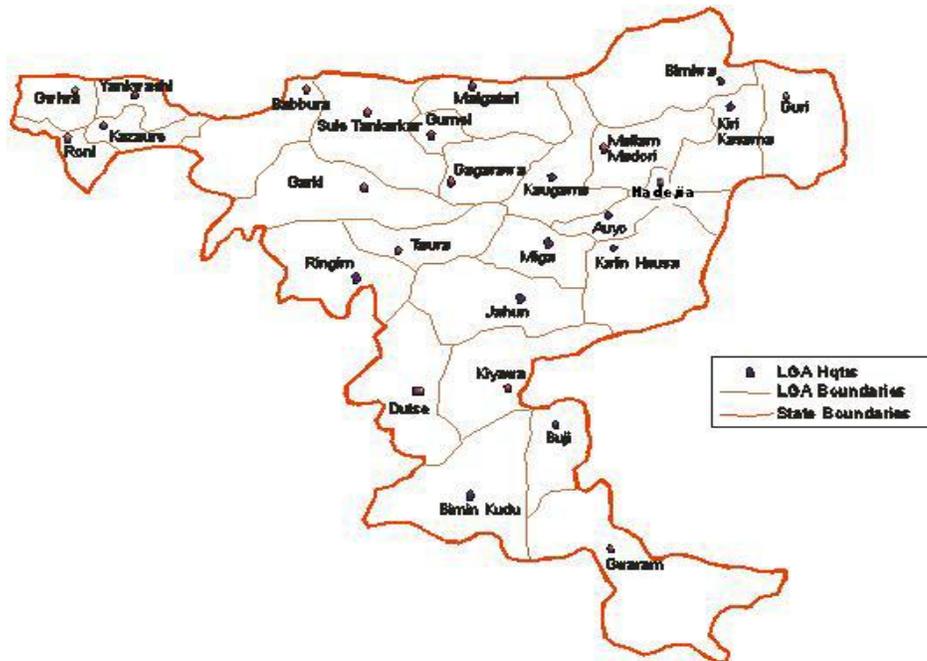




# **SURVEY REPORT FOR OUT-OF-SCHOOL CHILDREN**

## **IN**

### **JIGAWA STATE, NIGERIA**



**CO-ORDINATED BY JIGAWA STATE GOVERNMENT**

**IN COLLABORATION WITH ESSPIN**

**August, 2014**

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The success of the entire survey was a demonstration of the high level of cooperation between ESSPIN, State Universal Basic Education Board (SUBEB), Ministry of Education, Science and Technology (MOEST), National Population Commission (NPC) and National Bureau of Statistics (NBS). SUBEB and MOEST are immensely grateful for the invaluable contributions of ESSPIN.

Throughout the processes of data collection and analysis, the lead consultant Dr. Aliyu Usman, the ESSPIN teams headed by the STL Mustapha Ahmad, the SUBEB and MOEST EMIS team have demonstrated high professional competence in conducting and analyzing the survey for out-of-school children in the State. This level of contribution was duly acknowledged. The State Universal Basic Education Board, Ministry of Education, Science and Technology and ESSPIN provided support as well as guidance during data analysis and report writing. These immense support and contribution is acknowledged with optimum appreciation.

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August, 2014**

## **Preface**

This survey was born out of necessity towards achieving the Education for All initiative. Hence, it becomes imperative for the Jigawa State to conduct a thorough investigation to ascertain the number of children that are actually out of school and can be captured in the State's education statistics for credible planning. This survey is a step towards actualizing the state plans and a strategy to reduce the number of out-of-schools children, increase public participation and respond to the global targets of achieving education for all groups.

This technical report, presents the findings of the survey of out-of-school children in Jigawa State. I am certain that the report will serve as a source of information on the status of education in Jigawa State. It is hoped that stakeholders will use the information provided for planning and decision making.

The Ministry is grateful to our development partners, Education Sector Support Programme in Nigeria (ESSPIN) for the technical support given to education sector in the state. I wish to congratulate the lead consultant Dr. Aliyu Usman, the ESSPIN technical team headed by the STL Mustapha Ahmad, SUBEB and MOEST EMIS team, National Population Commission's team, National Bureau of Statistics' team, Planning Departments of State Ministry of Education, Science and Technology (SMOEST), State Universal Basic Education Board (SUBEB), other stakeholders who contributed towards the conduct of the survey for out-of-school children and the preparation of this report.

**Prof. Haruna Wakili,  
Honourable Commissioner,  
Jigawa State Ministry of Education, Science and Technology,  
August, 2014**

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## Acronyms

ASC	Annual School Census
BE	Basic Education
CI	Confidence Interval
EA	Enumeration Area
ECCD	Early Child Care Development
ECCDE	Early Child Care Development Education
EFA	Education for All
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FGD	Focus Group Discussion
FME	Federal Ministry of Education
GPE	Global Partnership on Education
HH	Household
HHH	Household Head
IBM SPSS	Predictive Analytic Software
IQTE	Integrated Quranic and Tsangaya Education
ISD	Integrated School Development
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
MOEST	Ministry of Education, Science and Technology
NBS	National Bureau of Statistics
NDHS	Nigeria Demographic and Health Survey
NPC	National Population Commission
OOS	Out-of-School
OOSC	Out-of-School Children
OOSS	Out-of-School Survey
SCSD	Stratified Cluster Sampling Design
SE	Standard Error
SESP	State Education Sector Plan
SSIT	State School Improvement Team
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UN	United Nations

## Executive Summary

Jigawa State conducted this survey for out-of-school children in order to ascertain the authenticity of various claims for OOSC in Nigeria as well as to plan for EFA goals. Furthermore, the survey was conducted to determine the number of out-of-school children as well as the possible reasons for their OOS status for credible planning. The stratified cluster sampling design (SCSD) was used for the survey. The SCSD is a combination of stratified and cluster sampling methods. The 27 LGAs of Jigawa State were the strata and each stratum was subdivided into EAs (clusters). Samples of enumeration areas (EAs) were selected from each LGA using one-stage cluster sampling with probability proportional to size. A sample of 378 EAs was selected from the 21,132 EAs in the State. In one-stage cluster sampling, all the households within the selected EAs were completely listed and enumerated for the OOS children. A Pilot survey was earlier conducted in three LGAs to test-run the instruments and the field process. Overall, 820,930 children aged 3-18 years were OOS which constitutes 35.8% of the total number of children 3-18 years of age.

The results have shown that there were 50,014 boys and 37,534 girls aged 3-18 years dropouts in Jigawa State. On the other hand, there were 370,666 boys and 362,716 girls aged 3-18 years that never attended school. Overall, there were 420,680 and 400,250 out-of-school boys and girls aged 3-18 years respectively. There were 39,718 boys and 55,750 girls aged 3-18 years attending only Islamiyya/Quranic schools. Again, there were 710,553 boys and 667,708 girls aged 3-18 years attending any form of school in the State. Moreover, the most prominent reasons for dropouts were financial problem (22.6%) and lack of interest by parents (13.4%). On the other hand, the most prominent reasons for never attended were distance (23.9%) and lack of interest by parents (22.1%).

The focus group discussions (FGD) have further confirmed the three most prominent reasons for OOSC to be financial problem, distance and lack of interest by parents. Furthermore, 91.1% of dropout children come from the rural areas while 92.9% of the children that never attended school come from the rural areas. Overall, 92.3% of the out-of-school children come from the rural areas. Moreover, 73.6% of the out-of-school children live in mud houses while 66.2% of them have farming as the major occupation of their household heads. Education level of parents remains an indicator of the economic status of the family. In this case, 60.9% and 69.1% of the OOS children have Quranic education as the education level of their fathers and mothers respectively. This is summarized as follows

### School Attendance and Non Attendance in Jigawa State - 2014 - 3-18 year olds

Status	Number			Percent		
	Boys	Girls	Total	Boys	Girls	Total
Attend any form of education	710,558	667,708	1,378,266	51.6%	48.4%	100%
Attend only Islamiyya/Quranic schools	39,718	55,750	95,468	41.6%	58.4%	100%
Dropped out	50,014	37,534	87,548	57.1%	42.9%	100%
Never attended	370,666	362,716	733,382	50.5%	49.5%	100%
Overall out of school	420,680	400,250	820,930	51.2%	48.8%	100%

# **SECTION ONE**

## **Introduction**

### **1.1Background**

The Education for All (EFA) 2000 Declaration of the United Nations (UN) is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments, including Nigeria, pledged to achieve EFA through six key goals to be met by 2015. Governments, development partners and the private sector are working together to reach the EFA goals. In response to the EFA goals as well as the need to ascertain the authenticity of various claims for OOSC in Nigeria; it becomes imperative for Jigawa State to conduct a thorough investigation to determine the number of children that are actually out-of-school for credible planning. Hence, this survey is a step towards actualizing the State's education plans and a strategy to reduce the number OOS children, increase public participation and respond to the global targets of achieving the EFA goals.

Education is critical to human development both at individuals and societal levels. It paves the way to a successful and productive future as well as provides the potential for an individual's intellectual growth and productivity in the society. Education also contributes to the wider socio-economic and cultural development of the society. The right of all Nigerians to education has also featured in successive constitutions of the Federal Republic of Nigerian. The Nigerian Government is obliged under Section 18 of the 1999 Constitution to strive to eradicate illiteracy. This commitment was reiterated with the re-enactment of the Universal Basic Education (UBE) act which was subsequently reformulated into a policy of compulsory nine years of basic education in forms of six years of primary and three years of junior secondary. Hence, basic education is a fundamental right for every child in Nigeria.

The out-of-school children in this context include dropouts and children that never attended school. In this context, the survey has separately captured “dropouts” and “never attended” as the two mutually exclusive and exhaustive categories of OOS children. The effort to send these children back to school will give practical effect to the right to education as well as the right to non-discrimination in educational opportunity affirmed by EFA declaration. Moreover, this technical report, presents the key findings of the survey of OOS children in the 27 LGAs of Jigawa State. It is hoped that the report will serve as a source of information on the status of OOS children as well as a guide to education planning in the State. Also to provide a guide to monitor the progress towards getting these children back to school.

## **1.2 Objectives**

1. To gather information on out-of-school children and the responsible factors.
2. To support the Jigawa State with adequate information that will inform decision making for education of the marginalized children in the State.
3. To guide the planning enrolment campaign and targeted advocacies for attendance and transition at basic education and senior secondary school levels
4. To advise Government on policies and programmes to reduce the number of out-of-school children.

## **1.3 Framework for Out-of-School Children**

The issue of out-of-school children (OOSC) has been a global concern. The recent UNESCO declaration 10.5 million out-of-school children in Nigeria has been a great concern to many Northern States who have been identified as having low enrolment and retention of school aged children. In recent times, Governments at all levels have embarked on rigorous advocacies and mobilization of communities to increase enrolment and retention; but such efforts still did not yield the desired targets. In Jigawa State, the State Ministry of Education Science and Technology in collaboration with the SUBEB submitted a memo to the State’s Executive Council on the need to conduct a thorough

survey on the dimensions of the out-of-school. The Executive Council approved this memo on the 9th of April, 2013 and called on the Ministry to collaborate with ESSPIN to conduct this survey. The essence is to identify these OOS children so as to help in planning for possible interventions to get these children back to school.

In Nigeria today, there is growing demand for information on OOS children especially at lower levels because of its alarming rate. The need to produce a single, accurate figure on OOS children in Jigawa State was an important component for education planning. Such information is not available at LGA for planning and possible intervention. Hence, such information can be collected and compiled through this Survey in order to obtain reliable baseline information for planning the education sector.

This framework distinguishes between dropout” and “never attended” categories in terms of policies aimed at reducing the number of OOS children. Different policies are needed in order to provide access to those excluded from the school system, to ensure that children start school in time, or to ensure that they complete a full cycle basic education. Indeed, rigorous efforts must be put in place to improve the way OOS children are counted and also to provide a more detailed picture of these children. These details include their names, sex, age, house address, locality, reasons for being out-of-school, among others. This survey is also important for monitoring progress when conducted at different time intervals. Moreover, it is essential to view the OOS children as elementary units and households as enumeration/listing units. This perspective requires primary data which comes directly from the target respondents. While this report paid great attention to numbers of OOS children, the reasons for being of OOS were also studied separately for drop-outs and never attended.

## **1.4 Profile of Jigawa State**

Jigawa State is one of thirty-six states of the Federal Republic of Nigeria. The State has 27 Local Government Areas and was created on the 27th of August, 1991. Jigawa State is situated in the north-western part of the country between latitudes 11.00°N to 13.00°N and longitudes 8.00°E to 10.15°E. It borders Kano and Katsina State to the west, Bauchi

State to the east and Yobe State to the northeast. To the north, it shares an international border with Zinder Region of Niger Republic. The southern parts of Jigawa lie within the Sudan Savannah with elements of Guinea Savannah. Due to both natural and human factors, forest cover is being depleted, making northern part of the State highly vulnerable to desert encroachment. The State enjoys vast fertile arable land to which almost all tropical crops could adapt, thus constituting one of its highly prized natural resources.

The population of Jigawa State by 2006 National Census stood at 4,348,649. The State has a total land area of approximately 22,410 square kilometres. Although population of the State is predominantly rural, the distribution in terms of sex is almost equal between male (50.8%) and female (49.2%). This pattern of population distribution is same across various constituencies in the State and between urban and rural areas. Most of household heads are self-employed with agriculture as their main occupation, and nearly two-thirds of these households were monogamous families. School enrolment ratio is fairly high with very good improvements in the last few years, even though there is still clear disparity between boys and girls.

The socio-cultural situation in Jigawa State could be described as homogeneous. It is mostly populated by Hausa and Fulani, who can be found in all parts of the State. Kanuri are largely found in Birniwa, Guri and Kirikasamma LGAs of the State. Even though each of the three dominant tribes has continued to maintain its ethnic identity, Islam and a long history of inter-marriages have continued to bind them together. Islam is the predominant religion of the people with vast majority of the population being practicing Muslims.

The Economy of Jigawa State is largely characterized by informal sector activities with agriculture as the major economic activity. Over 80% of the population is engaged in subsistence farming and animal husbandry. Trade and commerce are undertaken on small and medium scale, especially in agricultural goods, livestock and other consumer goods. Other informal sector activities include blacksmithing, leather-works, tanning,

dyeing and food processing. Even though the modern industrial sector is yet to gain a solid footing, the seed for their development was planted through establishment of small-scale industries particularly in areas of food processing and other agro-allied activities.

## **SECTION TWO**

### **Methodology**

#### **2.1 Survey Planning for Out-of-School Children**

Survey planning is paramount because the quality of survey results depends considerably on the preparations made before its conduct. At the planning stage, several meetings were held to adequately prepare for the survey, sampling design, development of survey instruments, develop the operational guides, planning the field strategy, software development, pilot survey and plan for data analysis. The meetings serve as the preparatory ground for the survey where the field exercises, logistics, manpower and contingency were adequately planned.

At the end of series of planning meetings, the survey questionnaire was developed covering all the dimensions of out-of-schools as well as the reasons for children dropping from school and those never attended. A pilot survey was earlier conducted in three LGAs of Gwaram, Miga and Ringim to test-run the instruments and the field processes. After a pilot survey, final correction and inputs of stakeholders were reflected in the final questionnaire that was used in the main survey.

