

• Inadequate teaching and learning materials.

Sources
Overview of USAID Basic Education Programs 2000 – - http://www.dec.org/pdf_docs/PDABX925.pdf).
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html
Exegesis; 2003; EDDI Monitoring Report 2 - Exegesis

Is primary education 'free' (legally)?

Free primary education is provided.

According to the official website of the Nigerian government, "education, …, is henceforth free and compulsory for all boys and girls at the primary and junior secondary school levels". Its duration is 9 years. However, according to the US Embassy "although education is supposed to be free in the majority of the state owned institutions, students are required to purchase books and uniforms costing them an average of US$200."

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

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What are the barriers to student access and participation in basic education?

Even though Universal Basic Education (UBE) is free and compulsory in Nigeria, some parents still need to contribute towards schools` funds, uniforms, and textbooks under the new financial decentralization policy. This creates a barrier for some students to access and participate in UBE.

The shortage of infrastructural resources is one of the major obstacles for students to access and participate in UBE. There is a backlog in the availability and conditions of many classrooms which became dilapidated during the military rule. It is still common in Nigeria for children to learn under the trees. The high levels of poverty (with 60% of the population living below the poverty line) forces parents to send their children to work.

In some of the states, Nigeria is still infested with traditional views of not allowing girls to attend Western type of school. This creates a problem, especially for young girls who want to learn skills such as sewing, knitting, weaving, dress making, etc.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

There are a number of ways the education system is attempting to address the needs of poor people and girls. The federal government pays for all the first nine years of schooling. In this way, it is hoped that the poorest of the poor will have an opportunity to attend schooling without paying.

In terms of girls, the new policy encourages girls who got married and those who became pregnant to come back to school. Different types of schooling models have been enacted to make conditions conducive for young and old mothers.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

What is the stage of development of the education system?

In Nigeria, the educational system and its institutions are still in the process of recuperating from the neglect of the past 15 years of military rule. The national literacy rate is presently estimated to be 52%. Only 14.1 million children are enrolled in primary schools out of the 21 million children of school-going age (1996 estimates). The completion rate was 64% while the rate of transition to junior secondary school was 43.5%. There is overwhelming evidence that these vital literacy indicators have not improved after almost five years of democratic government.
There are substantial shortcomings in Nigeria's institutional and personnel capacities for the delivery of a sound basic education for all citizens. There are also wide spread disparities both in quality and access across the nation. Available infrastructural facilities, teaching and learning materials as well as qualified teachers are grossly inadequate. For Nigeria to attain the desired 100% national literacy rate as soon as possible, it is imperative that provisions be made and actions taken to universalize basic education, enthrone a conducive learning environment and improve quality and standards. The UBE Scheme is designed to address these challenges.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange -

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http://usembassy.state.gov/nigeria/wwwhxdec02g.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
1996	Total	14,078,473	7,702,281	6,376,192		
1995	Total	15,741,078	8,729,421	7,011,657		

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html

Are there alternatives to traditional schools?

There are alternatives to traditional schools. One type of alternative school is called Girls' Centers. These are flexible in terms of attendance and focus. Young and old mothers attend with their children, and focus is on developing survival skills such as sewing, dress making, and weaving. Also, six months schooling has been started to empower youth, especially those working, with entrepreneurial skills.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Which approaches is the country taking to combat HIV/AIDS?

HIV and AIDS issues are infused into the learning, teaching, and management training programs and materials. Another approach is an attempt by the federal government to subsidize anti-retroviral drugs (ARV). However, this program is only in a pilot stage. It aims to provide cheap ARV treatment for 10,000 adults and 5,000 children living with AIDS throughout Nigeria. After a slow start, the full quota of 10,000 adults had been designated to receive the drugs by the end of 2003. The government had planned to double the number of beneficiaries of subsidized ARV drugs to 30,000 by the end of 2004, but the problems encountered so far have forced it to shelve this expansion plan.

