



EDUCATION



Literacy among young women

One in three women aged 15-24 years in Nigeria (37 per cent), or 5 million young women, cannot read a simple sentence. The youngest women (aged 15-19 years) are more literate than women aged 20-24 years (73 per cent vs. 58 per cent, respectively).

The literacy rate among young women

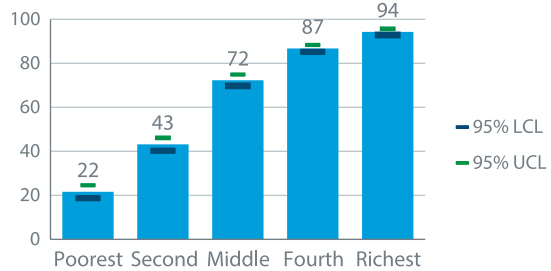
63% Nigeria
54% West and Central Africa
87% World



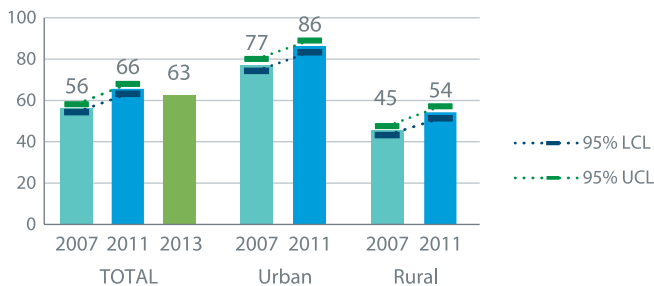
Source: UNICEF State of the World's Children Report 2015

Disparities in literacy are pronounced in Nigeria. Young women from the wealthiest 20 per cent of households are four times more likely to be literate than young women from the poorest 20 per cent of households.

Literacy rate among young women (age 15-24) by wealth quintiles (MICS 2011)

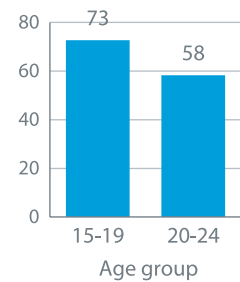


Trends in the literacy rate among young women (age 15-24) (MICS 2007, MICS 2011 and DHS 2013)*

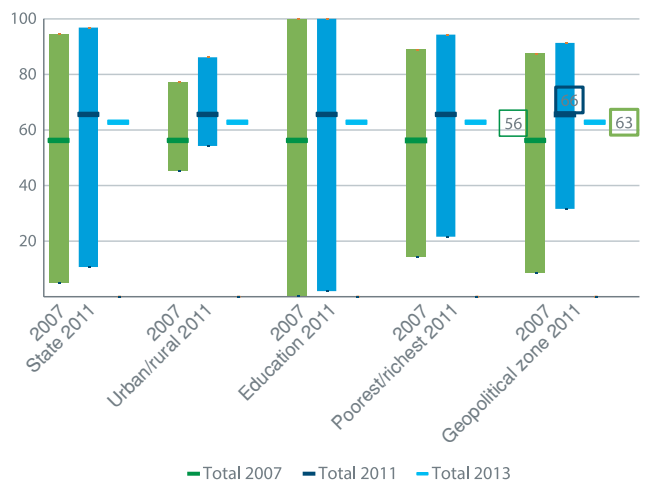


* Disaggregated rural/urban data not available for 2013.

Literacy rate among young women by age group (MICS 2011)



Evolution of inequity in the literacy rate among young women (age 15-24) by category (MICS 2007 and MICS 2011)

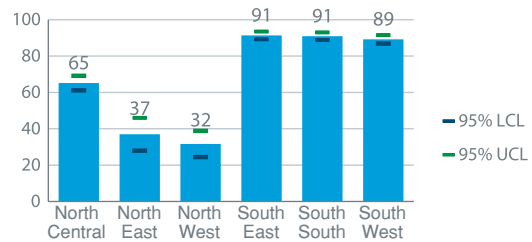


EDUCATION

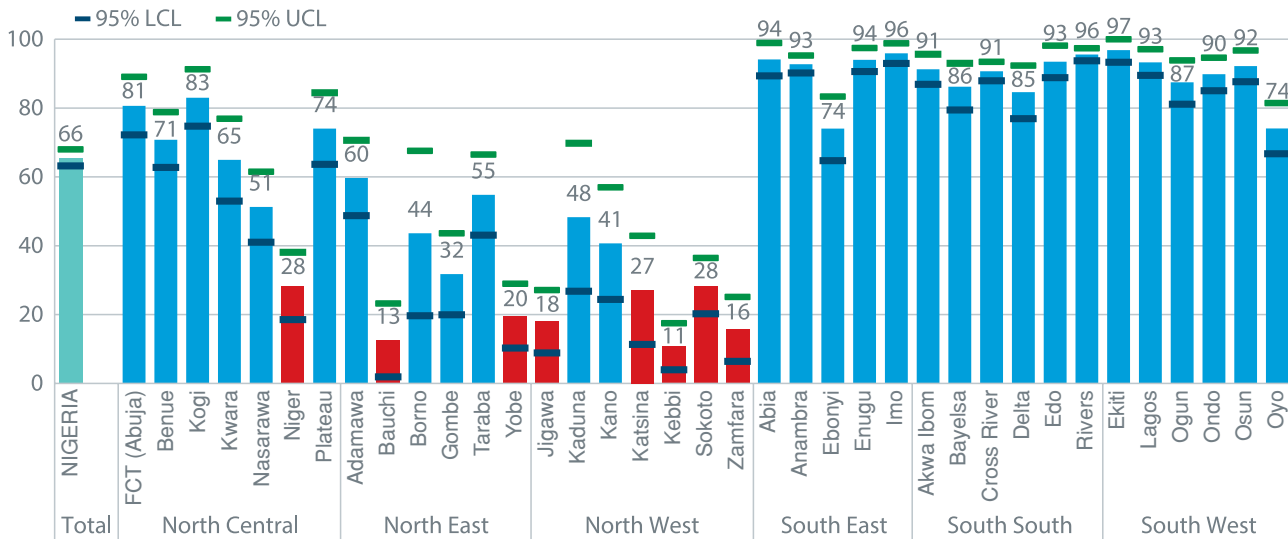


In the southern geopolitical zones, 9 in every 10 young women are literate, compared with fewer than 4 in every 10 in the North-East and North-West geopolitical zones. In seven States – Bauchi, Sokoto, Yobe, Zamfara, Jigawa, Kebbi and Niger – fewer than 3 women in every 10 are literate.

Literacy rate among young women (age 15-24) by geopolitical zone (MICS 2011)



Literacy rate among young women (age 15-24) by States (MICS 2011)



Notes (1) Sources of data: Multiple Indicator Clustering Survey-3 (MICS3) 2007, MICS 2011 and the Demographic and Health Survey (DHS) 2013; (2) All indicators are expressed in percentages; (3) Literacy rate: percentage of women aged 15-24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education; (4) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (5) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.



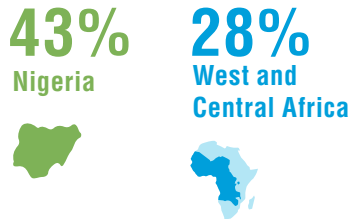
EDUCATION



Trends in early education attendance

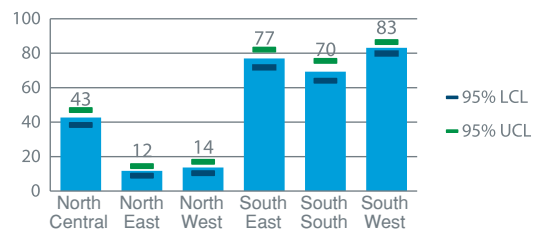
Although the percentage of children who attend early childhood development (ECD) education increased between 2007 and 2011, 43 per cent of all children aged 3-5 years attend ECD and some 6 million children aged 3-5 years are not currently attending ECD. Only 45 per cent of children attending Grade 1 of primary school had attended ECD the year before.