Prior to the main OOSS, the communities in the selected EAs were duly informed about the essence of the survey. Thus, before the commencement of the survey, the people in the selected EAs were duly sensitized and educated through their traditional heads on the potential benefits of the survey to the communities. Joint sensitization meetings were conducted in the communities before the exercise. The traditional heads had also provided local guides for the enumerators.

In all, a sample of 378 EAs was selected across the 27 LGAs of the State. All households within the selected EAs were completely enumerated in 24 days – a total of 12,343 households with 2,292,167 children aged 3-18 years. The main survey was conducted in three phases using 8 days to cover 9 LGAs in each phase using 60 enumerators and 15 facilitators.

## **2.2 Sampling Design**

The stratified cluster sampling design (SCSD) was adopted to ensure a representative sample. The SCSD is a combination of stratified and cluster sampling methods. It involves the stratification of the population while using cluster sampling to select samples independently from each stratum. The 27 LGAs of Jigawa State were the strata and each stratum was subdivided into EAs (clusters). Samples of enumeration areas (EAs) were selected from each LGA using one-stage cluster sampling with probability proportional to size.

Furthermore, a sample of 378 EAs was selected from the 21,132 EAs in the State. In one-stage cluster sampling, all the households within the selected EAs were completely listed and enumerated for the OOS children. In this context, the households were the enumeration or listing units while the OOS children within each household were the elementary units. The questionnaire used was designed to be administered to each household in the selected EAs.

## **2.3 Data Quality and Supervision**

The monitoring and supervision has ensured that all the 378 EAs were fully covered and all the households in the selected EAs were fully enumerated. Moreover, the quality of returns of the questionnaires were frequently checked to ensure data quality. The supervision of data entry has ensured accurate, complete and error-free data entry process. Several categories of monitors and supervisors were drawn from different agencies to oversee the survey.

The enumerators were the major players in the data collection process during the survey. They visited and enumerated every household in each of the selected EAs. On the other hand, the supervisors/facilitators were very familiar with both EA maps and the survey questionnaire. They worked closely with the enumerators to ensure that every EA was fully covered, all the residential buildings/structures within a particularly EA were numbered and all households fully enumerated. The coordinators have supervised both

the enumerators and the supervisors/facilitators. They worked closely with both the enumerators and the supervisors/facilitators to ensure full coverage as well as data quality. The data entry officers through their coordinator collected and entered all the completed questionnaires from the facilitators. The ESSPIN and SUBEB Monitors supervised the enumerators, supervisors/facilitators, coordinators and data entry officers and worked closely with all stakeholders to ensure the success of the entire OOS survey through supervisions, follow-ups and checking.

## **2.4 Pilot Survey**

Pilot survey was trial survey conducted before the main survey in order to test-run the instruments as well as the survey process. The pilot survey was conducted in three LGAs of Gwaram, Miga and Ringim. A total of 15 EAs, five in each LGA, were covered by the pilot survey. The pilot survey took place concurrently in the three LGAs for five days. The data collected during the pilot survey were analyzed and the result had served as a guide for the main survey.

The results of the pilot survey have shown that:

- Dropouts: 6,575 boys and 6,688 girls aged 3-18 years that dropped out from school in the three pilots LGA and 46.6% of the dropout children were 15-18 years of age.
- Never attended: 34,283 boys and 26,396 girls aged 3-18 years that never attended school and 46.4% of the children that never attended school were of pre-primary school age (3-5 years) and 33.3% of them were of primary school age (6-11 years).
- Total out of school: 40,858 boys and 33,084 girls aged 3-18 years out-of-school children in the pilot LGAs and 40.0% of t out-of-school children were of pre-primary school age (3-5 years) while 32.6% of them were of primary school age (6-11 years).
- Attending Islamiyya Only: 18,649 boys and 16,528 girls aged 3-18 years attending only Islamiyya/Quranic schools in the pilot LGAs and 44.1% of the

children attending only Islamiyya/Quranic schools were of pre-primary school age (3-5 years) while 35.3% of them were of primary school age (6-11 years).

## **2.5 Process of Data Collection and Analysis**

The population is naturally divided into parts called sampling units. These units must cover the whole of the population without overlap; in the sense that every element in the population belongs to one and only one unit. The sampling units in this context are the EAs. The construction of this list of sampling units, called a sampling frame was a major practical problem. From bitter experience, researchers have acquired a critical attitude towards lists often found to be incomplete or partly illegible, or to contain an unknown amount of duplication. A complete frame of 21,131 EAs was obtained from NPC out of which 378 EAs were selected using the SCSD.

Data were collected directly from the households in the selected EAs through the enumerators and their supervisors using a questionnaire and an FGD interview guide. Two FGDs were held in each EA; one each for women and male groups. The retrieved questionnaires were coded, entered, stored and analyzed using the IBM SPSS Statistics Version 20. The IBM SPSS data sheet was earlier edited and checked to ensure data quality. Thereafter, using the sample proportions, the robust method of estimating population totals was applied. Finally, after the analysis, the results were then embodied in this report that gives the situation appraisal of OOS children in Jigawa State.

## SECTION THREE

### Results for Out-of-School Children

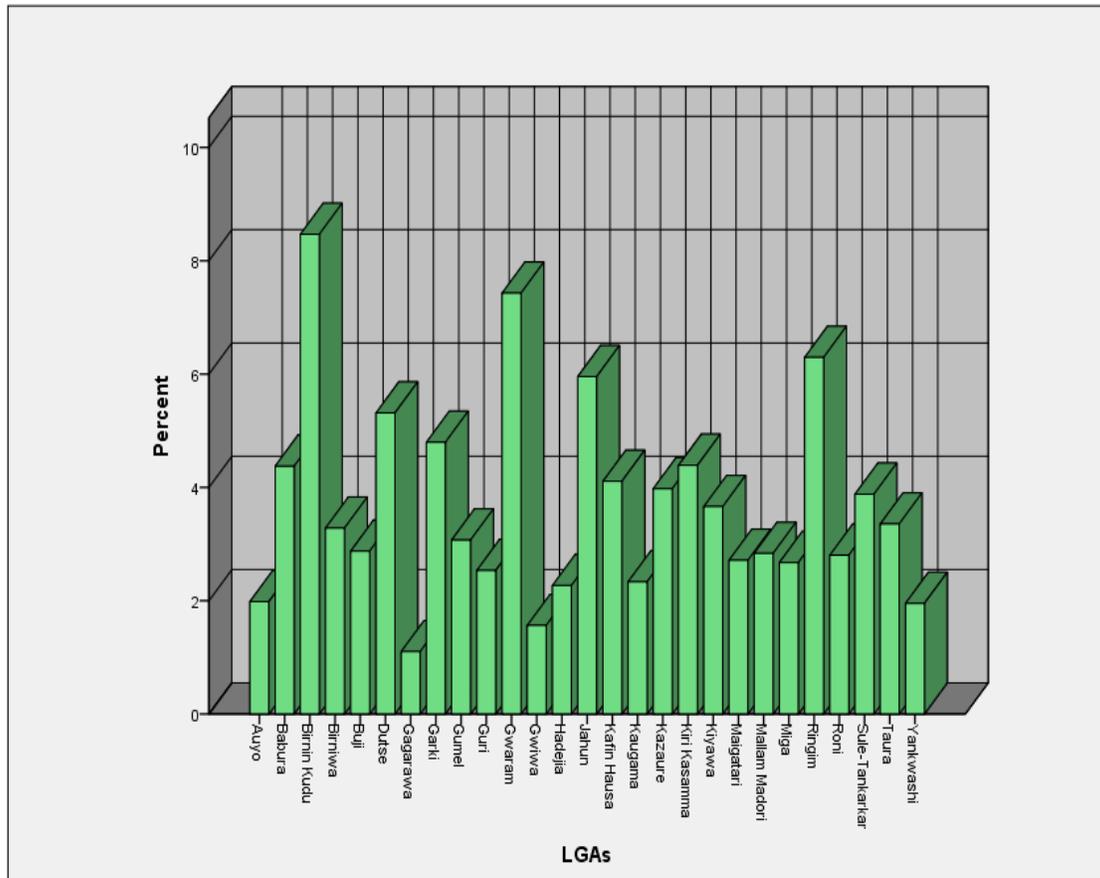
The analysis of this survey is to generate comprehensive data for OOS children in the 27 LGAs of Jigawa State. The results of the analysis are summarized in the following tables.

#### 3.1 Number of Households and Population Size

**Table 3.1: Number of Sampled Enumeration Areas, Households and Population**

SN	LGAs	Sampled EAs	Number of HHs	Projected Population (3-18 years)
1	Auyo	12	245	69,579
2	Babura	15	540	109,688
3	Birnin Kudu	22	1,045	165,174
4	Birniwa	20	405	75,022
5	Buji	6	355	51,322
6	Dutse	18	656	129,743
7	Gagarawa	5	136	42,371
8	Garki	15	592	80,242
9	Gumel	11	379	56,486
10	Guri	13	313	60,627
11	Gwaram	19	917	143,682
12	Gwiwa	13	193	65,636
13	Hadejia	10	280	55,677
14	Jahun	16	735	120,753
15	Kafin Hausa	27	507	142,878
16	Kaugama	13	288	67,444
17	Kazaure	13	491	85,126
18	Kiri Kasamma	17	542	100,952
19	Kiyawa	12	452	91,146
20	Maigatari	15	335	94,729
21	Mallam Madori	12	350	85,083
22	Miga	10	330	67,689
23	Ringim	18	777	101,216
24	Roni	10	346	41,015
25	Sule-Tankarkar	15	479	68,965
26	Taura	13	414	69,447
27	Yankwashi	8	241	50,475
	<b>Total</b>	<b>378</b>	<b>12,343</b>	<b>2,292,167</b>

The Table 3.1 above shows the number of selected EAs, number of households covered and the projected population in the 27 LGAs of Jigawa State. The projected population was obtained from the 2006 national census with a population growth rate of 2.8%. Altogether, 12,343 households were covered in 378 EAs. The mean number of households per EA is 33. The percentage of households in the 27 LGAs compared to the total number of households in the State is depicted in figure 3.1 below.



**Figure 3.1: Percentage of Households as per the Total in the State**

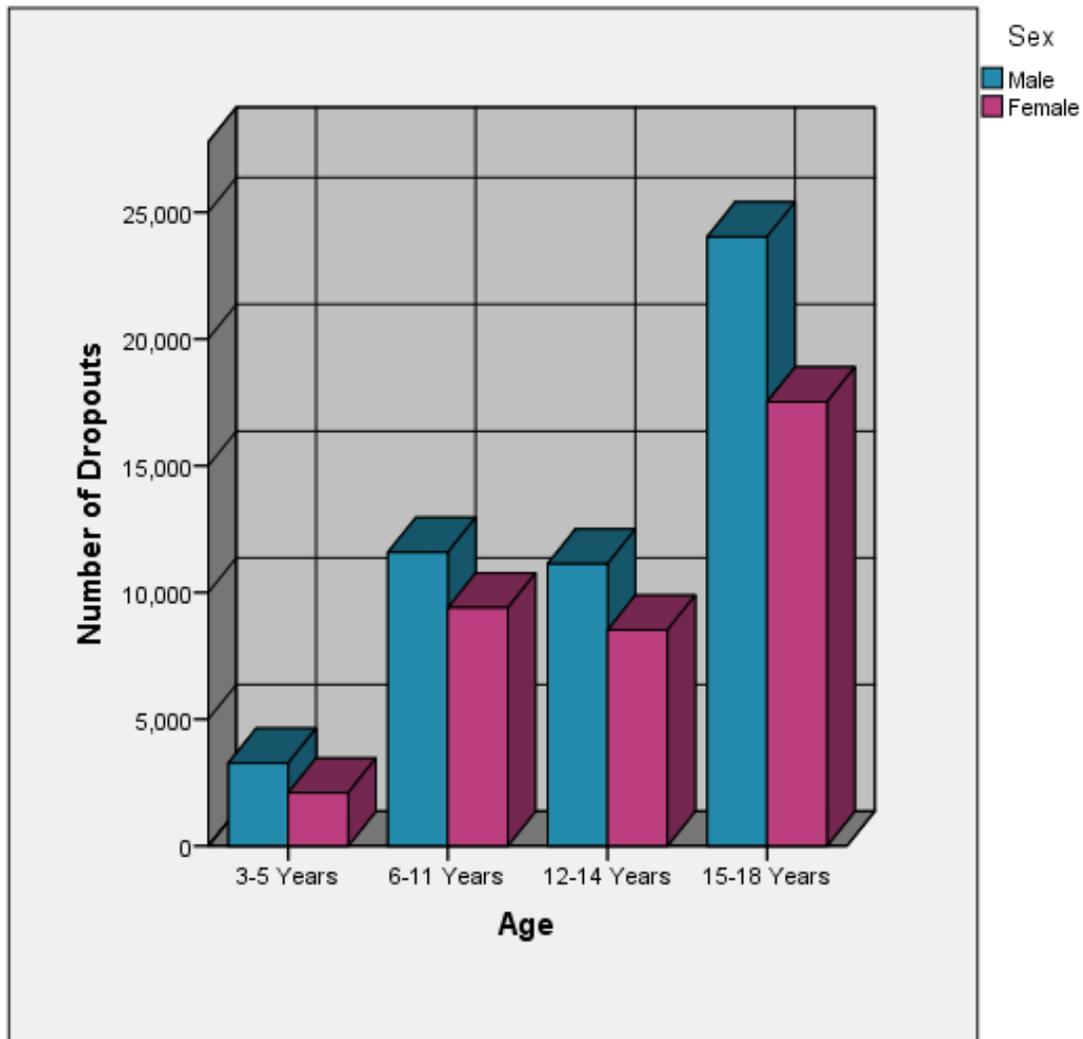
### 3.2 Number of Out-of-School Children

**Table 3.2: Number of Children that Dropout from School by Age, Sex and LGA**

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	0	0	211	160	324	208	1,125	152	1,660	520
Babura	43	0	237	59	133	392	530	0	943	451
Birnin Kudu	37	39	583	383	840	940	1,781	4,956	3,241	6,318
Birniwa	751	279	544	221	774	564	937	431	3,006	1,495
Buji	108	146	278	224	493	362	599	565	1,478	1,297
Dutse	400	214	863	1,142	286	84	193	0	1,742	1,440
Gagarawa	0	0	116	170	227	244	225	0	568	414
Garki	106	79	158	402	340	82	647	158	1,251	721
Gumel	652	184	310	188	137	200	125	290	1,224	862
Guri	162	0	784	957	602	598	1,073	412	2,621	1,967
Gwaram	0	119	783	542	1,300	834	1,765	801	3,848	2,296
Gwiwa	209	197	626	716	138	0	3,419	510	4,392	1,423
Hadejia	0	0	115	60	113	56	60	80	288	196
Jahun	0	43	649	491	942	293	1,641	721	3,232	1,548
Kafin Hausa	126	135	989	762	308	226	1,331	1,210	2,754	2,333
Kaugama	0	0	293	84	431	128	1,231	2,579	1,955	2,791
Kazaure	97	0	65	146	119	115	752	0	1,033	261
Kiri Kasamma	242	93	1,087	843	321	131	485	562	2,135	1,629
Kiyawa	0	0	724	210	352	586	1,350	451	2,426	1,247
Maigatari	0	0	171	0	625	338	339	0	1,135	338
Mallam Madori	69	82	74	145	75	161	214	283	432	671
Miga	0	0	61	0	66	0	135	336	262	336
Ringim	264	450	1,210	938	1,005	761	1,131	986	3,610	3,135
Roni	0	0	125	169	81	50	240	113	446	332
Sule-Tankarkar	0	35	330	95	342	524	686	718	1,358	1,372
Taura	0	0	53	67	62	338	771	714	886	1,119
Yankwashi	0	0	148	221	694	305	1,246	496	2,088	1,022
<b>Total</b>	<b>3,266</b>	<b>2,095</b>	<b>11,587</b>	<b>9,395</b>	<b>11,130</b>	<b>8,520</b>	<b>24,031</b>	<b>17,524</b>	<b>50,014</b>	<b>37,534</b>

Table 3.2 above shows the number of dropout children aged 3-18 years in the 27 LGAs of the State. There were 11,587 boys and 9,395 girls aged 6-11 years (primary school age) that dropped out from school in the State. In all, there were 50,014 boys and 37,534

girls aged 3-18 years that dropped out from school in the State. Moreover, 46.4% of the dropout children were 6-14 years of age (basic education age). Again, 47.5% of the dropout children were 15-18 years of age (senior secondary school age). The summary is further depicted by figure 3.2 below.