Sources
UN Office for the Coordination of Humanitarian Affairs; 2004; Nigeria - http://www.undp.org.za.
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Are there political conflicts and what is the impact of these conflicts on education?

Presently there are religious conflicts in Nigeria which have their roots in historical political, ethnic, and land conflicts. The UN Office for the Coordination of Humanitarian Affairs reported in May 2004 that police imposed a dawn to dusk curfew in Kano, the largest city in northern Nigeria, where about 30 people were killed in two days of religious violence, sparked off by a Muslim protest demonstration against a massacre committed by Christians. This conflict has already displaced about 10,000 Kano residents. Displacement of families causes disruptions in education not only in terms of learners who cannot attend their classes, but also in terms of teachers who cannot teach.

Sources
UN Office for the Coordination of Humanitarian Affairs; 2004; Nigeria - http://www.undp.org.za.

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Are there on-going, recently completed projects relating to the following areas?

Girls' Education

The Ambassadors` Girls` Scholarship Program under the Education for Development and Democracy Initiative (EDDI) provided financial assistance to girls in primary schools.

Sources
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html

Encouraging the Participation of Local Communities in Education

EDDI funded the establishment of Community Resource Centers (CRCs) to provide Nigerians with greater access to information technology, training, distance education and skills development, with an emphasis on disadvantaged communities.

Sources
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html

What is the status of Muslim education?

7,700,000 children are enrolled in the Koranic school system which focuses on memorization of the Koran, Arabic language skills and the study of Islamic scholars. The Nigerian Arabic Language Village (NALV) has expanded and the number of students from both federal and state Colleges of Education doubled to about 1,000 students between 1999 and 2002. Koranic and Islamiyah schools have been integrated with the formal schools nationwide.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html
USAID; 2002; Nigeria: Activity Data Sheet; - http://www.usaid.gov/pubs/cbj2002/afr/ng/620-008.h

Additional Basic Education General Information

Donor Information

United States Agency for International Development - 2001
US$ 3,163,000

- Planning of the education management information system
- Collection of baseline education data to carry out future education analyses
- Training of youth for entrepreneurial and micro-enterprise
- Training of teachers for increased English literacy and numeracy
- Implementing an incentive-based grants program for schools, local governments, community-based organizations (CBOs), and non-governmental organizations (NGOs) to improve primary pupils' literacy and numeracy
- The Literacy Enhancement Assistance Program (LEAP) has achieved the following key results:
  - The Mission is working with 327 primary schools (including 78 Islamic schools) from the three target states. Over 90,000 primary students attend these schools. In addition, 194 Parent Teacher Associations (PTAs) affiliated with the participating schools have been engaged to increase community involvement in primary education.

  - The Mission has enlisted the full support of the state governments for the primary education program. Each state has committed to contributing US$200,000 of counterpart funds to support the program in 2003, in addition to already supplying a variety of resources at the federal and state levels, including office space, vehicles, and free radio time for the interactive radio instruction program.

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Japan's Human Resources Development Trust Fund - 2001
US$ 119,215
Support for Educational Sector Analysis (ESA), a comprehensive policy program is being implemented by the Nigerian Federal Department of Education to reconstruct, reform, and develop Nigeria`s educational system

UNESCO - 2000
US$ 55,000,000
Project: FY 2000/1/2

Technical and financial assistance to the UBE program in Nigeria aimed at improving community education and literacy, reinforce the capacity of local school management, revise the function of the school inspectorate system to assure quality education, teacher education enrichment program, and improve learning opportunities with a special emphasis on girls

United States Agency for International Development - 2000
US$ 2,000,000
Supported 65.3% of the adult literacy initiatives

World Bank - 2000
Support the 2000/1 baseline education census

United States Agency for International Development - 1999
Supported 17.7 million (98% of school-age children enrolled in school) primary school-age children between 2000 and 2001