Early childhood development attendance

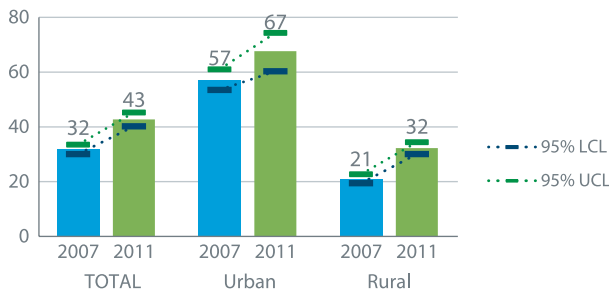


Source: UNICEF State of the World's Children Report 2015

Early childhood development attendance rate by geopolitical zone (MICS 2011)

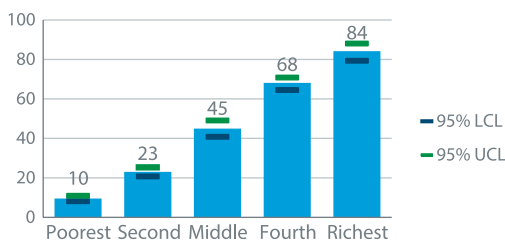


Trends in early childhood development attendance rates (MICS 2007 and MICS 2011)

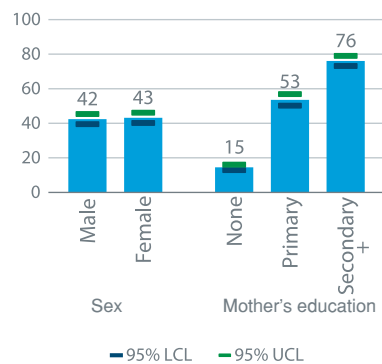


Despite overall improvement in ECD attendance, inequities and disparities did not decline between 2007 and 2011. Children aged 3-5 years from the wealthiest households are eight times more likely to be enrolled in ECD than children from the poorest households. A child whose mother has no education is five times less likely to attend ECD than a child whose mother has secondary or higher education.

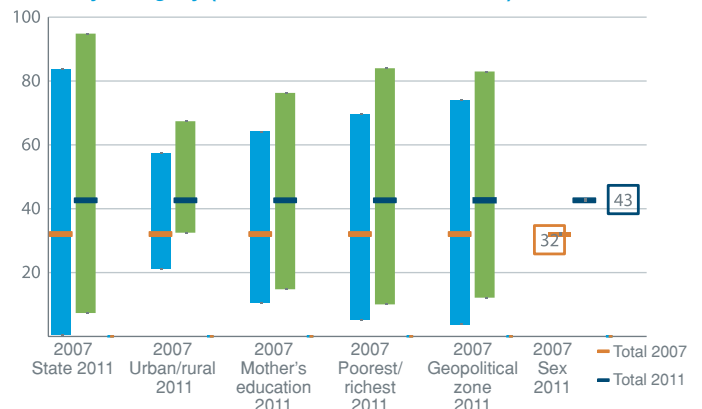
Early childhood development attendance rate by wealth quintiles (MICS 2011)



Early childhood development attendance rate by background categories (MICS 2011)



Evolution of inequity in early childhood development attendance rates by category (MICS 2007 and MICS 2011)





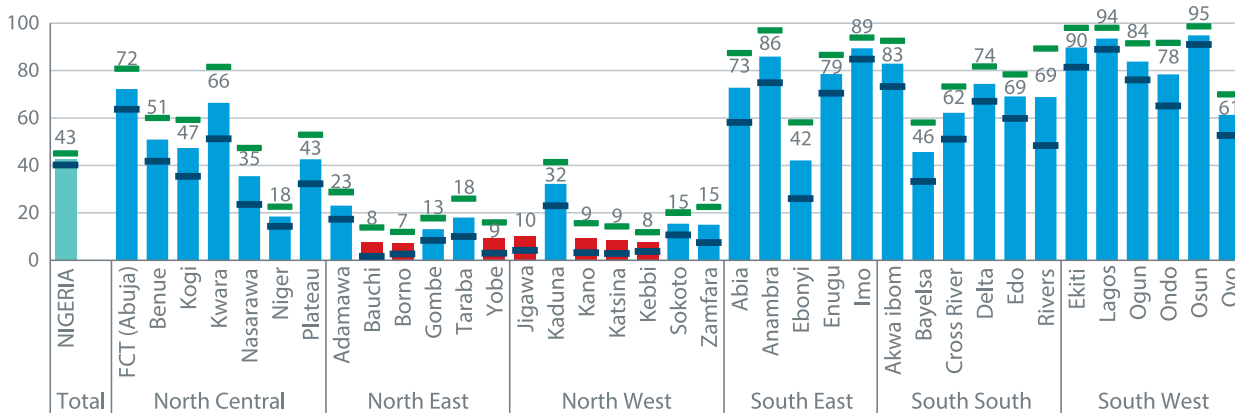
EDUCATION



Children from the South-West geopolitical zone are seven times more likely to attend ECD than children from the North-East and North-West

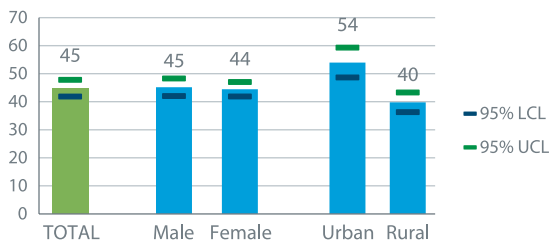
zones. ECD attendance is very low (less than 10 per cent) in Bauchi, Borno, Kano, Katsina, Kebbi and Yobe.

Early childhood development attendance rate by States (MICS 2011)

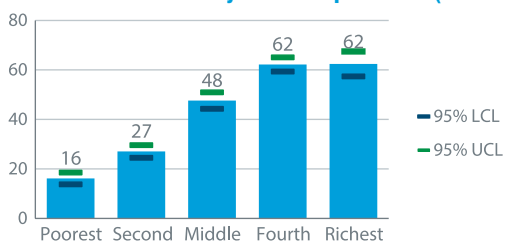


Disparities in school readiness are less pronounced across all background categories.

School readiness by background categories (MICS 2011)



School readiness by wealth quintiles (MICS 2011)



Notes (1) Sources of data: Multiple Indicator Clusters Survey-3 (MICS3) 2007 and MICS 2011; (2) All indicators, except ratios, are expressed in percentages; (3) ECD attendance rate: percentage of children aged 36-59 months currently attending pre-school; (4) School readiness: percentage of children currently attending the first grade of primary education who attended ECD (pre-school) the previous year; (5) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (6) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.



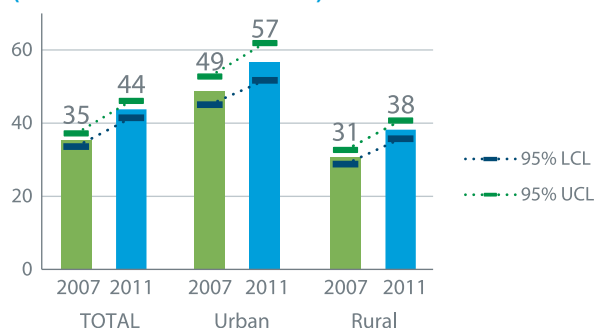
EDUCATION



Primary school initiation among children at age 6

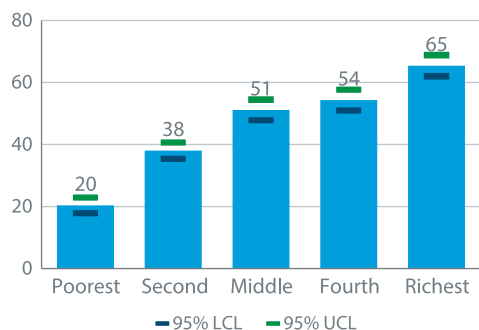
Although fewer than half (44 per cent) of all children enter primary school at age 6, the official age for beginning Grade 1, net intake in primary education has increased since 2007 (35 per cent) in both rural and urban areas.