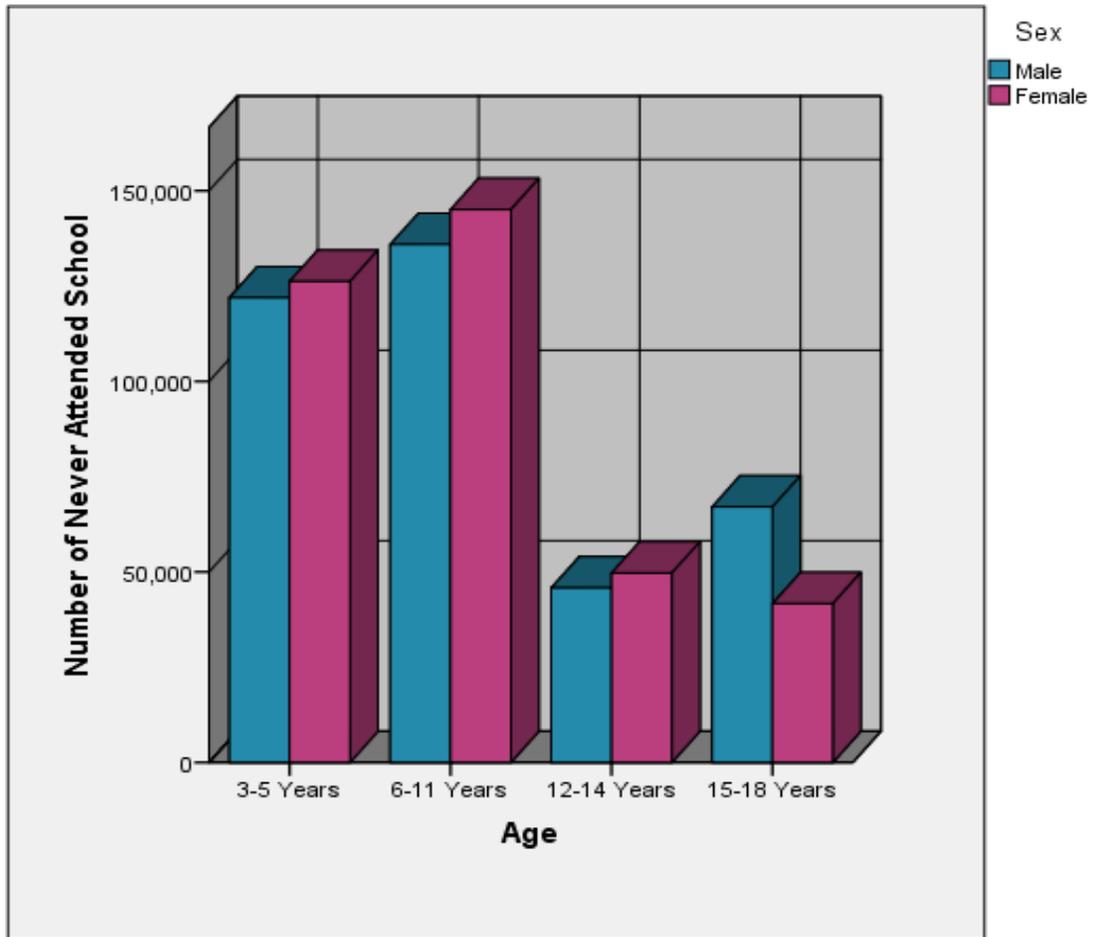
**Figure 3.2: Distribution of Dropout Children**

**Table 3.3: Number of Children that Never Attended School by Age, Sex and LGA**

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	4,447	5,172	4,422	5,835	1,296	1,457	1,558	1,524	11,723	13,986
Babura	5,263	5,215	4,393	5,449	1,664	2,038	2,500	638	13,820	13,341
Birnin Kudu	10,349	12,459	14,674	16,770	4,762	4,633	7,357	6,372	37,142	40,234
Birniwa	5,320	5,432	7,856	6,644	3,700	3,381	4,479	2,157	21,354	17,614
Buji	2,598	2,481	2,920	3,139	739	904	549	706	6,806	7,230
Dutse	6,578	6,635	7,171	6,852	3,071	2,268	3,963	837	20,783	16,591
Gagarawa	774	1,262	465	849	114	488	112	413	1,465	3,013
Garki	4,012	4,609	5,580	5,117	1,974	1,885	2,832	1,105	14,398	12,717
Gumel	2,607	2,296	929	251	46	120	62	174	3,643	2,841
Guri	2,463	1,552	2,498	2,424	923	523	930	618	6,815	5,117
Gwaram	8,318	8,917	10,602	14,215	3,380	5,006	6,146	2,804	28,447	30,943
Gwiwa	3,138	3,637	3,575	3,488	1,242	1,305	1,006	510	8,959	8,940
Hadejia	2,415	2,228	172	298	56	56	60	80	2,704	2,662
Jahun	5,796	6,802	8,911	8,290	2,960	2,639	2,246	1,924	19,912	19,654
Kafin Hausa	11,147	10,835	10,456	12,198	4,157	4,298	6,347	4,841	32,108	32,172
Kaugama	3,590	2,699	3,514	4,103	1,149	1,541	1,799	1,719	10,052	10,062
Kazaure	3,924	3,977	1,755	2,770	239	748	478	353	6,396	7,848
Kiri Kasamma	3,918	5,275	5,719	6,806	2,057	2,550	3,236	2,249	14,930	16,879
Kiyawa	5,360	5,872	5,067	4,418	1,479	2,248	2,070	451	13,976	12,989
Maigatari	5,932	5,403	6,491	5,071	1,749	1,015	3,734	1,958	17,906	13,446
Mallam Madori	4,388	4,333	3,917	4,492	1,282	2,580	3,424	1,983	13,011	13,389
Miga	2,374	2,283	4,925	3,759	1,527	1,072	2,435	2,016	11,261	9,130
Ringim	4,515	4,985	7,700	7,192	2,467	2,622	4,452	1,409	19,135	16,208
Roni	2,748	1,934	1,924	1,730	403	447	280	338	5,355	4,450
Sule-Tankarkar	3,059	3,028	4,946	5,490	1,709	1,870	3,136	1,675	12,850	12,063
Taura	3,025	3,277	1,763	3,337	874	1,099	1,192	857	6,853	8,570
Yankwashi	3,857	3,633	3,556	4,095	780	914	671	1,984	8,864	10,626
<b>Total</b>	<b>121,915</b>	<b>126,229</b>	<b>135,901</b>	<b>145,084</b>	<b>45,797</b>	<b>49,707</b>	<b>67,054</b>	<b>41,696</b>	<b>370,666</b>	<b>362,716</b>

Table 3.3 above shows the number of children that never attended school aged 3-18 years in the 27 LGAs in the State. There were 121,915 boys and 126,229 girls aged 3-5 years (pre-primary school age) that never attended school in the State. The possible reason for never attended for children aged 3-5 years (pre-primary school age) could be due to lack

of nursery facilities. In all, there were 370,666 boys and 362,716 girls aged 3-18 years that never attended school in the State. Moreover, 51.3% of the children that never attended school were 6-14 years of age (basic education age). Again, 14.8% of the children that never attended school were 15-18 years of age (senior secondary school age). The summary is further depicted by figure 3.3 below.



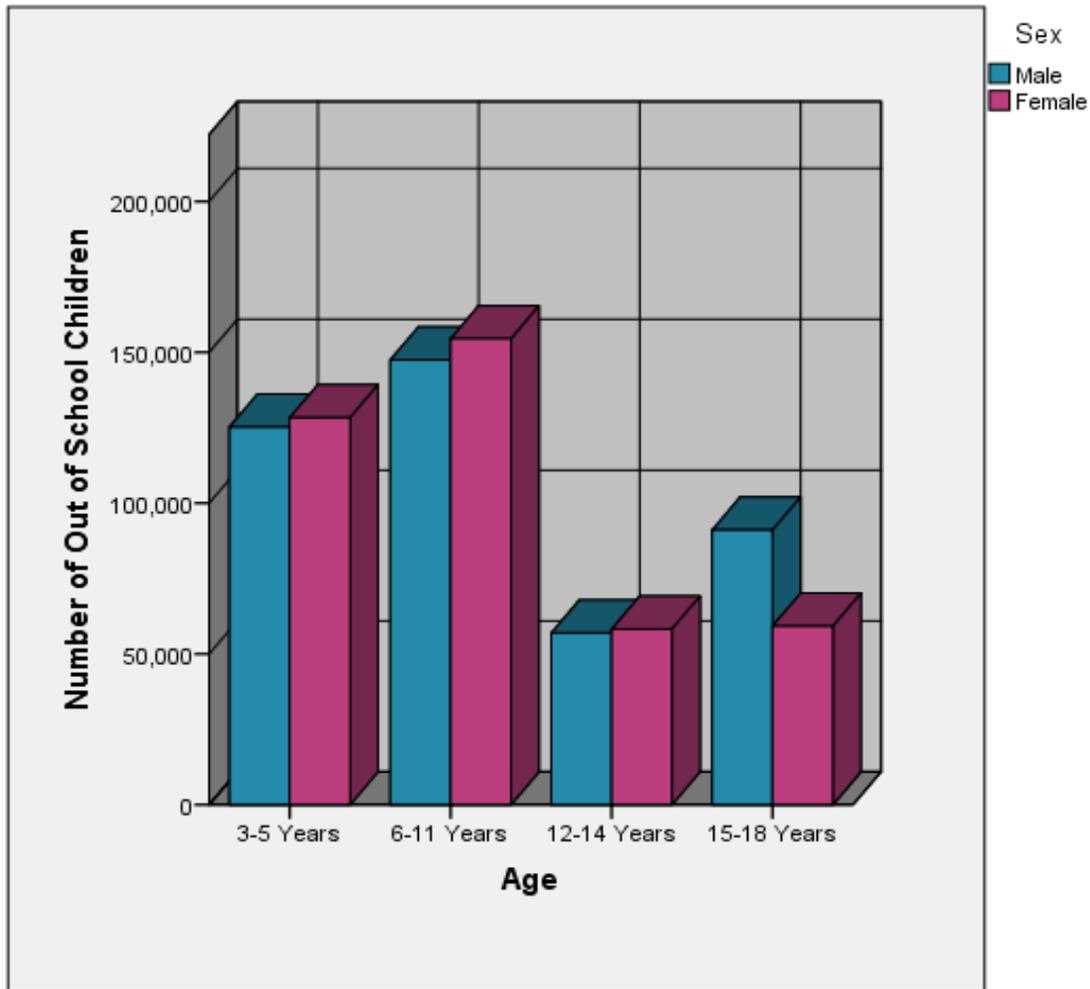
**Figure 3.3: Distribution of Children that Never Attend School**

**Table 3.4: Number of Out-of-School Children by Age, Sex and LGA**

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	4,447	5,172	4,633	5,995	1,620	1,665	2,683	1,676	13,383	14,506
Babura	5,306	5,215	4,630	5,508	1,797	2,430	3,030	638	14,763	13,792
Birnin Kudu	10,386	12,498	15,257	17,153	5,602	5,573	9,138	11,328	40,383	46,552
Birniwa	6,071	5,711	8,400	6,865	4,474	3,945	5,416	2,588	24,360	19,109
Buji	2,706	2,627	3,198	3,363	1,232	1,266	1,148	1,271	8,284	8,527
Dutse	6,978	6,849	8,034	7,994	3,357	2,352	4,156	837	22,525	18,031
Gagarawa	774	1,262	581	1,019	341	732	337	413	2,033	3,427
Garki	4,118	4,688	5,738	5,519	2,314	1,967	3,479	1,263	15,649	13,438
Gumel	3,259	2,480	1,239	439	183	320	187	464	4,867	3,703
Guri	2,625	1,552	3,282	3,381	1,525	1,121	2,003	1,030	9,436	7,084
Gwaram	8,318	9,036	11,385	14,757	4,680	5,840	7,911	3,605	32,295	33,239
Gwiwa	3,347	3,834	4,201	4,204	1,380	1,305	4,425	1,020	13,351	10,363
Hadejia	2,415	2,228	287	358	169	112	120	160	2,992	2,858
Jahun	5,796	6,845	9,560	8,781	3,902	2,932	3,887	2,645	23,144	21,202
Kafin Hausa	11,273	10,970	11,445	12,960	4,465	4,524	7,678	6,051	34,862	34,505
Kaugama	3,590	2,699	3,807	4,187	1,580	1,669	3,030	4,298	12,007	12,853
Kazaure	4,021	3,977	1,820	2,916	358	863	1,230	353	7,429	8,109
Kiri Kasamma	4,160	5,368	6,806	7,649	2,378	2,681	3,721	2,811	17,065	18,508
Kiyawa	5,360	5,872	5,791	4,628	1,831	2,834	3,420	902	16,402	14,236
Maigatari	5,932	5,403	6,662	5,071	2,374	1,353	4,073	1,958	19,041	13,784
Mallam Madori	4,457	4,415	3,991	4,637	1,357	2,741	3,638	2,266	13,443	14,060
Miga	2,374	2,283	4,986	3,759	1,593	1,072	2,570	2,352	11,523	9,466
Ringim	4,779	5,435	8,910	8,130	3,472	3,383	5,583	2,395	22,745	19,343
Roni	2,748	1,934	2,049	1,899	484	497	520	451	5,801	4,782
Sule-Tankarkar	3,059	3,063	5,276	5,585	2,051	2,394	3,822	2,393	14,208	13,435
Taura	3,025	3,277	1,816	3,404	936	1,437	1,963	1,571	7,739	9,689
Yankwashi	3,857	3,633	3,704	4,316	1,474	1,219	1,917	2,480	10,952	11,648
<b>Total</b>	<b>125,181</b>	<b>128,324</b>	<b>147,488</b>	<b>154,479</b>	<b>56,927</b>	<b>58,227</b>	<b>91,085</b>	<b>59,220</b>	<b>420,680</b>	<b>400,250</b>