Sources
Overview of USAID Basic Education Programs 2000 – - http://www.dec.org/pdf_docs/PDABX925.pdf).
USAID; 2002; Nigeria: Activity Data Sheet; - http://www.usaid.gov/pubs/cbj2002/afr/ng/620-008.h
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html
GobalMarch; 2002; An Overview of Education Funding: Second Draft; - http://www.globalmarch.org/education-campaign/educ
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Education Budget	2000	US$ 4,081,299,968

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Teacher Training

Number of Teachers by Level

Level	Number
Total (1)	437,619
Primary	437,619

(1) - Primary Teachers

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Percentage of Primary Teachers Certified to Teach

According to the FMoE (2001), "the distribution of 1996 primary school teachers indicates that 0.6% of males and 0.9% of females were graduates with teaching qualification while 0.4% of females and 0.4% of males were graduates without teaching qualification…[and]… There were a total of 19.7% teachers who did not have any known teaching qualification."

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

What are the barriers to teacher sufficiency?

In the survey conducted during the Year 2000 Assessment teachers identified the following as barriers to teacher sufficiency:

- No regard for teachers
- Poor conditions of service
- Irregular payments of teachers` salaries
- No teaching facilities and materials.

It is not surprising that 82.1% of teachers felt that one of the things that could be done to make teaching more attractive is the prompt payment of salaries followed by regular promotion (66.6%) and provision of instructional materials (54.3%).

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

What is the design of in-service teacher training programs?

There are different designs for in-service teacher-training. Amongst these are (a) radio, (b) TV, (c) classroom intervention, (d) after-school workshops, (e) distance learning. For example, Literacy Enhancement Assistance Program (LEAP) "is the vehicle for improved teaching of English literacy and mathematics for grades 3 to 6 in these target states [Kano, Lagos, and Nassawara]. Underway since November 2001, LEAP is unique, in that radio is the principle medium for training teachers in these three states. The program emphasizes the importance of community involvement in local schools and curriculum development."

Another example is the establishment of the National Institute of Education Administration and Planning in Ondo in 1992 to organize in-service training for principals, inspectors, and educational planners on school administration, monitoring, and evaluation. Moreover, most of the Institutes of Education of Nigerian Universities offer a "sandwich program." This is a combination of vacation and correspondence courses that lead to the award of National Certificate in Education.

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However, of these different designs, the FMoE`s National Teachers` Institute NCE Distance Learning System is the largest. It produced a total of 38,486 graduates from 1993 to 1996. Also, enrollment for 1997 was 13,593 for male and 16,987 for females.

The National Teachers` Institute (NTI) distance learning programs were expanded and strengthened to cater for teacher requirements in the education system particularly for the full success of the Universal Basic Education (UBE) program. Towards the realization of its objectives the following were achieved between 1999 – 2002: (a) 74,412 students enrolled in the teacher`s certificate (TC) II by distance learning studies (DLS); (b) 54,418 students enrolled in the National Certificate of Education (NCE) by distance learning.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
U.S. Ambassador 2002; "Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 58
There are 58 colleges of education. 55 of these are public institutions (19 are owned by the federal government and 36 states governments) and three are owned by private bodies. All the 58 colleges of education are supervised by the National Commission for Colleges of Education (NCCE) whose responsibility is maintenance of standards, supervision and accreditation of courses and programs in the institutions. In addition to the colleges of education, 23 regular universities in Nigeria offer undergraduate courses that lead to the award of a Bachelor`s Degree in Education (B.Ed).

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Are alternative routes to teacher certification available?

Alternative routes for teacher training exist.

A mention is only made of "other" qualifications teachers have acquired from other institutions.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Proportion of New Graduates Employed as Teachers

Even though there is no exact figure for this parameter, the following was observed: "A study commissioned by the National Council on Education…showed that there are numerous unemployed NCE holders roaming the street. Largely because the local Government Education Authorities prefer to employ the Teacher`s Certificate Grade II (TCGD II) teachers to reduce the amount spent on teacher salaries."