Trends in net intake rate in primary education (MICS 2007 and MICS 2011)

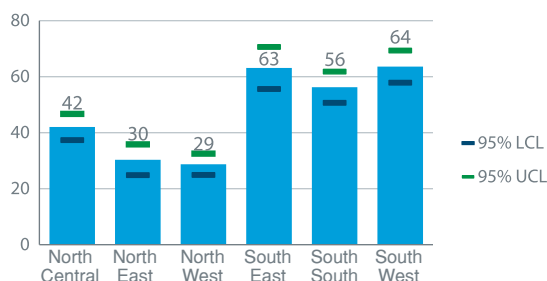


Net intake in primary education continues to vary significantly according to various background characteristics. Children from the wealthiest 20 per cent of households are three times more likely to begin Grade 1 at the appropriate age than children from the poorest 20 per cent of households. A child whose mother has secondary or higher education is twice as likely to enter primary school at age 6 than a child whose mother has no education.

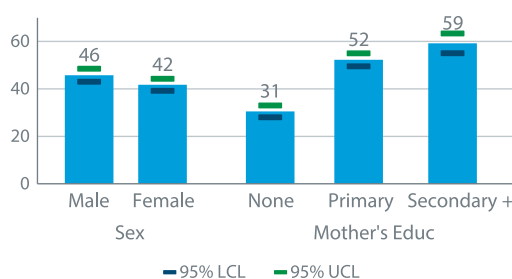
Net intake in primary education by wealth quintiles (MICS 2011)



Net intake in primary education by geopolitical zone (MICS 2011)



Net intake in primary education by background categories (MICS 2011)



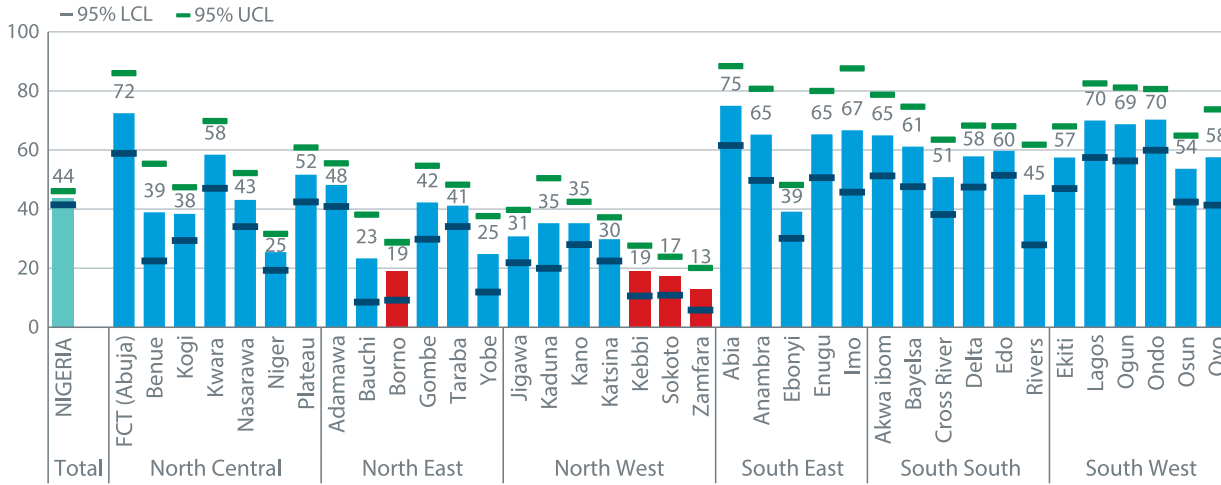
Children from the South-East and South-West geopolitical zones are two times more likely to enter primary school at age 6 than children from the North-East and North-West zones. In Bauchi, Sokoto, Zamfara and Kebbi States, less than one quarter of children enter primary school at age 6.



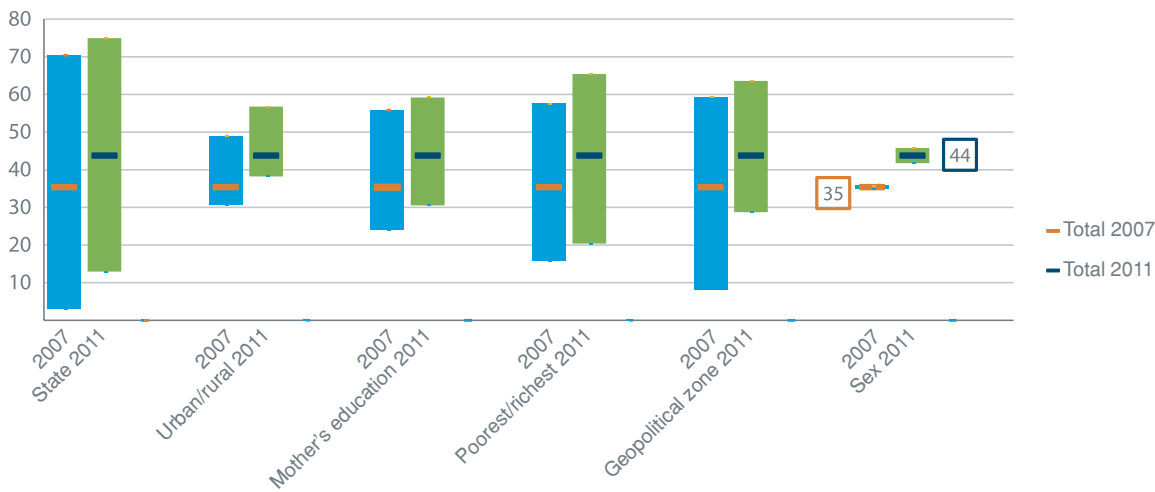
EDUCATION



Net intake in primary education by States (MICS 2011)



Evolution of inequity in net intake rate in primary education by category (MICS 2007 and MICS 2011)



Notes (1) Sources of data: Multiple Indicator Cluster Survey-3 (MICS3) 2007 and MICS 2011; (2) All indicators are expressed in percentages; (3) Net intake into primary education: percentage of children aged 6 years (primary school official entry age) who are currently attending the first grade of primary school; (4) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (5) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequity.

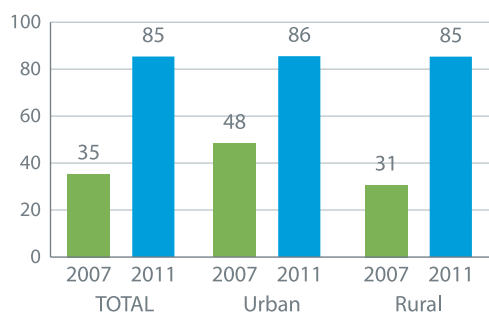
EDUCATION



Trends in primary education completion

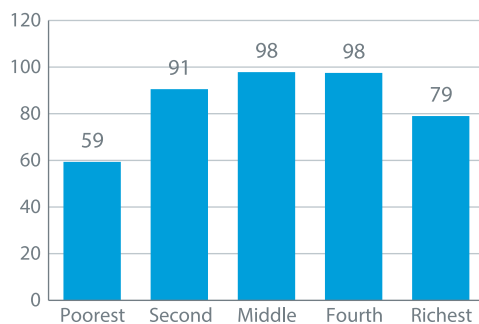
In 2011, 85 per cent of children completed primary school, more than double the rate of primary education completion in 2007.