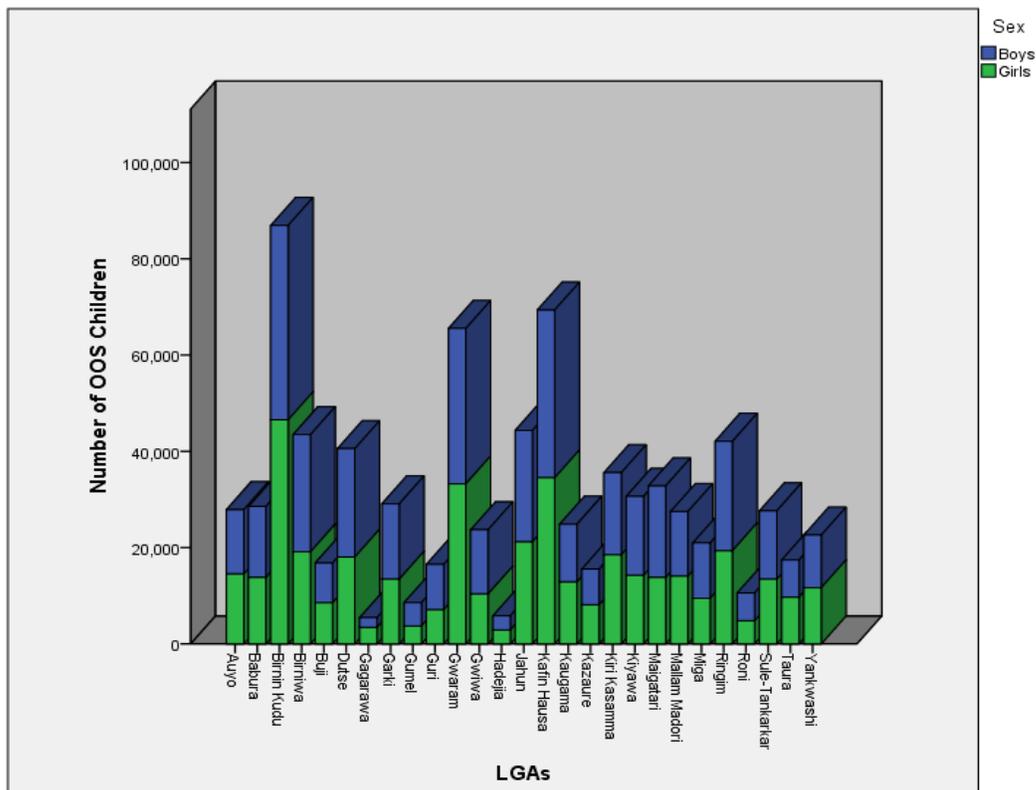
Table 3.4 above shows the number of out-of-school children aged 3-18 years in the 27 LGAs of the State. There were 125,181 boys and 128,324 girls aged 3-5 years (pre-primary school age) that were out-of-school in the State. In all, there were 420,680 and 400,250 out-of-school boys and girls aged 3-18 years respectively in the State. Moreover, 50.8% of the out-of-school children were 6-14 years of age (basic education age). Again,

18.3% of the out-of-school children were 15-18 years of age (senior secondary school age). The number of female children 15-18 years of age is likely to be underreported due to issues of early marriage. At 15-18 years of age, many girls were no longer children in their parent's household as they become wives and mothers elsewhere in their matrimonial homes. The summary is further depicted by figure 3.4 below.



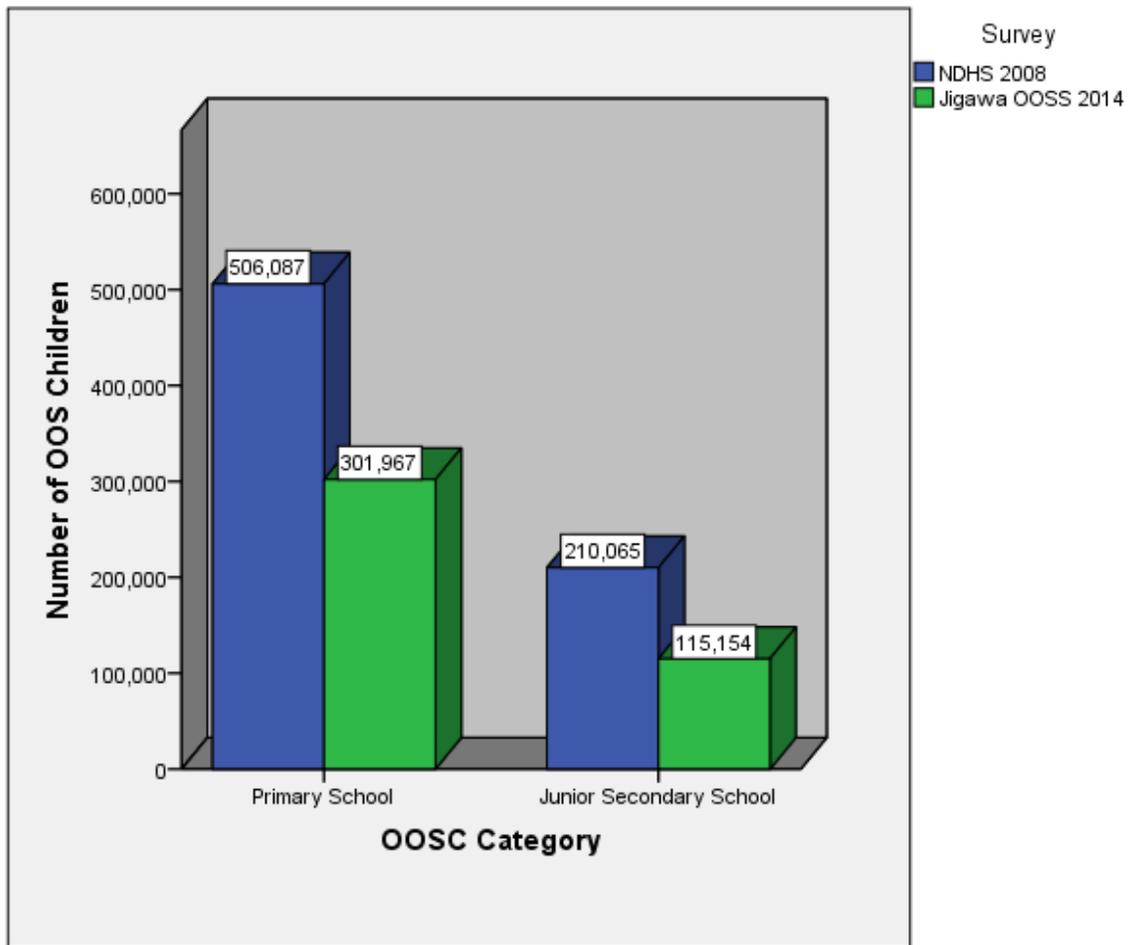
**Figure 3.4: Distribution of Out-of-School Children**

Moreover, the number of out-of-school boys and girls were very close across all age categories (except for senior secondary school ages) as well as across all LGAs. This is shown in figure 3.5 below.



**Figure 3.5: Number of Out-of-School Children by LGA**

Furthermore, the National Demographic and Health Survey (NDHS) had included many aspects for OOSC. The NDHS (2008) estimated the number of out-of-school children for primary and junior secondary schools. According to NDHS (2008), 506,087 children aged 6-11 were out of school in Jigawa State while 210,065 children aged 12-15 were out of school in the State. This study obtained the number of OOSC aged 6-11 and 12-15 as 301,967 and 115,154 respectively. The likely reason for decline over the six year period could be attributed to many factors such as increased advocacy, interventions enrolment drive campaigns and survey methodology among others. This is depicted in the figure below.



**Figure 3.6: Number of Out-of-School Children in NDHS and OOS Survey**

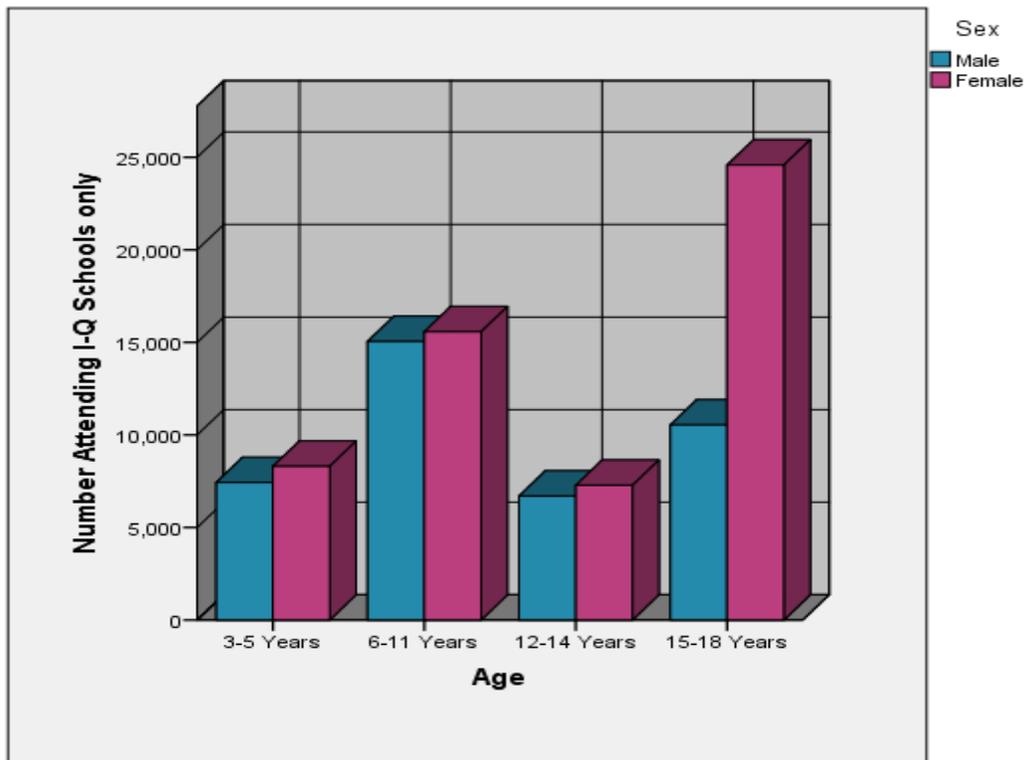
### 3.3 Number of Children Attending Schools

**Table 3.5: Number of Children Attending Only Islamiyya/Quranic Schools by Age, Sex and LGA**

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	404	407	1,264	879	324	104	87	152	2,078	1,542
Babura	343	445	654	586	865	313	530	3,989	2,392	5,334
Birnin Kudu	38	118	107	129	56	67	77	708	279	1,022
Birniwa	188	70	121	221	86	113	104	862	499	1,266
Buji	180	219	973	504	247	241	449	989	1,849	1,953
Dutse	266	685	1,260	1,061	357	588	290	1,465	2,173	3,799
Gagarawa	442	79	117	170	114	244	113	207	785	699
Garki	211	279	264	287	136	410	243	2,053	853	3,028
Gumel	797	490	1,186	1,256	776	599	624	870	3,382	3,215
Guri	616	333	832	829	161	149	143	824	1,752	2,135
Gwaram	111	149	524	242	53	75	66	201	753	667
Gwiwa	105	197	626	537	138	145	604	1,528	1,472	2,407
Hadejia	131	49	230	358	169	112	120	160	650	680
Jahun	74	258	59	430	135	220	777	2,164	1,045	3,072
Kafin Hausa	63	68	353	169	231	113	204	242	851	592
Kaugama	45	41	367	335	72	128	95	430	578	934
Kazaure	1,356	1,266	1,430	2,552	537	1,035	1,503	882	4,826	5,735
Kiri Kasamma	282	186	914	842	257	262	405	562	1,858	1,852
Kiyawa	235	117	161	211	141	196	90	226	627	749
Maigatari	243	338	256	353	125	169	1,018	734	1,643	1,594
Mallam Madori	69	82	664	289	75	161	214	284	1,022	815
Miga	123	89	304	195	133	98	67	336	627	718
Ringim	381	1,108	495	687	137	423	778	2,255	1,790	4,472
Roni	278	509	794	1,055	484	546	959	451	2,515	2,561
Sule-Tankarkar	35	34	48	47	49	75	49	240	180	396
Taura	77	123	161	133	62	84	70	286	370	626
Yankwashi	336	570	889	1,218	780	610	863	1,488	2,867	3,885
<b>Total</b>	<b>7,428</b>	<b>8,308</b>	<b>15,053</b>	<b>15,575</b>	<b>6,697</b>	<b>7,281</b>	<b>10,540</b>	<b>24,586</b>	<b>39,718</b>	<b>55,750</b>

Table 3.5 above shows the number of children aged 3-18 years attending only Islamiyya/Quranic schools in the 27 LGAs of the State. There were 7,428 boys and 8,308

girls aged 3-5 years (pre-primary school age) attending only Islamiyya/Quranic schools in the State. In all, there were 39,718 boys and 55,750 girls aged 3-18 years attending only Islamiyya/Quranic schools in the State. Moreover, 46.7% of the children attending only Islamiyya/Quranic schools were 6-14 years of age (basic education age). Furthermore, 36.7% of them were 15-18 years of age (senior secondary school age). The summary is further depicted by figure 3.7 below.



**Figure 3.7: Distribution of Children Attending Islamiyya/Quranic Schools Only**

**Table 3.6: Number of Children Attending any Form of School by Age, Sex and LGA**

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	4,447	3,486	10,247	7,833	4,375	3,226	5,280	4,418	24,349	18,963
Babura	6,162	6,387	13,714	11,778	5,789	5,095	4,394	5,426	30,059	28,685
Birnin Kudu	8,912	7,758	17,323	16,260	6,386	5,506	7,047	4,484	39,669	34,007
Birniwa	4,256	4,039	8,037	7,456	1,807	2,931	1,979	3,451	16,079	17,876
Buji	2,886	3,101	6,072	6,166	1,684	2,291	3,293	2,260	13,935	13,818
Dutse	9,866	9,117	19,522	17,700	7,069	6,551	8,024	8,163	44,481	41,531
Gagarawa	3,758	3,944	7,550	7,471	2,957	2,687	3,149	2,479	17,415	16,581
Garki	5,772	4,888	11,896	10,464	3,608	3,852	4,208	2,369	25,484	21,573
Gumel	3,765	4,194	9,751	10,486	3,650	3,877	4,929	3,247	22,095	21,805
Guri	5,543	5,543	8,720	8,929	3,693	2,915	4,435	3,915	22,390	21,301
Gwaram	10,059	9,216	17,706	14,095	6,605	4,627	6,669	7,612	41,039	35,549
Gwiwa	5,961	4,227	9,741	8,229	4,552	2,755	4,626	3,567	24,881	18,777
Hadejia	5,025	4,505	11,320	10,378	4,457	4,161	5,223	4,728	26,026	23,771
Jahun	7,030	7,663	15,756	14,861	5,448	6,890	7,429	8,656	35,664	38,070
Kafin Hausa	6,928	6,501	18,934	16,857	6,313	5,768	5,937	6,051	38,112	35,177
Kaugama	4,982	5,644	9,150	8,540	3,446	3,981	4,072	3,868	21,650	22,033
Kazaure	5,910	5,332	14,755	12,029	5,784	4,544	6,082	6,707	32,531	28,612
Kiri Kasamma	5,534	6,862	13,783	11,927	5,270	4,249	5,339	5,434	29,927	28,472
Kiyawa	5,407	5,290	13,352	12,763	5,422	4,202	5,849	4,739	30,030	26,995
Maigatari	6,095	5,994	12,810	13,561	4,747	5,411	5,318	6,118	28,970	31,084
Mallam Madori	6,513	6,050	13,525	11,448	5,278	3,628	4,922	4,817	30,237	25,943
Miga	5,568	5,774	8,998	8,749	3,651	3,411	4,126	3,361	22,343	21,295
Ringim	5,483	5,089	11,166	11,069	3,473	4,821	4,593	5,073	24,714	26,052
Roni	2,038	2,341	5,437	5,360	2,259	2,186	2,277	2,705	12,011	12,592
Sule-Tankarkar	5,040	5,672	8,761	8,567	2,930	2,993	2,303	4,068	19,034	21,300
Taura	5,661	5,489	11,697	11,412	4,056	3,890	4,979	4,713	26,394	25,504
Yankwashi	2,180	2,208	5,186	4,206	1,560	2,438	2,108	1,488	11,035	10,340
<b>Total</b>	<b>150,782</b>	<b>146,314</b>	<b>314,911</b>	<b>288,594</b>	<b>116,270</b>	<b>108,885</b>	<b>128,590</b>	<b>123,915</b>	<b>710,553</b>	<b>667,708</b>

Table 3.6 above shows the number of children aged 3-18 years attending any form of school in the 27 LGAs of the State. These schools include all forms of public, private, Islamiyya/Quranic, non-formal and community schools. Moreover, there were 150,782 boys and 146,314 girls aged 3-5 years (pre-primary school age) attending any form of

school in the State. In all, there were 710,553 boys and 667,708 girls aged 3-18 years attending any form of school in the State. Moreover, 60.1% of the children attending any form of school were 6-14 years of age (basic education age). Furthermore, 18.1% of them were 15-18 years of age (senior secondary school age). The summary is further depicted by figure 3.8 below.