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

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Terms and Working Conditions for Teachers

Teachers` status is very low in the community.

In 1992, the National Institute of Education Administration and Planning was set-up to specifically organize in-service training for principals, inspectors, and educational planners on school administration, monitoring, and evaluation.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

In 1992, the National Institute of Education Administration and Planning was set-up to specifically organize in-service training for principals, inspectors, and educational planners on school administration, monitoring, and evaluation.

Sources
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

51% of primary school girls are out of school.

There are some primary reasons for girls` low enrollment and completion rates. These are: fighting among pupils, punishment from teachers, early marriage (girls are often kept out of school only to be married at the age of 12), early pregnancy, migration of parents from one state to another due to new local governments, sickness, lack of separate toilet facilities for girls, lack of value for education, poverty, religious commitments and fighting (both from Muslim, Christian, and African religious denominations), distance from schools, poor quality of education, language differences between school and the home, parents` resistance to Western type of education, and parents` (especially fathers`) resistance to female education.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
Nationmaster; 2004; Profile: Education-Factoid #30; - http://www.nationmaster.com/country/ni/Education).
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

What is the policy on pregnancy?

For Girls
The policy in Nigeria of a girl who dropped out of school due to pregnancy is to encourage her to return. "Special schools have been opened for such children in States where a high degree of girl-child marriage has been identified."

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

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Is there evidence of curriculum revision?

Relevance to the world of HIV/AIDS

Nigeria has implemented a Sex Education Curriculum and observes the World AIDS Day.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

Classroom Management

The Ministry of Education training program for 172 staff from schools was conducted in 2001 to enhance, amongst other things, schools' capacity to manage its affairs.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

The Ministry of Education is training school personnel on gender sensitive approaches to educational development of school age girls in Nigeria in collaboration with UNESCO.

To improve access and quality of education particularly for the girls in the north, UNICEF has initiated grass-roots action plans with active participation of communities, state and local government levels. It is also assisting the government to incorporate girl-child craft facilities into 72 pilot Catchment-Area Based Planning, Management and Monitoring (CAP-MM), primary schools to make education functional and relevant in the context of present economic reality.

The establishment and opening of Girl Child Model Centers. Up to now, such centers are opened in 23 local government states. Their attractiveness and effectiveness can be found from this case: "Ten year old Hafsatu Abdu comes from a home of 20 children. Hafsatu`s father does not believe in female education and therefore will not allow any of his daughters to attend formal primary school. But Hafsatu is fortunate to be among the lucky children to acquire basic literacy at Gidan Salanke, Koranic School in Wammako local Government in Sokoto State. Here, she and 30 other girls form part of a non-formal education program designed to promote literacy among school-age children that are out of school or engaged in hawking and other non schooling activities. In three months of attending the Girl Child basic literacy class, Hafsatu has learnt to read and write very well. Unlike thousands of other girls who are sent in the streets to hawk groundnuts, kola nuts, bread and just about anything that could fetch money by their parents. Hafsatu spends more time acquiring a life-long literacy based education."

The Girl Child program affords young out-of-school girls of between the ages of five to 18 years the opportunity to acquire basic literacy, post literacy and extra mural classes. But literacy is not the be-all and end all. The Girl Child has a chance to acquire vocational skills too, in addition to health education and environmental education. In 1996, it had an enrollment figure of 585 girls. In 1997, this number increased to 1,089 girls. Notwithstanding the increase in enrolment, UNICEF has continued to provide participants at the Child-Girl Centers with exercise books, pencils, chalk and vocational training materials such as sewing machines, scissors, needle and thread and basket weaving materials. Because of these centers a new factor, peer group pressure, is emerging. It encourages girls to abandon street-hawking and attend school after realizing their peers from these school can sew, make dresses, weave baskets, and practice home economics.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

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Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Conventional schools are not safe for girls. The most common threats are corporal punishment, sexual assault by other learners and teachers, and religious conflicts.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

Funds were granted by the Education for Development and Democracy Initiative (EDDI) "to provide scholarships to deserving girl students from economically disadvantaged families who otherwise would not be able to continue their education."

