



Draft 2 Report Outline

Research Title:

“Increasing Access to Quality Education for Rural and Marginalised Children in West Africa— A Comparative Study of Accelerated Education and Girls Focussed Programmes in Ghana, Nigeria and Sierra Leone”

Out of School Mapping Exercise

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Abbreviations and meaning

AEP	Accelerated Education Programme
AFC	Associates for Change
CAPI	Computer Assisted Personal Interview
CMF	Conceptual and Methodological Framework
ECCDE	Early Childhood Care Development and Education
EFA	Education for All
FGD	Focused Group Discussion
GESI	Gender Equity and Social Inclusion
GFM	Girls Focused Models
GFP	Girls Focused Programmes
GPE	Global Partnership for Education
GPS	Global Positioning System
HH	Household
HHH	Household Head
HHS	Household Survey
HND	Higher National Diploma
IDP	Internally Displaced Persons
IDRC	International Development Research Center
JSS	Junior Secondary School
KG	Kindergarten
KII	Key Informant Interview
LGA	Local Government Area
MDG	Millennium Development Goals
MMC	Miaduguri Municipal Council
NCE	National Certificate in Education
NGOs	Non-Governmental Organisations
ODK	Open Data Kit
OOSC	Out-of-school children
OOSCY	Out-of-school children and Youths
PLWG	Policy Learning Working Group
PPE	Personal Protective Equipment
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
PTTR	Pupil Trained Teacher Ratio
RQ	Research Question
SBMC	School Based Management Committee
SDG	Sustainable Development Goals
SSS	Senior Secondary School
TWC	Technical Working Group
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

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Executive Summary

There is a global drive to reduce the number of out-of-school children (OOSC) in the world. The population of OOSC in Nigeria is currently estimated at 10.5 million (UNICEF, 2022). This study formulates eight (8) research questions attempting to investigate the effectiveness of AEP in getting OOSC back to school. Research question 1 attempts to measure the scale of the OOSC problem through the mapping of the incidence of out-of-school children. It aims to profile the OOSC in two LGAs (Jere and MMC) in Borno state of Northeast Nigeria known to have the prevalence of OOSC as a result of civil conflict and internal displacement. The mapping employed a household survey, Focused Group Discussion (FGDs) and Key Informant Interviews (KIIs) to investigate the socio-economic, cultural, demand and supply factors that drive the OOS situation in the selected LGAs. The contexts within which education innovations are being implemented (rural deprived and extremely deprived contexts, socio-cultural and poverty context) are also explored. This report, therefore, presents the findings of the out of school mapping study conducted across the LGAs.

Mapping Design and Methodology

The OOSC mapping exercise was conducted using a mixed methods approach by employing both quantitative and qualitative research methods to investigate indicators of interests on the OOSC situation in the study locations. This approach is popular for its strength in generating reliable findings in primary research as it enables the combination of numerical data with qualitative data, making it possible to validate findings from quantitative analysis with the qualitative data. The quantitative data in this study were gathered through a household survey. Also, some quantitative data were gathered via a School and Community Checklist as well as Key Informant Interviews conducted with various education stakeholders. Qualitative data on the other hand were elicited via Focused Group Discussions and Key Informant Interviews with Local government education authorities, community heads, teacher and headteachers, AEP facilitators and OOSC. A multi-stage sampling approach involving systematic random sampling of households was used to arrive at representative samples during the survey while some non-probability sampling approach were employed for the qualitative interviews and FGDs.

Key Findings and Conclusions

➤ Out of school incidence:

▪ General statistics on identified children

A total of 4049 children of school age (4-17) were surveyed across the sampled communities. Following the Common Methodological Framework provided by the Global Initiative for profiling OOSC, 2,906 are currently attending school, 84 attend school sometimes, 456 are dropped out while 1413 have never attended school. Considering the combined proportion of dropouts and children who never attended school, this amounts to 46%, implying that almost half of the population of school age children are out-of-school. This situation explains the need for AEP interventions as witnessed in some of these communities.