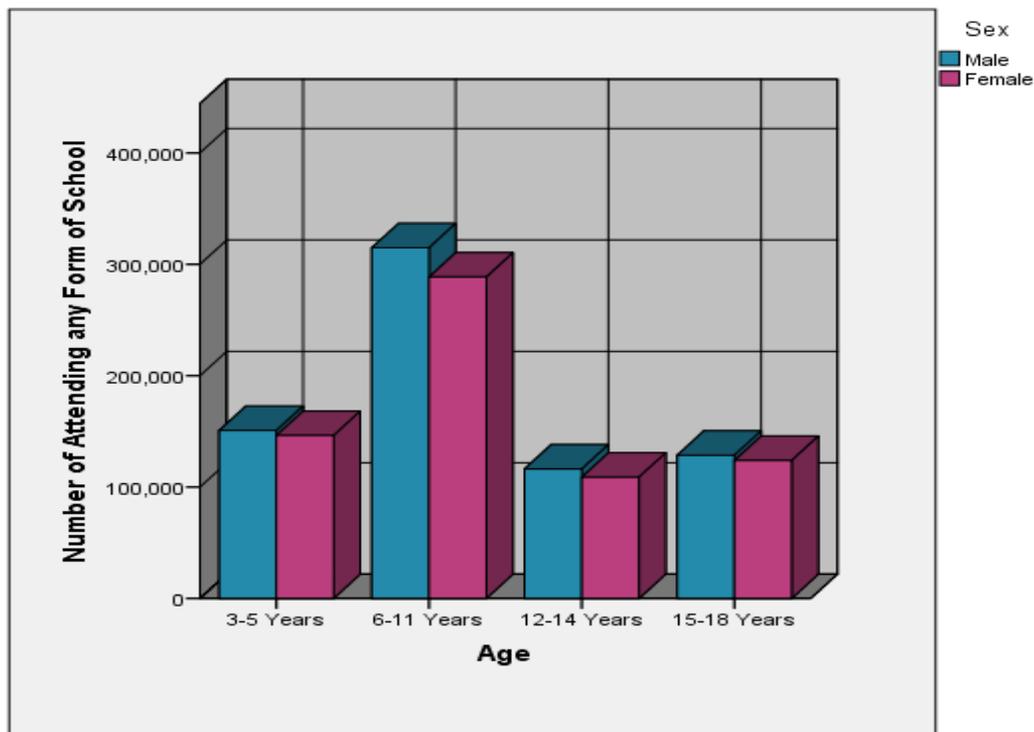


Figure 3.8: Distribution of Children Attending any Form of School

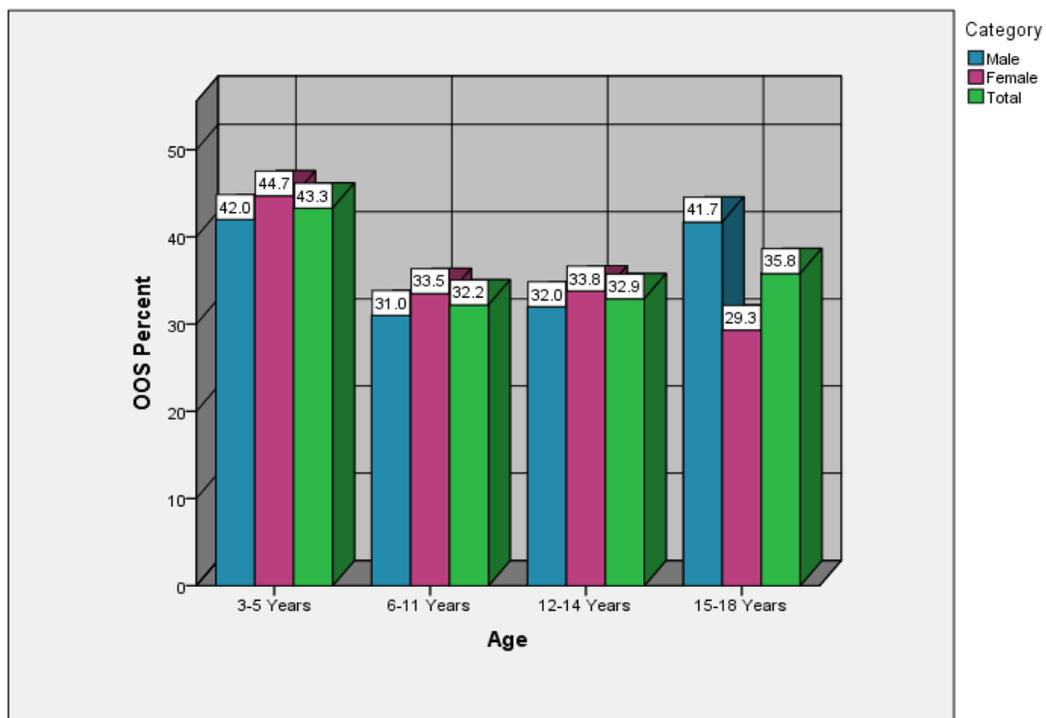
### 3.4 Percentages of Out-of-School Children

Table 3.7: Out-of-School Children and Population by Age and Sex

Age (Years)	Population			Number of OOS Children			Percent of OOS Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3 – 5	298,066	286,813	584,879	125,181	128,324	253,505	42.0	44.7	43.3
6 – 11	476,061	460,711	936,772	147,488	154,479	301,967	31.0	33.5	32.2
12 – 14	177,852	172,353	350,205	56,927	58,227	115,154	32.0	33.8	32.9
15 – 18	218,401	201,910	420,311	91,085	59,220	150,305	41.7	29.3	35.8
<b>Total</b>	<b>1,170,380</b>	<b>1,121,787</b>	<b>2,292,167</b>	<b>420,680</b>	<b>400,250</b>	<b>820,930</b>	<b>35.9</b>	<b>35.7</b>	<b>35.8</b>

Source: National Population Commission

Table 3.7 above shows the estimated population of children aged 3-18 in the State. There were a total of 1,170,380 boys and 1,121,787 girls aged 3-18 years in the State. Moreover, there were 420,680 and 400,250 out-of-school boys and girls aged 3-18 years respectively in the State. Furthermore, 43.3% of the children aged 3-5 years were OOS, 32.2% of the children aged 6-11 years were OOS, 32.9% of the children aged 12-14 years were OOS and 35.8% of the children aged 15-18 years were OOS. Overall, 820,930 children aged 3-18 years were OOS which constitutes 35.8% of the total number of children 3-18 years of age. The summary is further depicted by figure 3.9 below.

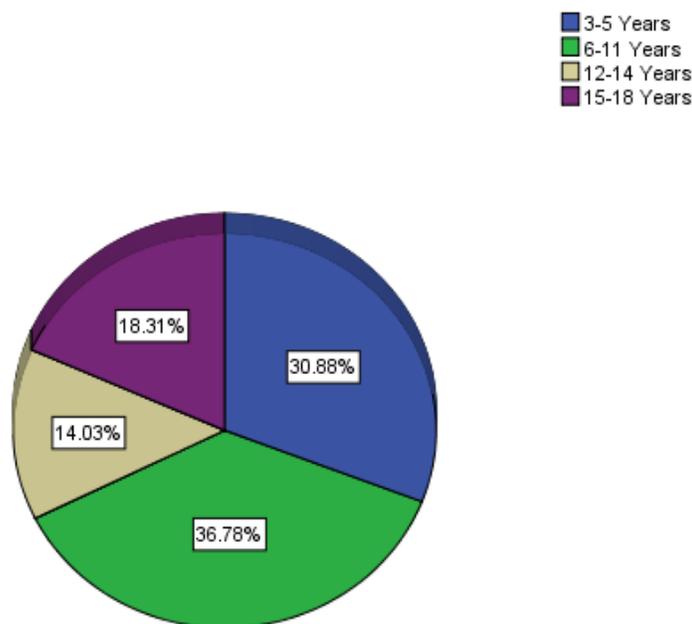


**Figure 3.9: Out-of-School Children as a Percentage of the Population**

**Table 3.8: Summary of Out-of-School Children by Age**

Age (Years)	Number Out-of-School	Percent
3 – 5	253,505	30.9
6 – 11	301,967	36.8
12 – 14	115,154	14.0
15 – 18	150,305	18.3
<b>Total</b>	<b>820,931</b>	<b>100.0</b>

Furthermore, table 3.8 above shows the number of OOS children by age as well as their corresponding percentages of the overall OOS children. There were 253,505 OOS children aged 3-5 years which constitutes 30.9% of the overall number of out-of-school children in the State. Similarly, there were 301,967 OOS children aged 6-11 years which constitutes 36.8% of the overall number of OOSC. Moreover, There were 115,154 OOS children aged 12-14 years which constitutes 14.0% of the overall number of OOSC and 150,305 OOS children aged 15-18 years which constitutes 18.3% of the overall number of OOS children. The summary is further depicted by figure 3.9 below.



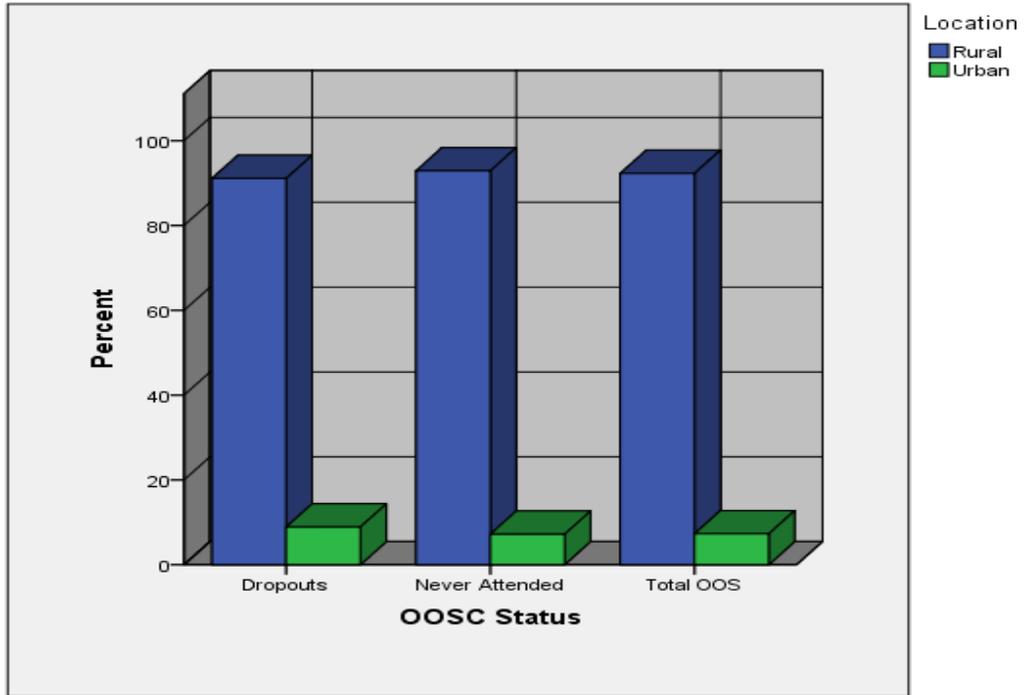
**Figure 3.10: Percentage of Out-of-School Children**

**Table 3.9: Percentage of Out-of-School Children by Location**

Location	Schooling Status		
	Dropouts	Never Attended	Total OOSC
Urban	8.9	7.2	7.3
Rural	91.1	92.8	92.7
Total	100.0	100.0	100.0

Table 3.9 above shows the percentage distribution of schooling status for urban and rural areas, the observed OOS children were categorized into the locations of their homes. In which 91.1% of dropout children come from the rural areas. Similarly, 92.8% of the children that never attended school come from the rural areas. Overall, 92.7% of the out-

of-school children come from the rural areas. The summary is further depicted by figure 3.11 below.



**Figure 3.11: Percentage OOSC by Location**

## SECTION FOUR

### Responsible Factors for Out-of-School Children

The analysis of the responsible factors as well as socio-economic factors is hereby presented. The results are summarized in the following tables and charts.