Sources
U.S. Ambassador 2002; “Securing the Future Through Educational and Cultural Exchange - http://usembassy.state.gov/nigeria/wwwhxdec02g.html

Textbooks and Other Learning Materials

Are textbooks free?

In the survey conducted for the 2000 Year Assessment Report, less than 50% of parents said they contribute to their children’s textbooks in all the subjects.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Are teaching guides and other resources available?

According to the survey on sampled schools in the Report, the level of availability of teaching guides and other resources is only 12.2%. Almost 88% of teachers do not have teaching guides.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

What are the mechanisms for development/distribution of teaching and learning material?

Development
The National Board for Technical Education (NBTE) is responsible for the development and distribution of teaching and learning materials. However, the FMoE distributes some of the materials. According to the FMoE report of 2001 titled "Democracy, Good Governance and Development in Nigeria: Progress for Prosperity", the distribution of 20 truck loads of educational materials and consumables to schools that commenced in the second half of 2001 was virtually concluded within the period.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

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Perception of Adequacy of Learning Resources

In a survey conducted in sampled schools for the Year 2000 Assessment Report, responses by class teachers on the availability and adequacy of instructional/learning materials in the sampled schools reveal the following perceptions about teaching and learning resources:

• A chalkboard which is the most basic equipment for learning delivery was found to be completely lacking in about 10% of the sampled schools. From observation even in schools where they are available, most of the chalkboards were defaced and needed blackening.

• Chalk which is a very basic teaching tool is either inadequate (54.2%) or completely lacking (9.8%) in the majority of schools.

• Charts, maps, posters, etc. are used for demonstration to enhance meaningfulness. As observed for other teaching materials, learning resources like charts, maps and posters are lacking (42%) or inadequate (44.5%) in most of the sampled schools.

• Only 2.5% of sampled schools indicated that the available science equipment was adequate. In most schools (88.8%) however, science equipment was completely lacking. This would make it difficult to convey meaningfulness in science, which is essentially a practical subject. Physical and health education is an important component of the school curriculum. Even the most basic sporting facilities were not available in the majority of the schools sampled. There was a serious dearth of games and sporting facilities including skipping ropes, hoops, mats etc.

• Although most of the schools used in this study were located in the rural farming communities only about 0.8% indicated that facilities available for agricultural science were inadequate. About 89.9% of the schools had no equipment for practical agriculture.

• Teachers' furniture is completing lacking in about 34.2% of sampled schools, a situation which would contribute to the low motivation of teachers. The majority of the schools surveyed, indicate pupils' furniture as inadequate (62.0%) or unavailable (32.2%). In some of the sampled schools, pupils were observed to be either standing, squatting or sitting on the floor for the duration of classes. The lack/inadequacy of pupils' furniture does not provide for conducive conditions for learning and places undue strain on pupils thereby making them disadvantaged.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

To what extent is information communication technology available/used in basic education?

ICT Available
515 computer sets with complete accessories were procured and distributed to the 98 unity/technical colleges.

Sources
Ministry of Education; Documenting Progress for Prosperity; - http://www.nigeria.gov.ng/DEMOCRACY/chapter 2/educ

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Description of Transportation Systems and Projected Improvements

Railways: Total: 3,557 km
Narrow gauge: 3,505 km 1.067-m gauge
Standard gauge: 52 km 1.435-m gauge (2002)

Highways: Total: 194,394 km
Paved: 60,068 km (including 1,194 km of expressways)
Unpaved: 134,326 km (1999 est.)