Trends in primary education completion rates (MICS 2007 and MICS 2011)

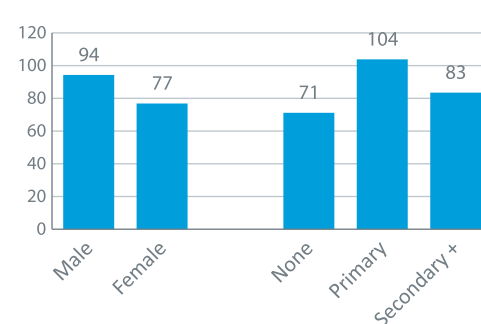


Although rural and urban primary completion rates are similar, disparities related to socioeconomic and geographic background increased between 2007 and 2011. While the relationships between wealth index or mother's education and primary school completion are not linear, the completion rate is slightly higher among boys than among girls.

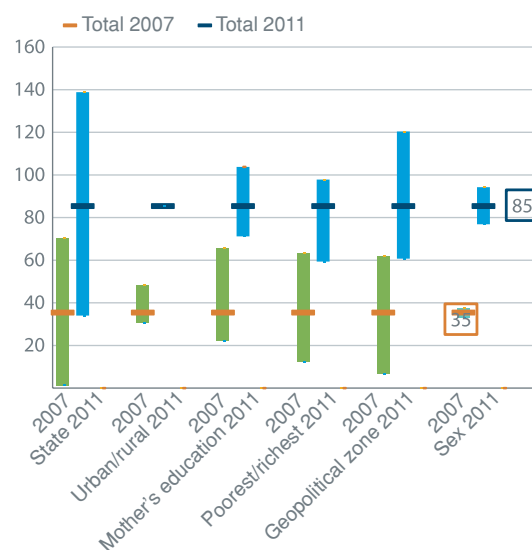
Primary education completion rate by wealth quintiles (MICS 2011)



Primary education completion rate by background categories (MICS 2011)



Evolution in primary education completion rate by category (MICS 2007 and MICS 2011)

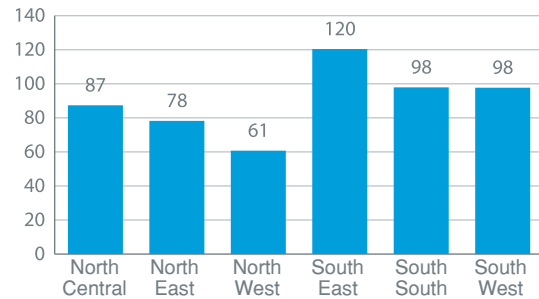


EDUCATION

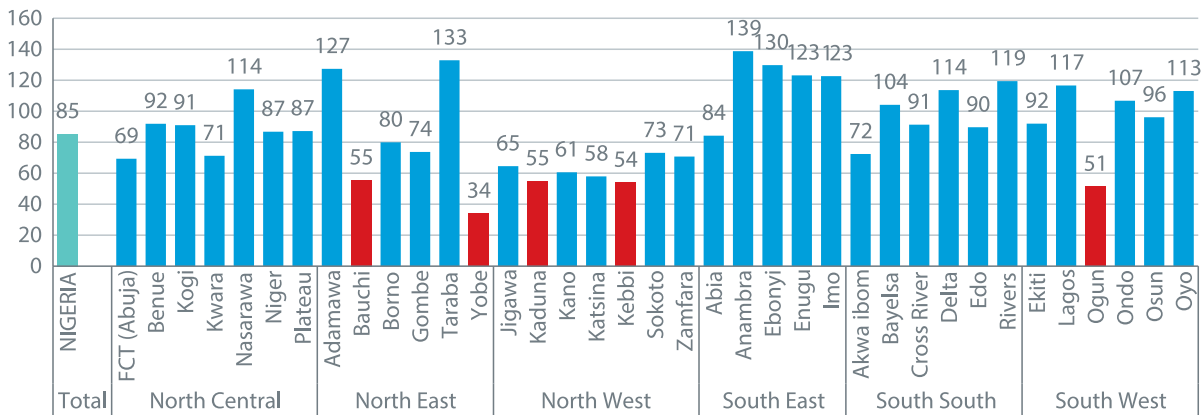


Primary school completion is lowest in the North-West geopolitical zone and is below 60 per cent in Bauchi, Kaduna, Katsina, Kebbi, Ogun and Yobe States.

Primary education completion rate by geopolitical zone (MICS 2011)

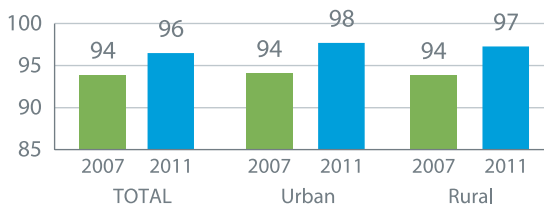


Primary education completion rate by States (MICS 2011)

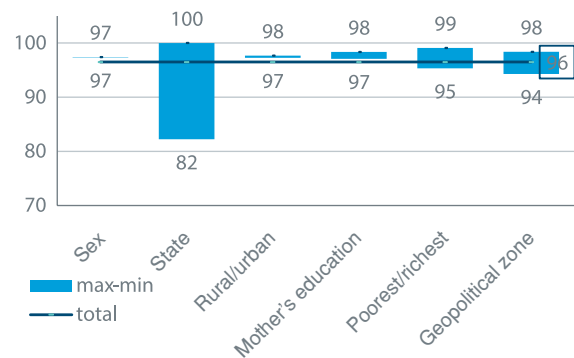


Almost all children (96 per cent) who begin primary school eventually reach the final grade and little inequity is observed for this indicator. The share of children who reach the final grade is below 90 per cent in only two States: Bauchi and Zamfara.

Trends in children reaching the last grade of primary (MICS 2007 and MICS 2011)



Inequity in children reaching the last grade of primary by category (MICS 2011)



Notes (1) Source of data: Multiple Indicator Clustering Survey-3 (MICS3) 2007 and MICS 2011; (2) All indicators are expressed in percentages; (3) Primary education completion rate: ratio between the number of children who are currently attending the last grade of primary education (excluding repeaters), over the total number of children of primary school completion age (11 years old). Note that this is a gross rate, and can therefore be greater than 100 per cent. (4) School readiness: proportion of children entering the first grade of primary school who eventually reach the last grade (Grade 6); (5) No confidence intervals are available for these two indicators; (6) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.

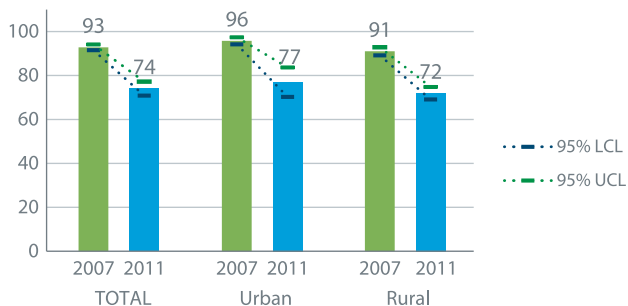
EDUCATION



Trends in the transition rate to secondary education

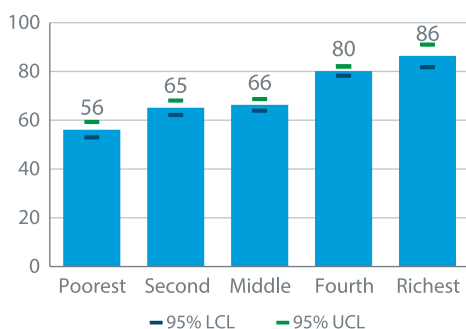
Nearly three quarters (74 per cent) of the children that attended the final grade of primary school in 2010 were attending secondary school in 2011. This transition rate to secondary education has declined from 93 per cent in 2007.