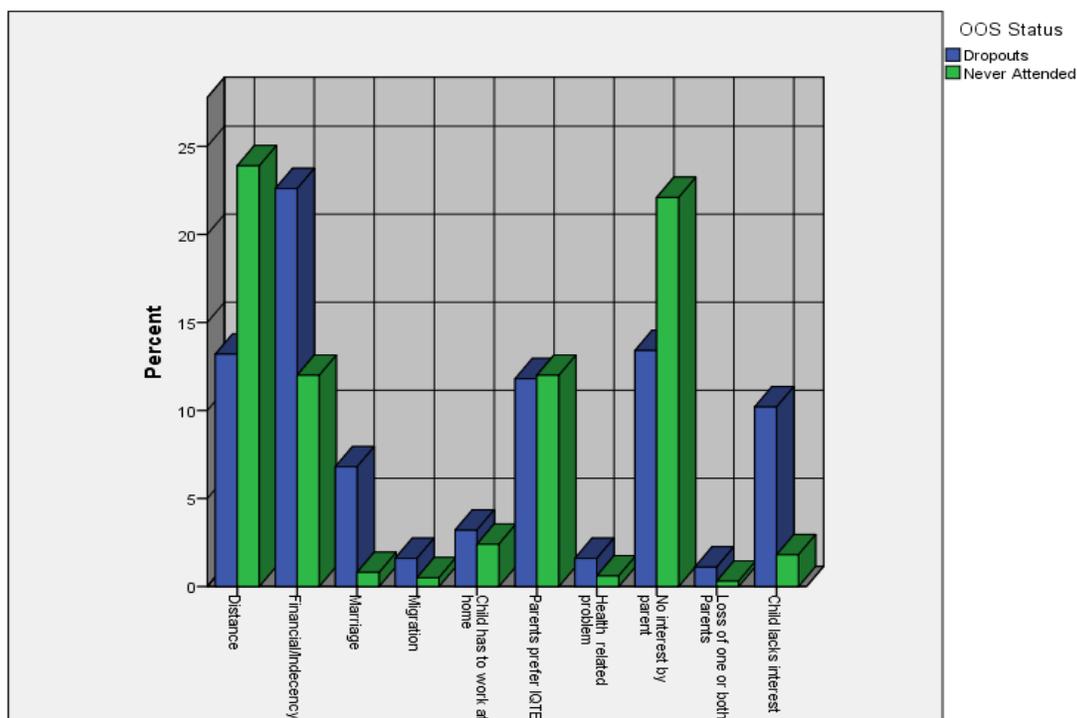
#### 4.1 Possible Risk Factors for Out-of-School Children

**Table 4.1: Percentage Reasons for Dropouts and Never Attended**

Possible Reasons	Dropouts			Never Attended		
	Urban	Rural	Total	Urban	Rural	Total
Distance	10.4	13.5	13.2	11.4	24.9	23.9
Financial/Indecency	27.8	22.0	22.6	14.5	11.9	12.0
Hearing Impaired	0.9	0.3	0.3	0.1	0.3	0.3
Visually Impaired	0.9	0.3	0.3	0.4	0.1	0.1
Mental health issues	2.6	0.5	0.7	0.4	0.1	0.1
Physically Challenged	0.0	0.1	0.1	0.4	0.3	0.3
Marriage	5.2	7.0	6.8	0.6	0.8	0.8
Migration	4.3	1.3	1.6	0.9	0.5	0.5
Child has to work at home	5.2	3.0	3.2	0.9	2.6	2.4
Language barrier	0.0	0.8	0.7	1.1	0.5	0.5
Parents prefer IQTE	14.8	11.5	11.8	9.8	12.2	12.0
Health related problem	1.7	1.6	1.6	1.0	0.5	0.6
No interest by parent	9.6	13.8	13.4	20.3	22.2	22.1
Insecurity	0.0	0.0	0.0	0.2	0.4	0.3
Gender or socio-cultural reasons	0.0	0.8	0.7	1.0	1.3	1.2
Loss of one or both Parents	1.7	1.0	1.1	1.1	0.2	0.3
Child lacks interest in schooling	3.5	10.9	10.2	2.5	1.7	1.8
Apprenticeship	1.7	0.5	0.6	0.2	0.0	0.2
To go and earn money	0.0	0.9	0.8	0.0	0.3	0.3
Others	9.6	10.4	10.3	33.3	19.3	20.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.1 above shows the multiple response percentages of the reasons for dropout children as well as for the children that never attended school as reported by the heads of the households. Minimum of one reason and maximum of three reasons were given for each dropout or never attended child. The most prominent reasons for dropouts were

financial problem (22.6%) and lack of interest by parents (13.4%). On the other hand, the most prominent reasons for never attended were distance (23.9%) and lack of interest by parents (22.1%). The focus group discussions (FGD) across the 27 LGAs have further confirmed the three most prominent reasons for OOSC to be financial problem, distance and lack of interest by parents. The summary is further depicted by figure 4.1 below.



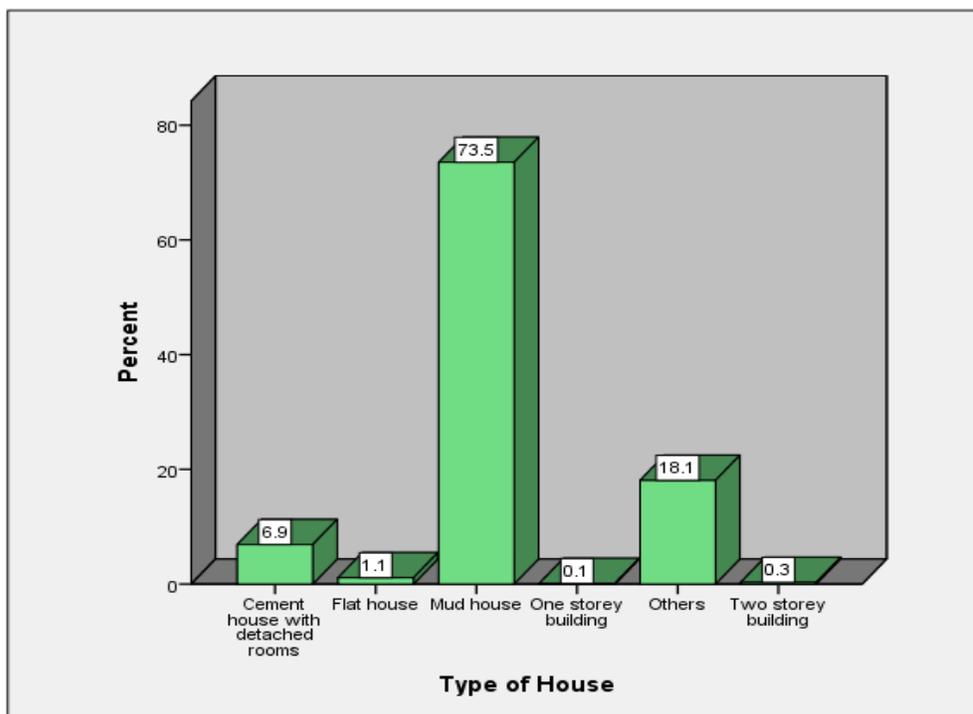
**Figure 4.1: Percentage Reasons for OOS Children**

## 4.2 Socio-Economic Relationships with Out-of-School Status

**Table 4.2: Percentage OOSC by Type of House**

Type of House	OOSC Percent
Mud house	73.6
Cement house with detached rooms	6.9
Flat house	1.1
One storey building	0.1
Two storey building	0.3
Others	18.1
<b>Total</b>	<b>100.0</b>

Table 4.2 above shows the percentages of OOS children by type of house where children’s households are living. The type of house is an indicator of the economic status of the family. Hence, 73.6% of the OOS children live in mud houses, among others. This also shows high percentage of out-of-school children in poor homes. This further signifies the relationship between out-of-school status of a child and the economic status of his family. Similarly, the focus group discussions (FGD) across the 27 LGAs of the State have further confirmed that most of the households with OOS were living in mud houses. The summary is depicted by figure 4.2 below.

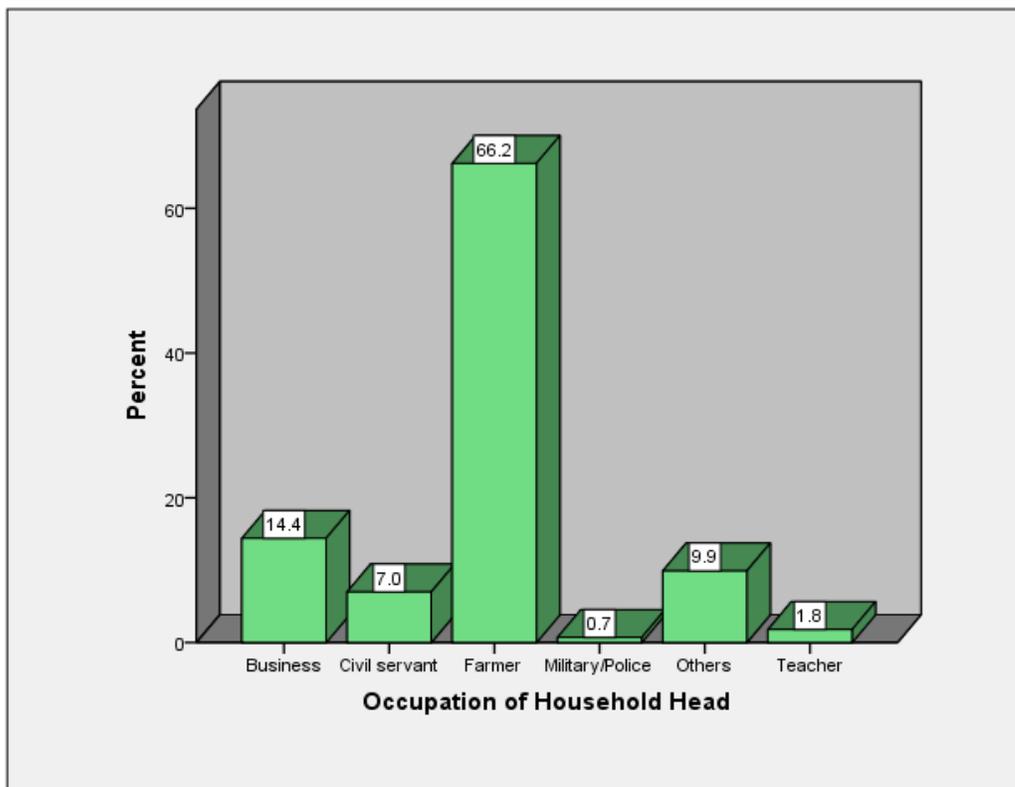


**Figure 4.2: Percentage of OOS Children by Type of House**

**Table 4.3: Percentage OOS by Major Occupation of Household Head**

Major Occupation of HHH	OOS Percent
Farmer	66.2
Civil servant	7.0
Military/Police/Paramilitary	0.7
Teacher	1.8
Business/Trading	14.4
Others	9.9
<b>Total</b>	<b>100.0</b>

Table 4.3 above shows the percentages of OOS children by major occupation of household head. Again, occupation of household head is an indicator of the economic status of the family. Hence, 66.2% of the OOS children have farming as the major occupation of their household heads. This further signifies the relationship between OOS status of a child and occupation of household head. This also shows high percentage of OOS children in poor homes. Similarly, the focus group discussions (FGD) across the 27 LGAs have further confirmed that peasant farming remains the most prominent occupation of the people in the State. The summary is depicted by figure 4.3 below.

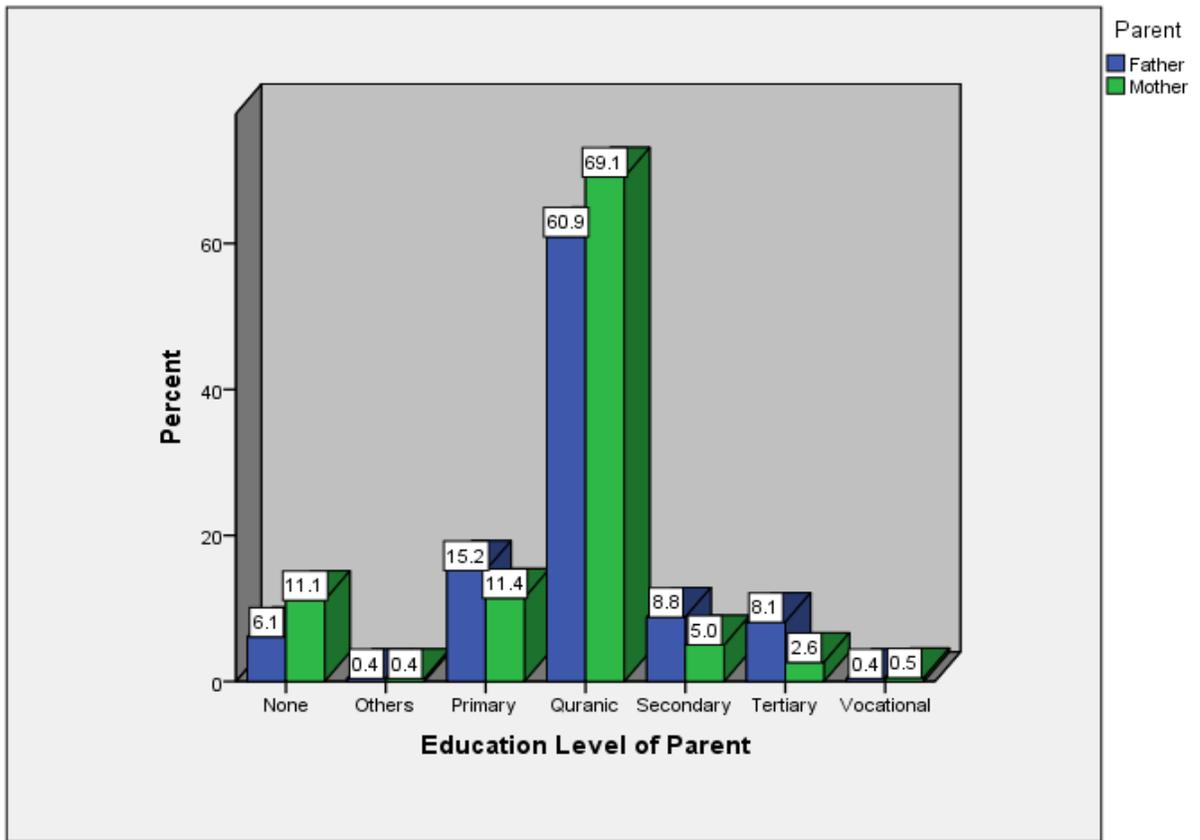


**Figure 4.3: Percentage of OOS Children by Occupation of Household Head**

**Table 4.4: Percentage OOSC by Education Level of Parent**

Parent's Education Level of	OOSC Percent	
	Father	Mother
No education	6.1	11.1
Primary education	15.2	11.4
Secondary education	8.8	5.0
Tertiary education	8.1	2.6
Quranic education	60.9	69.1
Vocational training	0.4	0.5
Others	0.4	0.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Table 4.4 above shows the percentages of OOS children by education level of parents. Again, education level of parents is an indicator of the economic status of the family. Hence, 60.9% and 69.1% of the out-of-school children have Quranic education as the education level of their fathers and mothers respectively. This further signifies the relationship between OOS status of a child and education level of parents. This also shows high percentage of OOS children in homes with no secular education. Similarly, the focus group discussions (FGD) across the 27 LGAs have further confirmed that parents with OOS children have either Quranic education as their highest education qualification or no education at all. This shows the relationship between parents' education and the children's OOS status. The summary is depicted by figure 4.4 below.



**Figure 4.4: Percentage of OOS Children by Education Level of Parent**

## **SECTION FIVE**

### **Conclusion and Recommendations**

#### **5.1 Conclusion**

The primary objective for this survey for out-of-school children in Jigawa was to assess and evaluate the magnitude of the problem of out-of-school children, possible reasons for OOSC and the relationships between out-of-school children and family's socio-economic status. The stratified cluster sampling design was used for the survey. In scope, 12,343 households were covered in 378 EAs in the survey.

Earlier, pilot survey was conducted in three LGAs to test-run the instruments as well as to try out the questionnaire and the field methods on a small scale. The data collected during the survey were fully analyzed and the result were quite revealing. Hence, the study obtained the number of OOSC aged 6-11 (primary school age) and 12-15 (junior secondary school age) as 301,967 and 115,154 respectively. According to NDHS (2008), 506,087 children aged 6-11 (primary school age) were OOS in Jigawa State while 210,065 children aged 12-15 (junior secondary school age) were OOS in the State. The likely reason for decline over the six year period could be attributed to many factors such as increased advocacy, interventions, and enrolment drive campaigns, among others.