Waterways: Total: 8,575 km
Note: Consisting of the Niger and Benue rivers and smaller rivers and creeks

Ports and harbors: Calabar, Lagos, Onne, Port Harcourt, Sapele, Warri

Airports: 70 (2002)
Airports - with paved runways: Total: 36
Over 3,047 m: 7
2,438 to 3,047 m: 10
914 to 1,523 m: 6
under 914 m: 3 (2002)
1,524 to 2,437 m: 10
Airports - with unpaved runways: Total: 34
1,524 to 2,437 m: 3
914 to 1,523 m: 13
Under 914 m: 18 (2002)

Heliports: 1 (2002)

Sources
Central Intelligence Agency; 2003; The World Fact Book – Nigeria; - http://www.cia.gov/cia/publications/factbook/geos/

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees
84.7% of parents provide uniforms, 68.9% provide exercise books and writing materials, and less than 50% provide text books.

Serving in committees for school development, Parent Teacher Association (PTA)
According to the survey conducted as part of the 2000 Year Assessment Report by the FMoE (2000) over 80% of schools have PTAs. PTAs help with the provision and maintenance of furniture, building and equipment, and fundraising activities.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html
Name

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What is the level of community participation vs. government share of social and financial responsibility for basic education?

Even though the level of participation in schools of community members is still low in Nigeria, it has been accelerated by the implementation since 1994 of a program called Catchment-Area Based Planning, Management and Monitoring (CAP-MM). This strategy which promotes community partnership in education, emphasizes micro-planning, management and monitoring to build capacities. In 1997, successes were recorded of local communities' participation in schools for sustainable educational development, a strategy for bringing and keeping all eligible children in a basic education program. For example, in the Nkim Osokom (Cross River State) community where this strategy is adopted, significant progress has been made in expanding access to basic education for children who were in school, but dropped out due to lack of separate toilet facilities for girls and for school-age children who preferred to disregard schooling due to lack of value for education. In another community in Gwer-West Local Government Area (LGA) Benue State, the initial impression of a first-time visitor was that the school had a problem of an inadequate supply of teaching materials, low teacher motivation and morale, skewed gender enrollment and completion rates, and limited participation of parents/communities in school management. These problems disappeared as soon as this community partnership strategy was promoted and accepted.

Each community was encouraged to form a small committee which sometimes partially overlapped or linked with a similar body existing for health, nutrition and hygiene to promote synergy among key social services and enhance their total effectiveness. This committee was entrusted with the responsibility for bringing all school entry-age children in schools, track all enrolled children to ensure their continuation in the program, ensure availability of essential inputs by getting partners to honor their commitments, ensure that the quality of learning/teaching and the school environment are improved and finally, that the community is mobilized, educated and informed.

Acknowledging the merits of the CAP-MM strategy, the National Primary Education Commission (NPEC) mandated all State Primary Education Boards (SPEBs) to select at least two pilot schools in their states to implement the strategy. From available reports the CAP-MM strategy has spurred many SPEBs to initiate programs on community participation and involvement in planning, managing and monitoring of education programs.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html
US Embassy in Nigeria; 2003; Nigeria – Education Profile; p. 3; - http://usembassy.state.gov/nigeria/wwwhesc2.html

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

NGOs and Community Based Organizations (CBOs) are involved in education. Some of them provide ECE by creating, running, and managing day-care centers, nursery schools or crèches (e.g. UNICEF). Some are involved in monitoring and evaluation of the system in collaboration with the Federal and State Ministries of Education (e.g. USAID). University Village Association (UNIVA) is a non-governmental organization seeking to build a bridge between the university and the community and between theory and practice in adult education, contributing to policy formulation and literacy promotion, and offering seed money to participants in the literacy classes to enable them to initiate small-scale enterprises. Presently, UNIVA has been become one of the best known non-governmental organizations involved in rural development in Nigeria. UNIVA began as a literacy project, promoting the co-operation of the university academic community and the village

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communities for development purposes, and has now been transformed into a movement, and an expression of community ownership of programs.

Sources
Federal Ministry of Education; 2000; Education for All-The Year 2000 Assessment Report; p. 6 of Part III; - http://www2.unesco.org/wef/countryreports/nigeria/contents.html

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