Trends in transition rates to secondary education (MICS 2007 and MICS 2011)

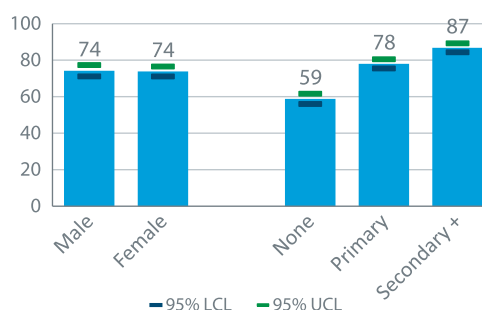


The transition rate to secondary school varies significantly according to a child's location of residence, household wealth index and the mother's education level. Among the wealthiest 20 per cent of households, transition to secondary is 50 per cent more likely than it is among the poorest 20 per cent of households.

Transition rate to secondary education by wealth quintiles (MICS 2011)

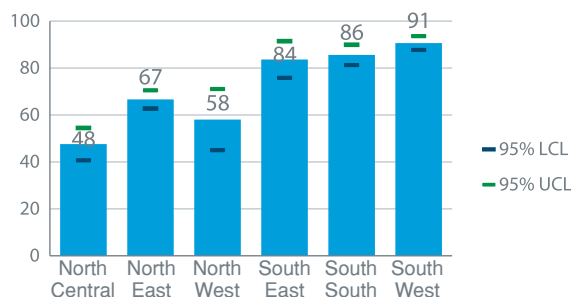


Transition rate to secondary education by background categories (MICS 2011)



Children from the three southern geopolitical zones are twice as likely to make the transition from primary to secondary school than those from the North-Central zone. In some States – Benue, Niger, Kebbi and Sokoto – the transition rate to secondary school is less than 30 per cent.

Transition rate to secondary education by geopolitical zone (MICS 2011)

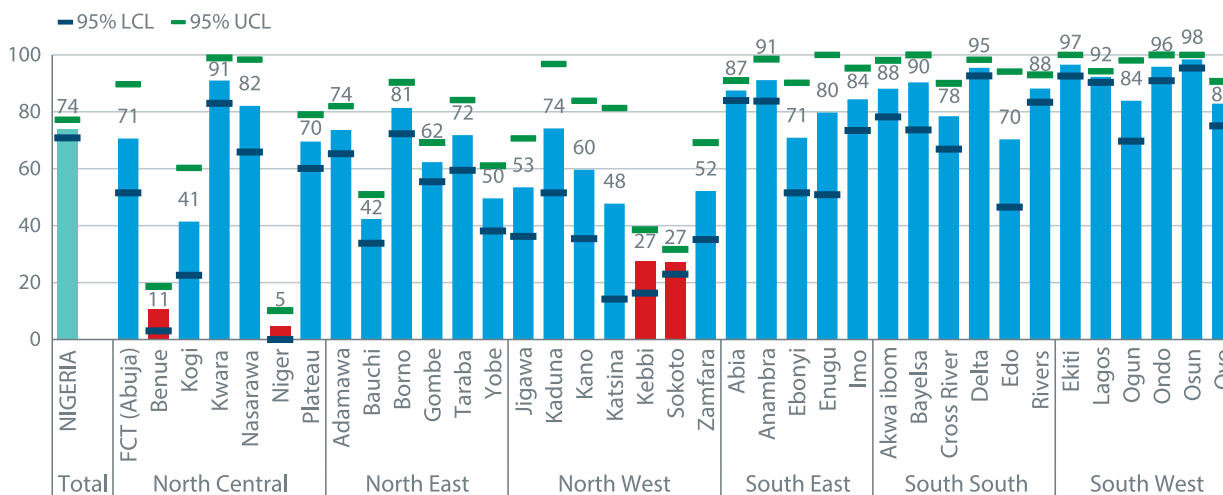




EDUCATION

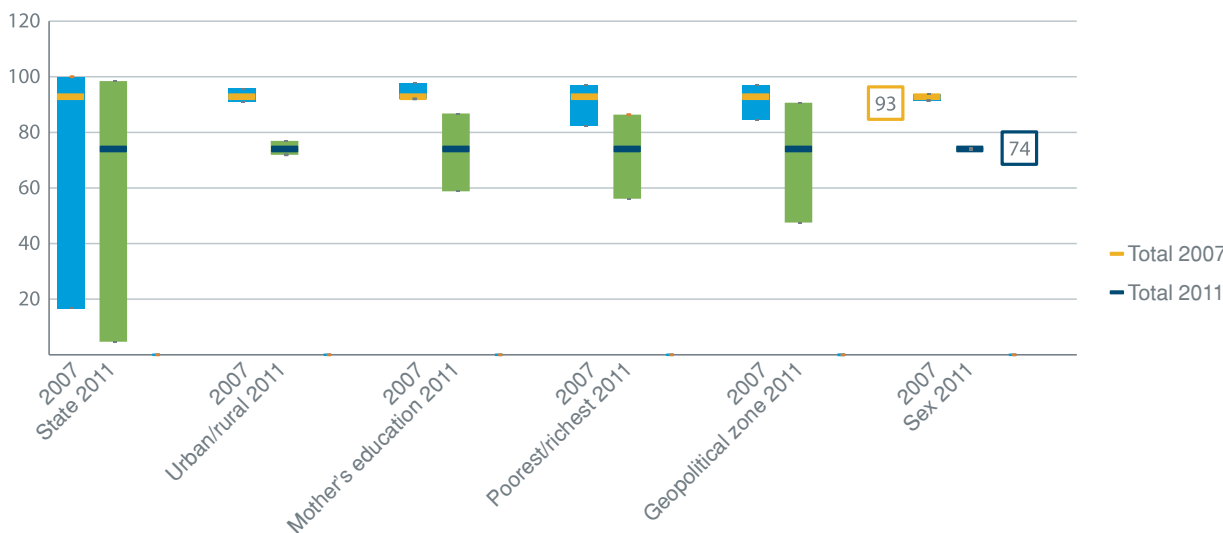


Transition rate to secondary education by States (MICS 2011)



Inequities and disparities in transition to secondary education increased between 2007 and 2011 across almost all socioeconomic and geographical categories.

Evolution of inequity in transition rate to secondary education by category (MICS 2007 and MICS 2011)



Notes (1) Sources of data: Multiple Indicator Clustering Survey-3 (MICS3) 2007 and MICS 2011; (2) All indicators are expressed in percentages; (3) Transition rate to secondary education: percentage of children who attended the last grade of primary education the previous year, who are currently attending the first grade of secondary school; (4) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (5) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.



EDUCATION



Primary school attendance and out-of-school children

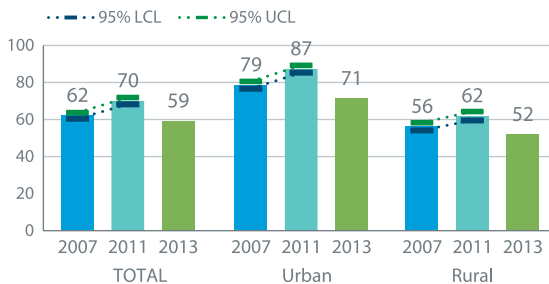
In Nigeria, 59 per cent of children aged 6-11 years are attending primary school and 41 per cent, or 8.5 million children, are out of school. The primary school net attendance rate increased significantly between 2007 and 2011, from 62 per cent to 70 per cent, but has since declined to below the 2007 level.