#### **Dropout from School**

In summary, there were 11,587 boys and 9,395 girls aged 6-11 years (primary school age) that dropped out from school in the State. In all, there were 50,014 boys and 37,534 girls aged 3-18 years that dropped out from school in the State. Moreover, 46.4% of the dropout children were 6-14 years of age (basic education age). Again, 47.5% of the dropout children were 15-18 years of age (senior secondary school age). The most prominent reasons for dropouts were financial problem (22.6%) and lack of interest by parents (13.4%). By location, 91.1% of dropout children come from the rural areas.

### **Never Attended School**

In summary, there were 121,915 boys and 126,229 girls aged 3-5 years (pre-primary school age) that never attended school in the 27 LGAs. In all, there were 370,666 boys and 362,716 girls aged 3-18 years that never attended school in the State. Moreover, 51.3% of the children that never attended school were 6-14 years of age (basic education age). Again, 14.8% of the children that never attended school were 15-18 years of age (senior secondary school age). The most prominent reasons for never attended were distance (23.9%) and lack of interest by parents (22.1%). By location, 92.9% of the children that never attended school come from the rural areas.

### **Overall Out-of-School Children**

In summary, There were 125,181 boys and 128,324 girls aged 3-5 years (pre-primary school age) that were OOS across the 27 LGAs of the State. This clearly shows that there are no adequate ECCD in the State. In all, there were 420,680 out-of-school boys and 400,250 OOS girls aged 3-18 years in the State. This figure includes dropouts and never attended. Moreover, 50.8% of the OOS children were 6-14 years of age (basic education age). Again, 18.3% of the out-of-school children were 15-18 years of age (senior secondary school age). The number of female children 15-18 years of age is obviously underreported due to marriage. At 15-18 years of age, such girls were no more children in their parent's household as they became wives and mothers elsewhere in their matrimonial homes. By location, 92.3% of the OOS children come from the rural areas.

Furthermore, the population projections have revealed that there were a total of 1,170,380 boys and 1,121,787 girls aged 3-18 years in the State. From among them, there were 420,680 and 400,250 out-of-school boys and girls aged 3-18 years respectively in the State. Furthermore, 43.3% of the children aged 3-5 years were OOS, 32.2% of the children aged 6-11 years were OOS, 32.9% of the children aged 12-14 years were out-of-school and 35.8% of the children aged 15-18 years were OOS. Overall, 820,930 children aged 3-18 years were OOS which constitutes 35.8% of the total number of children 3-18 years of age.

There were 25,3505 OOS children aged 3-5 years which constitutes 30.9% of the overall number of OOS children in the State. Similarly, there were 30,1967 OOSC aged 6-11 years which constitutes 36.8% of the overall number of OOS children. Moreover, There were 11,5154 OOS children aged 12-14 years which constitutes 14.0% of the overall number of OOSC and 15,0305 OOS children aged 15-18 years which constitutes 18.3% of the overall number of OOS children.

### **Children Attending Islamiyya/Quranic Schools Only**

There were 7,428 boys and 8,308 girls aged 3-5 years (pre-primary school age) attending only Islamiyya/Quranic schools in the State. In all, there were 39,718 boys and 55,750 girls aged 3-18 years attending only Islamiyya/Quranic schools in the State. Moreover, 46.7% of the children attending only Islamiyya/Quranic schools were 6-14 years of age (basic education age). Furthermore, 36.7% of the children attending only Islamiyya/Quranic schools were 15-18 years of age (senior secondary school age).

### **Children Attending any Form of School**

The number of children aged 3-18 years attending any form of school in the 27 LGAs of the State was obtained through this survey for OOS children. These schools include all forms of public, private, Islamiyya/Quranic, non-formal and community schools. Moreover, there were 150,782 boys and 146,314 girls aged 3-5 years (pre-primary school age) attending any form of school in the State. In all, there were 710,553 boys and 667,708 girls aged 3-18 years attending any form of school in the State. Moreover, 60.1% of the children attending any form of school were 6-14 years of age (basic education age), 18.1% of them were 15-18 years of age (senior secondary school age), among others.

### **Socio-Economic Factors for OOS Children**

The type of house is an indicator of the economic status of the family. Hence, 73.6% of the out-of-school children live in mud houses, among others. This also shows high percentage of out-of-school children in poor homes. This further signifies the relationship

between out-of-school status of a child and the economic status of his family. The focus group discussions (FGD) have further confirmed that most of the households with OOSC were living in mud houses.

Furthermore, occupation of household head is an indicator of the economic status of the family. Hence, 66.2% of the OOS children have farming as the major occupation of their household heads. This further signifies the relationship between OOS status of a child and occupation of household head. This also shows high percentage of out-of-school children in poor homes. The FGDs have further confirmed that peasant farming remains the most prominent occupation of the people in the State.

Moreover, education level of parents is an indicator of the economic status of the family. In this case, 60.9% and 69.1% of the OOS children have Quranic education as the education level of their fathers and mothers respectively. This further signifies the relationship between OOS status of a child and education level of parents. This also shows high percentage of OOS children in homes with no secular education. Again, the FGDs have further confirmed that parents with OOS children have either Quranic education as their highest education qualification or no education at all.

## **5.2 Suggestions and the Way Forward**

Based on the key findings, the following Suggestions and the way forward are hereby made

1. Pre-primary schools should be provided to cater for the large number of children aged 3-5 who have never attended school. This could be achieved by expanding the facilities of public primary schools to include compulsory ECCDE.
2. Schools should be built within proximal distances especially in the rural areas and hard to reach communities. This will make schools accessible to children whose main reason for OOS is distance.

3. The economic status of the parents should be supported to ease the burden of sending their children to school. This could be achieved through conditional cash transfer, among others.
4. The introduction of more IQTE schools should be considered across the State. Since IQTE combines both Quranic and secular education at the same time.
5. Parents of dropout children across the State should be contacted to work out ways of sending them back to school through awareness campaigns and SBMC engagements.
6. Parents who prefer Quranic education should be made to understand the importance of pursuing of both the Quranic and the secular schools concurrently. Because such parents will be willing to send their children to school with little conviction on the importance of education.

## **5.2 Limitations**

The limitations of this study include the following.

1. Children on the streets (though negligible in number) and whose household heads did not report were missing in coverage.
2. The population estimates were based on stratified cluster sampling design.

## References

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UNESCO (2000). *Education for All (EFA 2000) – Dakar Framework of Action*

UNICEF (2001). *Children's and Women's Rights in Nigeria a Wake-Up Call, Assessment and Analysis*: National Planning Commission.

UNICEF (2012). *Global Initiative on Out-of-School Children: Nigeria Country Study*.

# Appendix A Questionnaire



## Jigawa State Survey for Out-of-School Children

### Household Questionnaire



#### Section A: Household Identification and Demographics

1. Form Number: \_\_\_\_\_
2. Building Number: \_\_\_\_\_
3. LGA: \_\_\_\_\_
4. EA Name: \_\_\_\_\_
5. EA Code \_\_\_\_\_
6. Locality: \_\_\_\_\_
7. Location: Urban  Rural
8. Name of Household Head: \_\_\_\_\_
9. Phone no.: \_\_\_\_\_
10. Address of Household: \_\_\_\_\_
11. Sex of HHH: Male  Female

#### Section B: Household Socio-Economic Characteristics

12. Type of house:
- a. Mud house
  - b. Cement house with detached rooms
  - c. Flat house
  - d. One storey building
  - e. Two storey building
  - f. Others (Specify)

13. Major occupation of household head:
- a. Farmer
  - b. Civil servant
  - c. Military/Police/Paramilitary
  - d. Teacher
  - e. Business/Trading
  - f. Others (Specify)

14. Education Level of Father:

- |                        |  |
|------------------------|--|
| a. No education        |  |
| b. Primary education   |  |
| c. Secondary education |  |
| d. Tertiary education  |  |
| e. Quranic education   |  |
| f. Vocational training |  |
| g. Others (Specify)    |  |

15. Education Level of Mother:

- |                        |  |
|------------------------|--|
| a. No education        |  |
| b. Primary education   |  |
| c. Secondary education |  |
| d. Tertiary education  |  |
| e. Quranic education   |  |
| f. Vocational training |  |
| g. Others (Specify)    |  |

16. How long have you lived in this community? \_\_\_\_\_

### Section C: School Enrolments in the Household

#### School Enrolment by Age and Sex for Children in the Household

Q/No	Number of Children by Age and Sex	3-5 years		6-11 years		12-14 years		15-18 years	
		M	F	M	F	M	F	M	F
17.	How many children are <b>currently</b> in your household in total?								
18.	How many of them attend <b>secular</b> schools only?								
19.	How many of them attend <b>IQTE</b> schools only?								

#### 20. How many children in your household are currently attending the following types of schools?

Types of School	Nursery/ ECCD		Primary		JSS		SSS		IQTE	
	M	F	M	F	M	F	M	F	M	F

## Section D: Out-Of- School Status in the Household

21. How many children once attended but have now dropped out of school?

Dropped out of school	3-5 years		6-11 years		12-14 years		15-18 years	
	M	F	M	F	M	F	M	F

22. Please complete the table below for all children of ages 3-18 who dropped out of school.

S/No	Names of children that dropped out of school	Sex	Age	School dropped out from	Class dropped out from	Give best reasons for the child dropping out from school (use codes)		
		1=Male 2=Female	(Years)	1=Nursery 2=Primary 3=JSS 4=SSS 5=IQTE		Reason 1	Reason 2	Reason 3
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

NB: If there are more than 10 children that dropped out of school in one household, please cut and attach section D of fresh form and continue. You can give one to three reasons per child for dropping out from school.

23. How many children currently in this household who have never attended school?

Never attended school	3-5 years		6-11 years		12-14 years		15-18 years	
	M	F	M	F	M	F	M	F

**24. Please complete the table below for all children of ages 3-18 who never attended school.**

S/No	Names of children who never attended school	Sex	Age	Give best reasons for not attending school (use codes)		
		1=Male, 2=Female	(Years)	R1	R2	R3
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

**NB: If there are more than 10 children who never attended school in one household, please cut and attach section D of fresh form and continue. You can give one to three reasons per child for not attending school.**

**Possible reasons why the child is out of school (Dropped Out/Never Attended) (Use the codes only)**

Codes	Reasons	Codes	Reasons
1	Distance	11	Parents prefer IQTE
2	Financial/Indecency	12	Health related problem
3	Hearing Impaired	13	No interest by parent
4	Visually Impaired	14	Insecurity
5	Mental health issues	15	Gender or socio-cultural reasons
6	Physically Challenged	16	Loss of one or both Parents
7	Marriage	17	Child lacks interest in schooling
8	Migration	18	Apprenticeship
9	Child has to work at home	19	To go and earn money
10	Language barrier	20	Others (Specify)

*Enumerator is expected to engage the respondent in conversation on the reason why the child is out of school and document via voice recording or in writing).*

Interviewer's name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_ Phone No.: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

### Interview Guide

#### Jigawa State Survey for Out-of-School Children



#### FGD Interview Guide

Good morning/afternoon/evening. My name is \_\_\_\_\_.

(Moderator)

I am part of a research effort that is in this context focused on out-of-school children in Jigawa State. The research is coordinated by Jigawa SUBEB and ESSPIN to document the opinions of different groups in the 27 local government areas of Jigawa State on issues relating to out-of-school children in the state. Your contribution to the discussion is very valuable, and we hope you will actively participate in the focus group discussion. All information will be treated with utmost confidentiality. We seek your consent to record the discussion so that we could capture all the ideas expressed. We expect this discussion to last for no more than 60 minutes.

The FGD Guide will include:

1. Are there children of school age who do not attend school in this community?  
PROBE FOR: children of school age that are out-of-school.
2. How important do you think it is for a child (3 – 18) years to attend a school?  
Why?
3. What rights to education do you think children in this community enjoy? How? If not, why not?
4. Social-cultural, political, family and individual reasons, etc
5. At what age do children start going to school in this community? Why?
6. At what age and class are boys dropping out of school? Give 4 reasons (prioritize on a scale) from dropping out. PROBE FOR: Would they attend school now or later? If later, why?
7. At what age and class are girls dropping out of school? Give 4 reasons (prioritized on a scale) for dropping out. PROBE FOR: Would they attend school now or later? If later, why?

What can be done to ensure that more children go to school, stay and complete their education? PROBE FOR: People's perceptions about the subject matter.

## Appendix C

### Number of Children in the Sampled Household

LGAs	Age (Years)									
	3-5		6-11		12-14		15-18		Total	
	M	F	M	F	M	F	M	F	M	F
Auyo	135	149	207	174	67	50	77	40	486	413
Babura	331	342	381	379	127	106	137	61	976	888
Birnin Kudu	571	539	634	532	224	189	199	63	1,628	1,323
Birniwa	159	132	263	200	69	49	70	15	561	396
Buji	185	176	230	184	97	64	98	32	610	456
Dutse	377	382	403	322	140	117	127	55	1,047	876
Gagarawa	50	67	76	50	29	13	36	18	191	148
Garki	295	254	315	282	91	74	94	45	795	655
Gumel	207	226	232	177	98	104	88	84	625	591
Guri	247	202	261	188	119	120	82	51	709	561
Gwaram	678	601	573	478	215	142	210	63	1,676	1,284
Gwiwa	84	81	157	143	38	33	32	11	311	268
Hadejia	113	138	205	184	78	73	90	60	486	455
Jahun	413	357	418	402	137	126	131	45	1,099	930
Kafin Hausa	295	264	420	339	144	95	133	52	992	750
Kaugama	193	209	189	164	72	40	67	14	521	427
Kazaure	231	233	275	232	112	110	120	42	738	617
Kiri Kasamma	328	268	370	310	123	115	120	47	941	740
Kiyawa	256	193	239	257	102	69	98	35	695	554
Maigatari	152	140	231	161	59	42	80	34	522	377
Mallam Madori	164	128	243	232	89	78	77	26	573	464
Miga	212	192	228	213	78	53	94	18	612	476
Ringim	444	370	378	329	170	91	135	64	1,127	854
Roni	173	151	204	195	79	62	98	32	554	440
Sule-Tankarkar	252	254	297	300	107	71	131	26	787	651
Taura	232	213	269	210	86	62	94	43	681	528
Yankwashi	78	89	141	92	45	25	50	9	314	215
<b>Total</b>	<b>6,855</b>	<b>6,350</b>	<b>7,839</b>	<b>6,729</b>	<b>2,795</b>	<b>2,173</b>	<b>2,768</b>	<b>1,085</b>	<b>20,257</b>	<b>16,337</b>