▪ Prevalence of OOSC by age groups

The OOSC number is captured as the combined population of school age children who never attended school and those who dropped out. The findings show that out of a total of 4049 children of school age population from ECCDE (age 4) to Senior Secondary (age 17), the number of OOSC stood at 1869. If the ECCDE age group is exempted from this computation,

the number comes down to 1415. The primary level children have the highest number of OOSC, both 'dropped out' and 'never attended', constituting about 44% of the age cohorts. This situation is attributable to factors such as fosterage, parents' inability to afford school expenses, need to involve children in income generation activities, supply constraints, among others. Also, the number of children aged 4-5 (ECCDE) in the 'never attended' category is relatively high (435) which suggests that many children either experience delayed enrolment in ECCDE or do not have access to ECCDE facilities. As regards the incidence of dropouts, it is interesting to note that the children of senior secondary school age (15-17) have the highest proportion of dropouts relative to the proportion of those who never have attended school, indicating that the risk of dropout is higher among children as they advance to higher educational levels.

▪ **Out of school population by gender**

There are more boys (51%) who are out of school compared to girls (49%). However, the proportion of children (both genders) who never have attended school is more than double of those who dropped out. This reflects that a host of barriers to education access exist in the communities that does not let a child enroll in school in the first place.

➤ **Drop-out situation/context**

▪ **Drop-out numbers by grades last attended before dropping out**

Evidence shows that most children who dropped out last attended a grade in the primary school. The highest drop-out incidence is seen at primary 6 for both genders. In the Secondary School, however, drop out incidence is highest at the Junior Secondary School 3, although the incidence is not generally as high in the Secondary school as it is in the primary school. Comparing between the genders, evidence shows that dropout is higher among girls (51%) than boys (49%).

➤ **Children at risk of dropping out:**

The risk of dropping out was measured using three popular indicators for measuring this risk which are:

- i) the frequency of occurrence of class repetition
- ii) absenteeism from school.
- iii) Overage children

• **Frequency of class repetition occurrence**

Using the frequency of occurrence of class repetition in measuring the risk of dropping out by children, analysis reveals that the risk of dropping out is higher at the primary school level relative to the secondary school across both AEP and non-AEP communities as more cases and higher frequency of class repetition are witnessed there. There are no cases of class repetition more than twice in the non-intervention communities. The cases of children who have repeated classes twice represents the highest proportion (52%) of total cases in the AEP communities while the highest cases are observed for children who repeated class once (75%) in the non-AEP communities. The class level scenario shows that the risk of dropping out is higher at the primary 2, 3 and 6 in the AEP communities, which have a comparatively higher number of children *who experienced* repetition of classes. In the non-intervention communities on the other hand, a high risk of dropping out is observed in primary 2 and 6.

▪ **Absenteeism from school**

Going by children's absenteeism from school, the results in relation to the risk of dropping out of school show that fewer children miss school than those who do not. However, evidence shows that the risk of dropping out is high at primary 2 than other class levels from primary to secondary for both boys and girls. Incidence of absenteeism, hence the risk of dropping out, is least prevalent at primary 6 among girls, while this is the case at Junior secondary school 2 for boys. Data shows that the continuous attendance of children in school is not threatened at Senior Secondary School as no case of absenteeism is recorded. In the overall outlook, going by this indicator, boys tend to be more at risk of dropping out than girls.

➤ **Transition, Retention and Completion Levels on AEPs**

▪ **Number of transitioned AEP learners – school level data**

Data gathered from the schools sampled on the mapping exercise shows that 4701 boys and 6602 girls who completed AEP have transitioned from AEP to formal school in 2020/2021. Most girls got admitted into primary 5 were able (36%) but only few got admitted into primary 6 (4%). Most boys on the other hand were able to transition into Primary 6 (18%). Interestingly, transition happened across all classes at both lower and upper primary, although a higher proportion of the transitioning is witnessed at the upper primary school.