Primary net attendance rate

	Nigeria	West and Central Africa	World
Primary net attendance rate among boys	62	67	84
Primary net attendance rate among girls	57	63	82

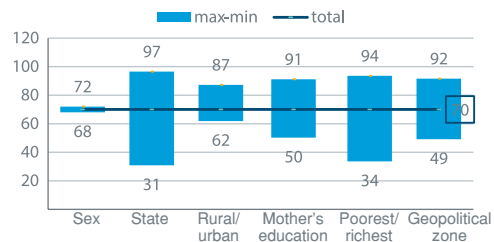
Source: UNICEF State of the World's Children Report 2015

Trends in primary school net attendance rates (MICS 2007, MICS 2011 and DHS 2013)

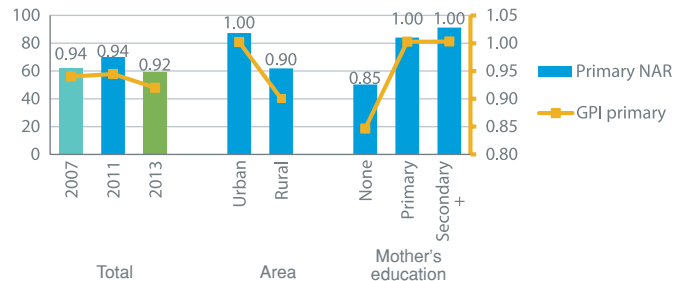


Primary school net attendance varies significantly according to the child's location of residence, household wealth index and mother's education level. Children aged 6-11 from the wealthiest 20 per cent of households are three times more likely to attend primary school than children from the poorest 20 per cent of households. Although there is little difference between girls and boys in terms of primary attendance, among children whose mothers have no education or are from the poorest 40 per cent of households, girls are less likely to attend school.

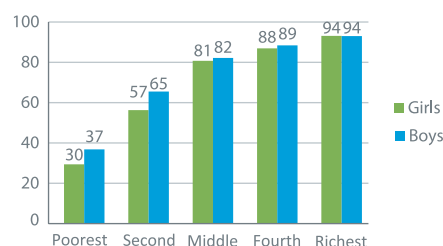
Inequity in primary school attendance rate by category (MICS 2011)



Primary school net attendance rate and gender parity index by background categories (MICS 2011)



Primary school net attendance rate by wealth quintiles (MICS 2011)





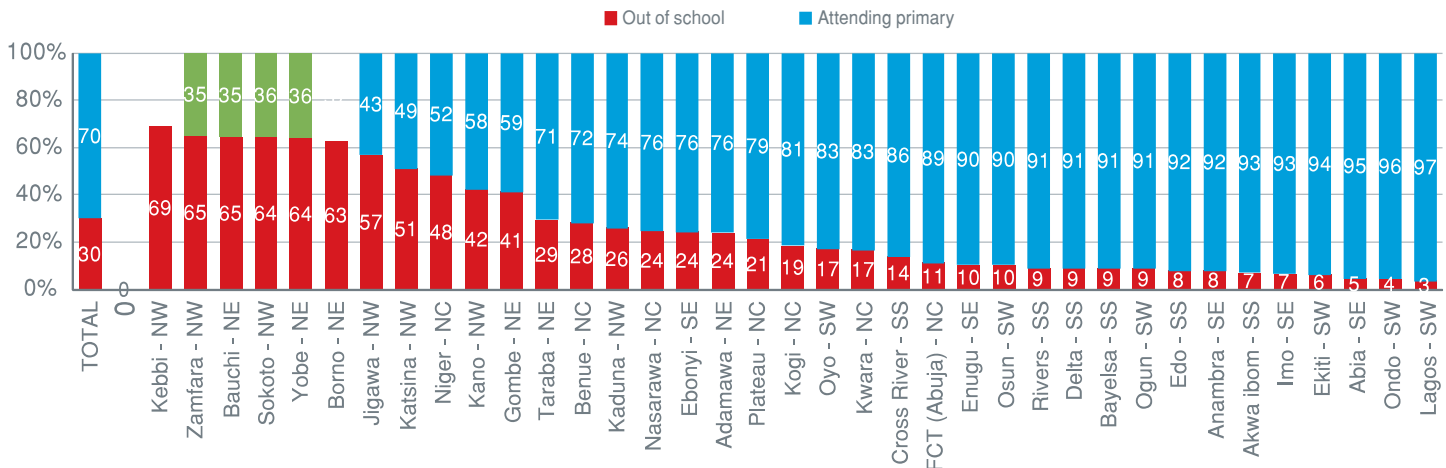
EDUCATION



Children from the three southern geopolitical zones are twice as likely to attend primary school than children from the North-East and North-

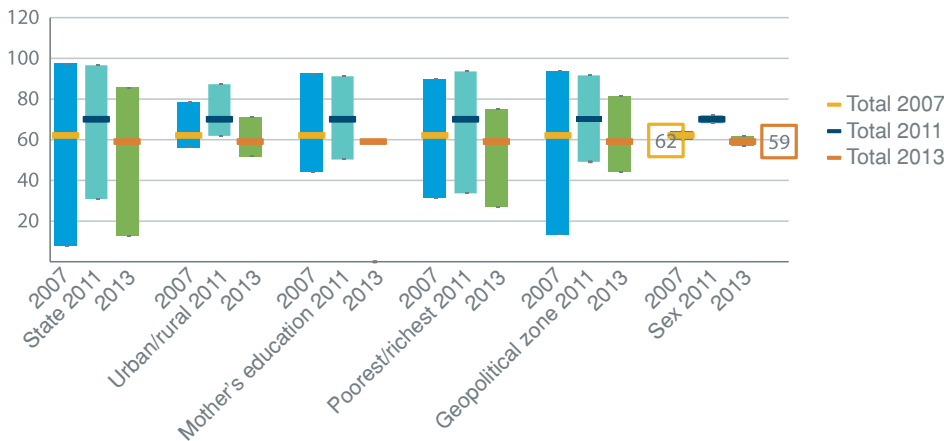
West zones. In some States – Bauchi, Borno, Kebbi, Sokoto, Yobe and Zamfara – nearly two children in every three are out of school.

Distribution of primary school children (age 6-11) according to school attendance by States (MICS 2011)



While inequity has declined for all background characteristics in recent years, net school attendance declined significantly in some States in 2013.

Evolution of inequity in primary school net attendance rate by category (MICS 2007, MICS 2011 and DHS 2013)



Notes (1) Sources of data: Multiple Indicator Clusters Survey-3 (MICS3) 2007, MICS 2011 and the Demographic and Health Survey (DHS) 2013; (2) All indicators, except ratios, are expressed in percentages; (3) Primary school net attendance rate: percentage of children of primary school age (aged 6-11 years at the beginning of the school year) who are currently attending primary (or secondary) school; (4) Gender parity index (GPI): ratio between girls primary school net attendance rate over boys primary school net attendance rate; (5) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (6) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.



EDUCATION



Secondary school attendance among children aged 12-17 years

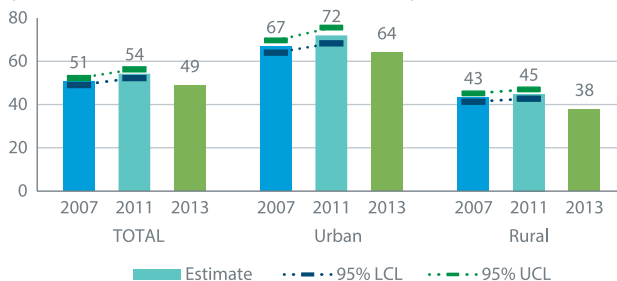
In Nigeria, approximately half of all children aged 12-17 years are attending secondary school, one in every four is attending primary school (over aged) and one in every four is out of school. In total, nearly 5 million children in this age group are out of school and 4 million are over aged attending primary school.