## Appendix D

### Percentages of Children that Dropout from School

LGAs	Age (Years)							
	3-5		6-11		12-14		15-18	
	M	F	M	F	M	F	M	F
Auyo	0.00	0.00	1.45	1.15	5.97	4.00	16.88	2.50
Babura	0.30	0.00	1.05	0.26	1.57	4.72	5.11	0.00
Birnin Kudu	0.18	0.19	1.74	1.13	6.70	7.41	11.56	33.33
Birniwa	7.55	3.03	3.42	1.50	13.04	10.20	12.86	6.67
Buji	1.62	2.27	2.61	2.17	12.37	9.38	12.24	12.50
Dutse	2.39	1.31	3.23	4.35	2.86	0.85	1.57	0.00
Gagarawa	0.00	0.00	1.32	2.00	6.90	7.69	5.56	0.00
Garki	1.02	0.79	0.95	2.48	5.49	1.35	8.51	2.22
Gumel	8.70	2.65	2.59	1.69	3.06	4.81	2.27	5.95
Guri	2.02	0.00	6.13	7.98	12.61	13.33	18.29	7.84
Gwaram	0.00	0.67	2.62	1.88	11.63	7.75	12.86	6.35
Gwiwa	2.38	2.47	4.46	5.59	2.63	0.00	53.13	9.09
Hadejia	0.00	0.00	0.98	0.54	2.56	1.37	1.11	1.67
Jahun	0.00	0.28	2.63	1.99	10.22	3.17	14.50	6.67
Kafin Hausa	0.68	0.76	3.33	2.65	2.78	2.11	9.77	9.62
Kaugama	0.00	0.00	2.12	0.61	8.33	2.50	19.40	42.86
Kazaure	0.87	0.00	0.36	0.86	1.79	1.82	9.17	0.00
Kiri Kasamma	1.83	0.75	5.14	4.19	4.07	1.74	5.00	6.38
Kiyawa	0.00	0.00	3.77	1.17	4.90	8.70	15.31	5.71
Maigatari	0.00	0.00	0.87	0.00	8.47	4.76	3.75	0.00
Mallam Madori	0.61	0.78	0.41	0.86	1.12	2.56	2.60	3.85
Miga	0.00	0.00	0.44	0.00	1.28	0.00	2.13	5.56
Ringim	2.03	3.51	5.82	4.56	12.94	9.89	11.85	10.94
Roni	0.00	0.00	1.47	2.05	2.53	1.61	6.12	3.13
Sule-Tankarkar	0.00	0.39	2.36	0.67	6.54	9.86	10.69	11.54
Taura	0.00	0.00	0.37	0.48	1.16	6.45	11.70	11.63
Yankwashi	0.00	0.00	1.42	2.17	17.78	8.00	26.00	11.11

## Appendix E

### Percentages of Children that Never Attended School

LGAs	Age (Years)							
	3-5		6-11		12-14		15-18	
	M	F	M	F	M	F	M	F
Auyo	48.89	59.73	30.43	41.95	23.88	28.00	23.38	25.00
Babura	37.16	37.72	19.42	24.54	19.69	24.53	24.09	6.56
Birnin Kudu	49.21	59.00	43.69	49.44	37.95	36.51	47.74	42.86
Birniwa	53.46	59.09	49.43	45.00	62.32	61.22	61.43	33.33
Buji	38.92	38.64	27.39	30.43	18.56	23.44	11.22	15.63
Dutse	39.26	40.58	26.80	26.09	30.71	23.08	32.28	7.27
Gagarawa	14.00	23.88	5.26	10.00	3.45	15.38	2.78	11.11
Garki	38.64	45.67	33.65	31.56	31.87	31.08	37.23	15.56
Gumel	34.78	33.19	7.76	2.26	1.02	2.88	1.14	3.57
Guri	30.77	20.79	19.54	20.21	19.33	11.67	15.85	11.76
Gwaram	44.40	49.75	35.43	49.37	30.23	46.48	44.76	22.22
Gwiwa	35.71	45.68	25.48	27.27	23.68	27.27	15.63	9.09
Hadejia	32.74	32.61	1.46	2.72	1.28	1.37	1.11	1.67
Jahun	37.53	44.26	36.12	33.58	32.12	28.57	19.85	17.78
Kafin Hausa	60.00	60.61	35.24	42.48	37.50	40.00	46.62	38.46
Kaugama	41.45	31.58	25.40	29.88	22.22	30.00	28.36	28.57
Kazaure	35.06	37.77	9.82	16.38	3.57	11.82	5.83	4.76
Kiri Kasamma	29.57	42.16	27.03	33.87	26.02	33.91	33.33	25.53
Kiyawa	44.53	52.33	26.36	24.51	20.59	33.33	23.47	5.71
Maigatari	48.03	45.71	32.90	26.71	23.73	14.29	41.25	23.53
Mallam Madori	39.02	41.41	21.81	26.72	19.10	41.03	41.56	26.92
Miga	27.36	26.56	35.53	27.23	29.49	20.75	38.30	33.33
Ringim	34.68	38.92	37.04	34.95	31.76	34.07	46.67	15.63
Roni	51.45	37.75	22.55	21.03	12.66	14.52	7.14	9.38
Sule-Tankarkar	34.92	34.25	35.35	38.67	32.71	35.21	48.85	26.92
Taura	33.62	37.56	12.27	23.81	16.28	20.97	18.09	13.95
Yankwashi	58.97	57.30	34.04	40.22	20.00	24.00	14.00	44.44

## Appendix F

### Percentages of Children Attending Islamiyya/Quranic Schools Only

LGAs	Age (Years)							
	3-5		6-11		12-14		15-18	
	M	F	M	F	M	F	M	F
Auyo	4.44	4.70	8.70	6.32	5.97	2.00	1.30	2.50
Babura	2.42	3.22	2.89	2.64	10.24	3.77	5.11	40.98
Birnin Kudu	0.18	0.56	0.32	0.38	0.45	0.53	0.50	4.76
Birniwa	1.89	0.76	0.76	1.50	1.45	2.04	1.43	13.33
Buji	2.70	3.41	9.13	4.89	6.19	6.25	9.18	21.88
Dutse	1.59	4.19	4.71	4.04	3.57	5.98	2.36	12.73
Gagarawa	8.00	1.49	1.32	2.00	3.45	7.69	2.78	5.56
Garki	2.03	2.76	1.59	1.77	2.20	6.76	3.19	28.89
Gumel	10.63	7.08	9.91	11.30	17.35	14.42	11.36	17.86
Guri	7.69	4.46	6.51	6.91	3.36	3.33	2.44	15.69
Gwaram	0.59	0.83	1.75	0.84	0.47	0.70	0.48	1.59
Gwiwa	1.19	2.47	4.46	4.20	2.63	3.03	9.38	27.27
Hadejia	1.77	0.72	1.95	3.26	3.85	2.74	2.22	3.33
Jahun	0.48	1.68	0.24	1.74	1.46	2.38	6.87	20.00
Kafin Hausa	0.34	0.38	1.19	0.59	2.08	1.05	1.50	1.92
Kaugama	0.52	0.48	2.65	2.44	1.39	2.50	1.49	7.14
Kazaure	12.12	12.02	8.00	15.09	8.04	16.36	18.33	11.90
Kiri Kasamma	2.13	1.49	4.32	4.19	3.25	3.48	4.17	6.38
Kiyawa	1.95	1.04	0.84	1.17	1.96	2.90	1.02	2.86
Maigatari	1.97	2.86	1.30	1.86	1.69	2.38	11.25	8.82
Mallam Madori	0.61	0.78	3.70	1.72	1.12	2.56	2.60	3.85
Miga	1.42	1.04	2.19	1.41	2.56	1.89	1.06	5.56
Ringim	2.93	8.65	2.38	3.34	1.76	5.49	8.15	25.00
Roni	5.20	9.93	9.31	12.82	15.19	17.74	24.49	12.50
Sule-Tankarkar	0.40	0.39	0.34	0.33	0.93	1.41	0.76	3.85
Taura	0.86	1.41	1.12	0.95	1.16	1.61	1.06	4.65
Yankwashi	5.13	8.99	8.51	11.96	20.00	16.00	18.00	33.33

## Appendix G

### Percentages of Children Attending any Form of School

LGAs	Age (Years)							
	3-5		6-11		12-14		15-18	
	M	F	M	F	M	F	M	F
Auyo	48.89	40.27	70.53	56.32	80.60	62.00	79.22	72.50
Babura	43.50	46.20	60.63	53.03	68.50	61.32	42.34	55.74
Birnin Kudu	42.38	36.73	51.58	47.93	50.89	43.39	45.73	30.16
Birniwa	42.77	43.94	50.57	50.50	30.43	53.06	27.14	53.33
Buji	43.24	48.30	56.96	59.78	42.27	59.38	67.35	50.00
Dutse	58.89	55.76	72.95	67.39	70.71	66.67	65.35	70.91
Gagarawa	68.00	74.63	85.53	88.00	89.66	84.62	77.78	66.67
Garki	55.59	48.43	71.75	64.54	58.24	63.51	55.32	33.33
Gumel	50.24	60.62	81.47	94.35	81.63	93.27	89.77	66.67
Guri	69.23	74.26	68.20	74.47	77.31	65.00	75.61	74.51
Gwaram	53.69	51.41	59.16	48.95	59.07	42.96	48.57	60.32
Gwiwa	67.86	53.09	69.43	64.34	86.84	57.58	71.88	63.64
Hadejia	68.14	65.94	96.10	94.57	101.28	101.37	96.67	98.33
Jahun	45.52	49.86	63.88	60.20	59.12	74.60	65.65	80.00
Kafin Hausa	37.29	36.36	63.81	58.70	56.94	53.68	43.61	48.08
Kaugama	57.51	66.03	66.14	62.20	66.67	77.50	64.18	64.29
Kazaure	52.81	50.64	82.55	71.12	86.61	71.82	74.17	90.48
Kiri Kasamma	41.77	54.85	65.14	59.35	66.67	56.52	55.00	61.70
Kiyawa	44.92	47.15	69.46	70.82	75.49	62.32	66.33	60.00
Maigatari	49.34	50.71	64.94	71.43	64.41	76.19	58.75	73.53
Mallam Madori	57.93	57.81	75.31	68.10	78.65	57.69	59.74	65.38
Miga	64.15	67.19	64.91	63.38	70.51	66.04	64.89	55.56
Ringim	42.12	39.73	53.70	53.80	44.71	62.64	48.15	56.25
Roni	38.15	45.70	63.73	65.13	70.89	70.97	58.16	75.00
Sule-Tankarkar	57.54	64.17	62.63	60.33	56.07	56.34	35.88	65.38
Taura	62.93	62.91	81.41	81.43	75.58	74.19	75.53	76.74
Yankwashi	33.33	34.83	49.65	41.30	40.00	64.00	44.00	33.33

## Appendix H

### Population Projection (3 -18Years) by Age, Sex and LGA, 2014

LGAs	3-5 Years			6-11 Years			12-14 Years			15-18 Years		
	M	F	Total									
Auyo	9,096	8,658	17,754	14,528	13,907	28,435	5,428	5,203	10,631	6,665	6,094	12,759
Babura	14,163	13,826	27,989	22,620	22,208	44,828	8,451	8,308	16,759	10,378	9,734	20,112
Birnin Kudu	21,029	21,118	42,147	33,587	33,923	67,510	12,548	12,690	25,238	15,411	14,868	30,279
Birniwa	9,951	9,192	19,143	15,893	14,765	30,658	5,937	5,523	11,460	7,291	6,470	13,761
Buji	6,675	6,421	13,096	10,660	10,314	20,974	3,984	3,858	7,842	4,890	4,520	9,410
Dutse	16,755	16,351	33,106	26,760	26,265	53,025	9,997	9,826	19,823	12,277	11,512	23,789
Gagarawa	5,527	5,285	10,812	8,828	8,490	17,318	3,298	3,175	6,473	4,049	3,719	7,768
Garki	10,382	10,093	20,475	16,581	16,214	32,795	6,195	6,065	12,260	7,606	7,106	14,712
Gumel	7,494	6,919	14,413	11,969	11,114	23,083	4,471	4,157	8,628	5,491	4,871	10,362
Guri	8,006	7,464	15,470	12,786	11,990	24,776	4,777	4,485	9,262	5,865	5,254	11,119
Gwaram	18,737	17,924	36,661	29,927	28,792	58,719	11,181	10,770	21,951	13,731	12,620	26,351
Gwiwa	8,785	7,962	16,747	14,031	12,790	26,821	5,242	4,785	10,027	6,436	5,605	12,041
Hadejia	7,375	6,831	14,206	11,780	10,974	22,754	4,401	4,105	8,506	5,403	4,808	10,211
Jahun	15,444	15,369	30,813	24,667	24,686	49,353	9,215	9,236	18,451	11,316	10,820	22,136
Kafin Hausa	18,579	17,878	36,457	29,673	28,717	58,390	11,086	10,744	21,830	13,615	12,586	26,201
Kaugama	8,662	8,548	17,210	13,835	13,731	27,566	5,169	5,137	10,306	6,345	6,017	12,362
Kazaure	11,191	10,529	21,720	17,875	16,913	34,788	6,678	6,327	13,005	8,200	7,413	15,613
Kirikasamma	13,249	12,510	25,759	21,161	20,094	41,255	7,905	7,518	15,423	9,708	8,807	18,515
Kiyawa	12,036	11,220	23,256	19,224	18,023	37,247	7,182	6,743	13,925	8,819	7,899	16,718
Maigatari	12,352	11,819	24,171	19,728	18,985	38,713	7,370	7,102	14,472	9,052	8,321	17,373
Mallam Madori	11,244	10,465	21,709	17,959	16,810	34,769	6,710	6,289	12,999	8,239	7,367	15,606
Miga	8,679	8,594	17,273	13,862	13,804	27,666	5,178	5,165	10,343	6,358	6,049	12,407
Ringim	13,018	12,809	25,827	20,791	20,575	41,366	7,768	7,697	15,465	9,540	9,018	18,558
Roni	5,342	5,124	10,466	8,532	8,230	16,762	3,187	3,080	6,267	3,914	3,606	7,520
SuleTankarkar	8,759	8,839	17,598	13,990	14,199	28,189	5,226	5,312	10,538	6,418	6,222	12,640
Taura	8,996	8,725	17,721	14,368	14,015	28,383	5,367	5,243	10,610	6,592	6,141	12,733
Yankwashi	6,540	6,340	12,880	10,446	10,183	20,629	3,901	3,810	7,711	4,792	4,463	9,255
<b>Total</b>	<b>298,066</b>	<b>286,813</b>	<b>584,879</b>	<b>476,061</b>	<b>460,711</b>	<b>936,772</b>	<b>177,852</b>	<b>172,353</b>	<b>350,205</b>	<b>218,401</b>	<b>201,910</b>	<b>420,311</b>

## Appendix I

### Sampling Variability and Ranges for OOS Children

LGAs	OOS Children per HH		Ranges	
	Estimate	SE	Minimum	Maximum
Auyo	1.53	0.12	0	9
Babura	0.98	0.08	0	13
Birnin Kudu	1.44	0.06	0	13
Birniwa	1.37	0.09	0	11
Buji	1.01	0.08	0	8
Dutse	1.00	0.06	0	12
Gagarawa	0.33	0.08	0	6
Garki	0.93	0.07	0	9
Gumel	0.59	0.06	0	10
Guri	1.12	0.13	0	14
Gwaram	1.50	0.07	0	12
Gwiwa	1.08	0.12	0	9
Hadejia	0.34	0.05	0	7
Jahun	1.05	0.06	0	9
Kafin Hausa	1.68	0.09	0	10
Kaugama	1.13	0.11	0	10
Kazaure	0.57	0.05	0	10
Kiri Kasamma	1.10	0.08	0	17
Kiyawa	1.00	0.07	0	10
Maigatari	0.98	0.09	0	7
Mallam Madori	0.95	0.09	0	10
Miga	1.00	0.09	0	9
Ringim	1.06	0.07	0	24
Roni	0.81	0.08	0	8
Sule-Tankarkar	1.19	0.09	0	11
Taura	0.76	0.07	0	10
Yankwashi	0.98	0.10	0	7