▪ **Impact/Achievements**

With up to 3 episodes of AEP implemented by NGOs in the location of study in the last five years, accelerated education interventions have been provided to hundreds of children across several communities with remarkable impacts. As provided by qualitative data, AEPs have been able to equip children with literacy and numeracy skills adequately to enhance successful mainstreaming into the formal system. While this constitutes an intended impact, other unintended impacts were also realised such as improved community orientation towards education, particularly for girls as witnessed in reduced early girl child marriages.

Recommendations / Implications

In the light of the forgoing findings, recommendations are made as follows:

➤ **Government/Policy level actions:**

▪ **Need for improvement in access to schools**

A deliberate effort should be made to locate more schools within communities for easy access in terms of supply and distance. The scanty distribution of schools within these communities as evidenced by data gathered in this research, calls for this necessary action. This also become very crucial in order to reduce the distance travelled by children to school as the inadequate supply of schools make children travel distance as far as 3 to 5 km or more in some cases, to school. An engaging collaboration with the local government education authorities should be leveraged upon in realising this.

▪ **Adoption of age-cohorts diagnosis approach in addressing OOSC problem**

It is important to address the OOSC problem by looking into the prevailing OOSC situation within various age cohorts which presents a clearer insight into the overall situation and gives a better understanding of the needed intervention. Since it is found that 46% of OOSC are from

the primary school, which is almost half of the entire population, intervention programme designer (whether government or non-government actors) are able to determine where to focus more resources in order to achieve worthy programme impact and efficiency.

- **Maintenance of a healthy Pupil Teacher Ratio in the schools**

Policy should be put up to maintain an optimal pupil teacher ratio in the all classrooms across all schools. This is very important as no quality teaching-learning activity can happen in an overcrowded learning situation. An unhealthy pupil teacher ratio can lead to poor learning outcomes and an ineffective educational system ultimately. An urgent investment in mass recruitment effort is therefore advocated in order replenish and to support the existing supply of teachers across schools within the communities.

- **Commitment to scaled and sustained ABEP over the next 5 years with budgetary funding for sustaining the gains achieved on by development organizations**

There is need to sustain and scale up the achievements of the previous AEP interventions as seen in the transitioning of OOSC into formal system after the successful completion of cycles of the programme. While funding for these initial interventions have been provided by international development organisations, sustenance of this result by the government warrants some degree of financial commitment by the government in form of budgetary allocation. The sustenance of this result for the next five years holds the prospect of a significant reduction in the population of the OOSC in the country. A legal perspective to this commitment is a legislation that moves basic education right from section 2 to section 4 of the constitution, making it a fundamental human right that can be enforced.

- **For Education Innovators:**

- **Interventions should adequately cater for gender equity**

As evidence from this research shows a higher prevalence of out of school boys than girls with a small margin of difference, programme implementation should therefore accommodate both genders, but pay some attention to boys in order to forestall the possibility of an explosion of out-of-school boys numbers over time.

- **Need to build a comprehensive database on OOSC**

A rich database on OOSC and programme implementation as well as impact indicators should be kept. This enhances the tracking of antecedents and provides a sense of direction as to next line of intervention. This database should also exist at the local government level, incorporated into the Education Management Information Systems (EMIS) of the local government education department.

- **For Schools and communities:**

- **Continuous sensitization of parents and caregivers**

Efforts should continue at the community level to orientate parents and care givers about the importance and benefits of education for their children, particularly, the girl child who tends to be more educationally disadvantaged in most household as informed by cultural beliefs. This can be achieved by partnership between community leaders and civil society organisations championing the course of education.