Secondary net attendance rate by gender

	Nigeria	West and Central Africa	World
Secondary net attendance rate boys	53	42	60
Secondary net attendance rate girls	45	35	56

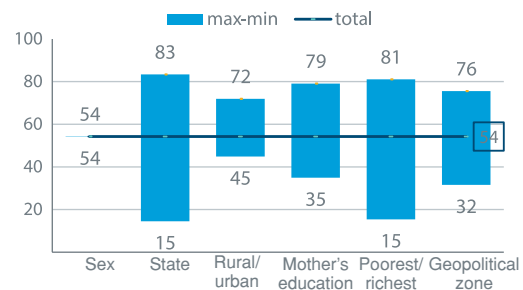
Source: UNICEF State of the World's Children Report 2015

Trends in secondary school net attendance rate (MICS 2007, MICS 2011 and DHS 2013)

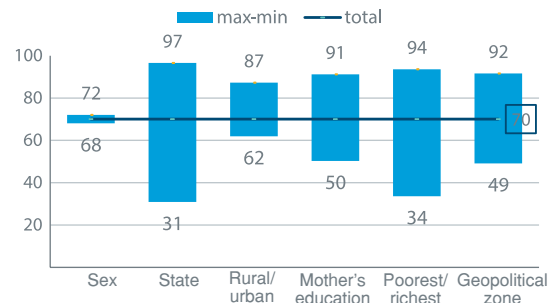


Children aged 12-17 from the wealthiest 20 per cent of households are five times more likely to attend secondary school than children from the poorest 20 per cent of households. A child whose mother has a secondary or higher education level is twice as likely to attend secondary school than a child whose mother has never been to school. Children from the South-South and South-West geopolitical zones are twice as likely to attend secondary school as children from the North-East and North-West zones.

Inequity in secondary school attendance rate by category (MICS 2011)



Inequity in primary school net attendance rate by category (MICS 2011)



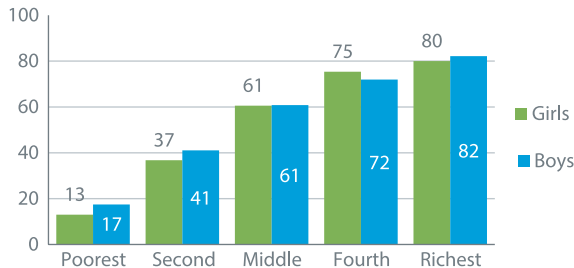


EDUCATION

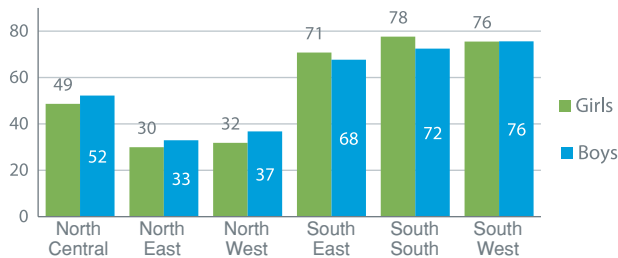


Although there is parity between girls and boys in terms of secondary school attendance, girls aged 12-17 from the poorest 40 per cent of households or from the northern geopolitical zones are less likely to attend secondary school than boys.

Secondary school net attendance rate by sex and by wealth quintiles (MICS 2011)

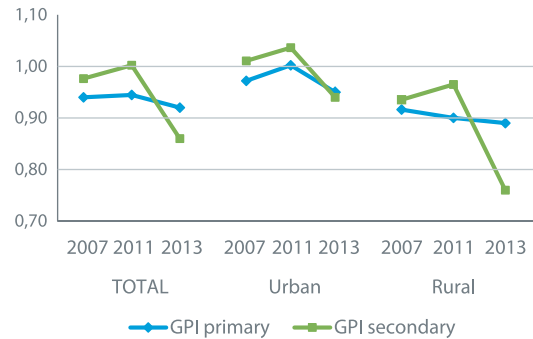


Secondary school net attendance rate by sex and by geopolitical zone (MICS 2011)

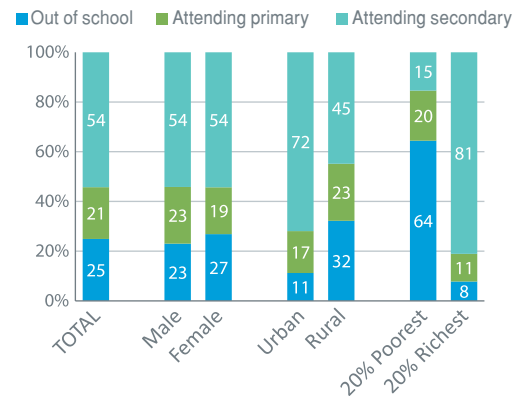


The gender parity index decreased between 2011 and 2013 so that girls aged 12-17 are now less likely to be attending secondary school than the boys, a decline that was not observed for primary school.

Trends in school net attendance rates and gender parity index (MICS 2007, MICS 2011 and DHS 2013)



Distribution of secondary school-age children (age 12-17) according to school attendance (MICS 2011)



Notes (1) Sources of data: Multiple Indicator Cluster Survey-3 (MICS3) 2007, MICS 2011 and the Demographic and Health Survey (DHS) 2013; (2) All indicators, except ratios, are expressed in percentages; (3) Secondary school net attendance rate: percentage of children of secondary school age (12-17 years old at the beginning of school year) who are currently attending secondary (or higher) school; (4) Gender parity index (GPI): ratio between girls' secondary school net attendance rate over boys' secondary school net attendance rate; (5) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate; (6) Inequity concept is shown as the difference in the indicator estimate between advantaged groups and disadvantaged groups for each background characteristic. The longer the line between the two groups, the greater the absolute inequality.

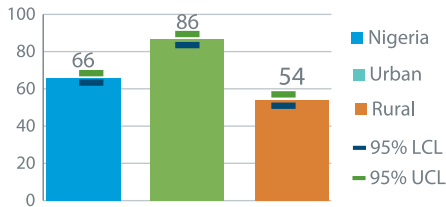


EDUCATION

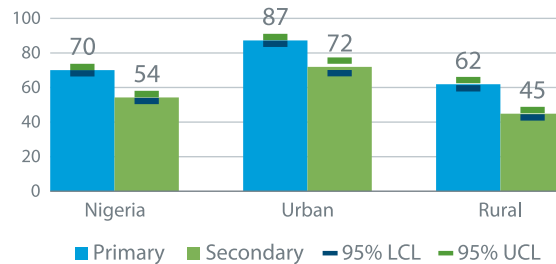


Equity in education in Nigeria

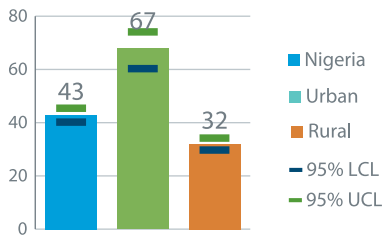
Literacy rate among young women by area of residence (MICS 2011)



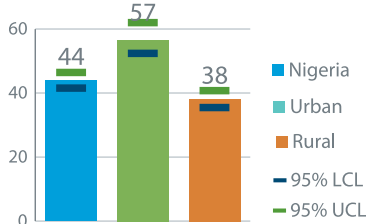
Net attendance rate by area of residence (MICS 2011)



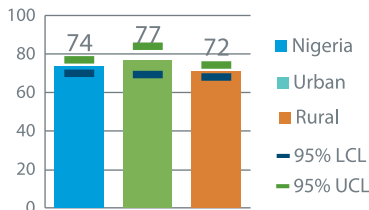
Early childhood development attendance by area of residence (MICS 2011)



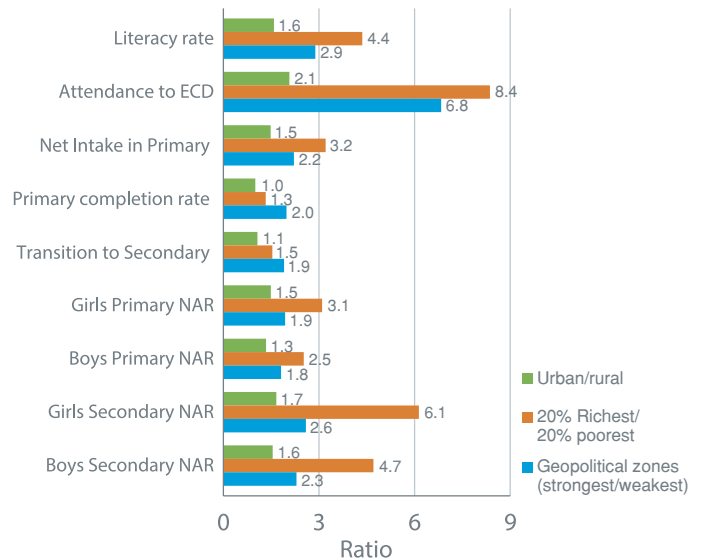
Net intake in primary by area of residence (MICS 2011)



Transition rate to secondary by area of residence (MICS 2011)



Ratio between advantaged groups and disadvantaged groups (MICS 2011)





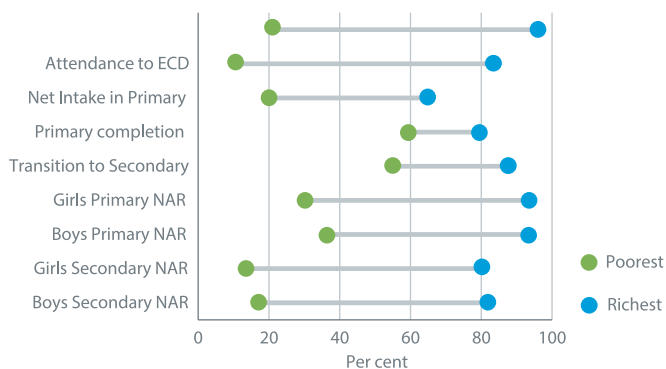
EDUCATION



MICS 2011

2011		Literacy rate among young women	Attendance to ECD	Net intake in primary	Primary completion rate	Transition rate to secondary	Primary net attendance rate			Secondary net attendance rate			Children reaching last grade of primary
							Total	Girls	Boys	Total	Girls	Boys	
Trends	(2007)	56	32	35	35	93	62	60	64	51	50	51	94
	(2011)	66	43	44	85	74	70	68	72	54	54	54	96
	(2013)	63	-	-	-	-	59	57	62	49	45	53	-
Sex	Male	-	42	46	94	74	72	-	72	54	-	54	97
	Female	66	43	42	77	74	68	68	-	54	54	-	97
	Ratio M/F	-	1.0	1.1	1.2	1.0	1.1	-	-	1.0	-	-	1.0
Area	Urban	86	67	57	86	77	87	87	87	72	73	71	98
	Rural	54	32	38	85	72	62	59	65	45	44	46	97
	Ratio U/R	1.6	2.1	1.5	1.0	1.1	1.4	1.5	1.3	1.6	1.7	1.5	1.0
Wealth	20% Poorest	22	10	20	59	56	34	30	37	15	13	17	95
	Second	43	23	38	91	65	61	57	65	39	37	41	97
	Middle	72	45	51	98	66	81	81	82	61	61	61	98
	Fourth	87	68	54	98	80	89	88	89	74	75	72	99
	20% Richest	94	84	65	79	86	94	94	94	81	80	82	96
	Ratio R/P	4.4	8.4	3.2	1.3	1.5	2.8	3.1	2.5	5.3	6.1	4.7	1.0
Geopolitical zones	North Central	65	43	42	87	48	73	70	75	50	49	52	98
	North East	37	12	30	78	67	49	48	51	32	30	33	94
	North West	32	14	29	61	58	50	47	54	34	32	37	98
	South East	91	77	63	120	84	90	90	90	69	71	68	97
	South South	91	70	56	98	86	91	90	91	75	78	72	98
	South West	89	83	64	98	91	92	92	91	76	76	76	98
	Ratio max/min	2.9	6.8	2.2	2.0	1.9	1.9	1.9	1.8	2.4	2.6	2.3	1.0

Socioeconomic absolute inequities (MICS 2011)



Notes (1) Source of data: Multiple Indicator Cluster Survey (MICS) 2011, MICS 2007 and the Demographic and Health Survey (DHS) 2013; (2) All indicators, except ratios, are expressed in percentages; (3) Literacy rate among young women: percentage of women aged 15-24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education; (4) ECD attendance: percentage of children aged 36-59 months currently attending pre-school (early child development education); (5) Net intake in primary: percentage of children aged 6 years (primary school official entry age) who are currently attending the first grade of primary school; (6) Primary completion rate: ratio between: number of children who are currently attending the last grade of primary education (excluding repeaters), over the total number of children of primary school completion age (11 years old); (7) Transition rate to secondary school: percentage of children who attended the last grade of primary education the previous year who are currently attending the first grade of secondary school; (8) primary net attendance rate: percentage of children of primary school age (6-11 years old at the beginning of school year) who are currently attending primary (or secondary) school; (9) Secondary net attendance rate: percentage of children of secondary school age (12-17 years old at the beginning of the school year) who are currently attending secondary (or higher) school; (10) Children reaching last grade of primary: proportion of children entering the first grade of primary school who eventually reach the last grade (Grade 6); (11) Ratios of the highest indicator value over the smallest value are shown for urban/rural, 20 per cent richest / 20 per cent poorest and highest zone / lowest zone. The higher the ratio between the two groups, the greater the relative inequality. (12) Ratios presented: M/F = male / female; U/R = urban / rural; R/P = 20 per cent richest / 20 per cent poorest; max / min = maximum value of all zones / minimum value of all zones; (13) Indicator values are shown for the poorest 20 per cent (green circles) and the richest 20 per cent (blue circles). The longer the line between the two groups, the greater the absolute inequality; (14) 95 per cent LCL and 95 per cent UCL: 95 per cent lower / upper confidence limits, representing the uncertainty range around the estimate.



EDUCATION



School Attendance Summary (MICS 2011)

	Age in years	Distribution of children according to school attendance (risk related)	Attending age-related school	Over-aged	Out of school
Pre-school age children	3 to 5		4/10 attend pre-school 1/10 in 20% poorest households	6/10 less prepared for entry in primary 9/10 in 20% poorest households	
Primary age children	6		4/10 enter Grade 1 at official age (6 year old) 2/10 in 20% poorest households	6/10 will enter late or will not enter to primary school 8/10 in 20% poorest households	
	6 to 11		7/10 attend primary school 3/10 in 20% poorest households		3/10 are out of school 7/10 in 20% poorest households
8.5 million children aged 6-11 years out of school					
Secondary age children	12 to 17		5/10 attend secondary school 2/10 in 20% poorest households	2/10 attend primary school (over-aged) 2/10 in 20% poorest households	3/10 are out of school 6/10 in 20% poorest households
5 million children aged 12-17 years out of school 4 million children over-aged in primary school					