- **Economic empowerment programmes for households in the community**

Economic empowerment initiatives for households should be promoted in order to address the challenge of poverty which features as the main factor hindering education access for children in most families. This empowerment programmes are recommended at the community level targeted at helping households generate more income or raise capital for small and medium scale investments. These initiatives, if well designed and advocated for, can get support in form of funding from government and other non-government donors.

1.0

Introduction

1.1 Background to the Study

The phenomenon of out-of-school children and youth (OOSCY) is considered a severe development challenge globally. Thus, following various international declarations such as the Education for All (EFA), Millennium Development Goals (MDG) and Sustainable Development Goals (SDG), stakeholders including governments, international donor agencies and civil society groups obtain motivation to pursue policies, initiatives and programs towards reducing the severity of the OOSCY. There are estimated 258.4 million global OOSCY, and the largest share; 97.5 million is found in sub-Saharan (UIS Factsheet, 2019). Within the sub-Saharan Africa, the phenomenon is most severe in west Africa where high level of population, endemic adherence to traditional-cultural practices and political instability collectively promote the disruption of the educational system. In the case of Nigeria, it currently holds 20% of the global OOSCY amounting to 10.5 million OOSCY population (UNICEF, 2022). Nigeria is also battling with the problems of high population growth, insecurity due to the Boko haram and other insurgencies and substantial obstacle to schooling due to religious beliefs. These factors may collectively slow down progress towards addressing the multi-dimensional problems of OOSCY.

Development organisations, mainly non-governmental organisations have designed an intervention called the accelerated education programme (AEP). AEP is a flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, over -age out-of-school children and youth who missed out or had their education interrupted due to poverty, marginalization, conflict and crisis (Boisvert, Flemming, & Ritesh , 2017). The operation of education innovation compresses the standard curriculum duration to a shorter period e.g. a 3-year curriculum may be covered in 1 year under the accelerated model such that children transition from this non-formal system into an appropriate level of the formal system on completion of the programme. It is therefore considered a worthy course to investigate and generate evidence on the viability of accelerated education and girls-focused models for increasing education access to rural and marginalized children in West Africa, focusing on the on-going accelerated education programs and girls-focused models, considered to have scalability potentials in Ghana, Nigeria and Sierra Leone. To achieve this, a total of 8 research questions (RQ) built around a theory of change on the OOSCY problem were formulated as follows:

1. What is the scale and prevalence of out-of-school girls and boys of different ages and socio-economic backgrounds in selected rural zones across the three countries?
2. What is the effectiveness, efficiency, and adaptability of the education innovations in relation to the OOSC population and the following factors: social emotional learning, empowerment, inclusion, access, participation, retention, completion, transition and learning outcomes?
4. What is the educational investment of non-state actor innovations within the context of the state educational investment?
5. How cost-effective are the innovative education programming approaches across the three study countries?

6. To what extent are the innovations influencing girl's empowerment/behaviour, gender equality, and socio-cultural transformation in the context of endemic challenges to participation in education?

7. What is the degree of engagement in collaboration with state and non-state actors in evaluating and implementing the innovations, and what best practices and lessons can be learned to reach scale?

8. What processes/best practices for policy development, planning, and capacity-development for state and non-state actors contribute in scaling innovations within each country?

This OOSCY mapping exercises is therefore the first key study conducted in pursuit of RQ1 which attempts to measure the prevalence of the OOSCY in the educationally deprived part of the country, some of which have witnessed alternative education interventions. Following the Conceptual and Methodological Framework (CMF) designed by the Global Initiative on OOSCY for profiling OOSC which identifies 5 dimensions of OOSCY, these OOSCY include:

- i. Pre-primary school age children who are not in pre-primary or primary school
- ii. Primary-school age children who either dropped out or will enter late or will never enter. In other words, children of this age cohort who are not in primary or secondary school
- iii. Children of lower-secondary-school age who either dropped out or will enter late or will never enter. In other words, children of this age cohort who are not in primary or secondary school
- iv. Primary school children but at risk of dropping out
- v. Lower-secondary school but at risk of dropping out

This study collects data on the profile of these children including their age, gender, education status, etc. It also investigates the barriers hindering their access to education both from the demand side and the supply side.

1.2 Objectives and scope of work

The OOSCY mapping exercise aims to address the first research question which seeks to estimate the scale and magnitude of the OOSCY problem in Nigeria. This is important for ascertaining the number of OOSCY, their profile, the barriers that have kept them out of school as well as the role of AEP in mitigating the problem. The target group includes children marginalized children due to schools' supply limitations and demand constraints such poverty, early marriage, exposure to the civil conflict, disability etc. This research question 1 is thus broken down as follows:

- i. What is the effectiveness, efficiency, and adaptability of the education innovations in relation to the Out-of-School Children (OOSC) population and girls?
- ii. What is the scale and prevalence of out-of-school girls and boys of different ages and socio-economic backgrounds in selected rural zones across the three countries?
- iii. What are the profiles of the different categories of OOSC?
- iv. What is the drop-out rate across the various innovations, particularly for girls and children living with disability?
- v. To what extent do AEP graduates, transition to formal schools?
- vi. To what extent do OOSC enroll in AEP programmes?

2.0 Methodology

The methodology description in this section covers the study design, sampling framework, instruments development, data collection procedures, quality assurance, data analysis, ethical and inclusion considerations.

2.1 Study design

The study adopts a mixed methods approach using a combination of quantitative and qualitative survey methods to elicit information on the scale and magnitude of the OOSCY as a means of profiling of the OOSCY situation in Nigeria. The use of this approach enabled the triangulation of findings so that what is found by one method is checked for corroboration by the other. The quantitative method involved the use of a household survey while the qualitative method involved the use of Key Informant Interviews and Focused Group Discussions (FGD).

2.2 Sampling framework / procedure

Households in Jere and Maiduguri Municipal Council (MMC) local governments areas in Borno state were surveyed via systematic random sampling. In the sampling design, after a random selection of initial household, the subsequent households are selected based on pre-determined fixed selection intervals. The sampling method ensures the reduction of sampling bias through providing equal probability of participation in the interviews. The sampling frame contains 1200 households and split between the two LGAs where a total of 40 households were surveyed in each of the communities. In the qualitative component, a combination of non-probability sampling approaches including purposive sampling, convenience sampling and Snowballing was adopted. The snowballing approach helps in more effectively reaching the out-of-school boys and girls for FGD in the survey communities.

2.2.1 Criteria for selection of Local Government Areas (LGA)

The main factors for consideration in the selection of the local government areas are security of enumerators, rurality and deprivation status of the communities and prior experience of AEP. Safely accessing the participating communities is a crucial selection criterion because of the sensitive security situation in the northeastern Nigeria where the study is focused. For over a decade, Borno and the neighboring states have witnessed escalating civil conflicts due to activities of the Boko haram terrorist and other native armed groups, of which many reports claim to have contributed to the population of out-of-school children in these areas. Consequently, humanitarian aids and similar interventions have also increased in the states, including the Education-in-Emergency with innovations such as AEP.

2.2.2 Criteria for selection of communities

Communities were selected into the sample on the basis of:

- Absence of conflict at the time of the survey
- Rurality
- Existence or non-existence of AEP intervention
- Presence or absence of an IDP camp.

Three levels of rural deprivation and exclusion were identified by zone 1, 2 and 3. Zone 1 classes extremely rural deprived communities indicated by remoteness to the state capital requiring a travel time of more than 2-hour drive and lacking basic social and economic

amenities like schools. Zone 2 was defined as communities that are about one-hour drive from the state capital and lack social amenities. Zone 3 was made up of communities with Internally Displaced Population (IDP) camps but still in the rural areas. In all there are 12 AEP intervention communities and 18 non-AEP intervention communities; 10 IDP camps and 20 host communities. Table 1 presents the allocation of communities to education innovators for the field work.

Table 1: Allocation of communities per Education Innovator

S/N	LGA	Number of Communities	Education Innovator (EI)
1.	Jere	15	HOHVIPAD/KABHUDA
2.	MMC	15	HOHVIPAD/KABHUDA
Total		30	

2.2.3 Selection of households

▪ **Definition of a Household:**

The survey defined a household to include a person or group of related or unrelated persons who live together in the same housing unit, sharing the same housekeeping and cooking arrangements and are catered for as one unit, with an adult male or female as the head.

▪ **Household selection:**

Households were selected in AEP intervention and non-AEP intervention communities as well as host communities and IDP camps. A two-way approach was used in selecting these households according to the following steps:

1. **Selection of households:** A systematic random sampling was used to select households. In this sampling approach, a starting point is determined on entry into the community, from where the first household is randomly selected based on the team's chosen randomisation method and subsequent households are selected at a consistent interval.
2. **Household heads:** A household head or primary care giver was identified to whom the survey interview was directed in the household. The respondent was expected to be 18 years or above, living in the household and available at the time of the survey, capable of processing and responding to questions.

▪ **Substitution of households**

Where a household is not available as at the time of visit by enumerators, the next available household in same building is selected to replace the missing household. Also, where a household declined to be surveyed, the next household is selected as replacement.

2.2.4 Selection of key informants and targeted groups (Qualitative data)

Key informants were selected purposively based on their relevance to the research and their availability. Interviews instruments were already drafted for predefined designations which informed the selection of these key informants. For the FGD with the out-of-school boys and

girls, a snowball approach was used to gather the out-of-school boys and girls. A located out-of-school child was engaged to locate other ones in order to gather them for the FGD sessions.

2.3 Instrumentation

Being a mixed methods research approach, research instruments were developed to conduct both qualitative and quantitative inquiry. The qualitative data gathering involved the use of key informant interviews (KII) and focused group discussions (FGD). Instruments were developed to implement these two research approaches. A summary of the deployed instruments is presented in Table 2.

Table 2: Summary of Data Collection Tools

SN	Instrument Number	Description/Targets
1.	Household Instrument	<ul style="list-style-type: none"> Household Survey
2.	Instrument 1: KII with District Local Government Officers	<ul style="list-style-type: none"> KII for District or local government authority officials Planning Officer District Coordinating Director
3.	Instrument 2: KII with District Education Officers	<ul style="list-style-type: none"> KII/FGDs with District Education Officials District Director of Education Complementary Basic Education Officers Officers/ Circuit Supervisors and others
4.	Instrument 3: KII with community & traditional leaders	<ul style="list-style-type: none"> Community and traditional leaders' interviews Chief/queen mother Assembly man
5.	Instrument 4: KII with headteachers & teachers	<ul style="list-style-type: none"> Teachers and head teachers' Interviews
6.	Instrument 5: KII with AEP Facilitators	<ul style="list-style-type: none"> AEP/CBE Facilitators Interviews
7.	Instrument 6: FGD with OOSC	<ul style="list-style-type: none"> Focus Group Discussion (FGD) Guide for OOSC Children and Dropouts Girls Separate FGD Boys separate FGD
8.	Instrument 7	<ul style="list-style-type: none"> SMC/PTA Focal Group Discussion
9.	Instrument 8	<ul style="list-style-type: none"> Community and school checklist

2.3.1 Development of quantitative instruments

A household survey questionnaire was developed to elicit quantitative data from the sample. The development of the quantitative data collection instruments was based on a collaborative approach, accommodating methodological inputs from experts in each of the three countries of the study. The developed questionnaire largely reflects the five dimensions of exclusion according to the Conceptual and Methodological Framework (CMF) of the Global Out-of-School Children Initiative comprising the UNICEF, UNESCO and GPE.

The survey questionnaire was made up of 7 sections. These sections include:

- General Household Information
- Household Roster
- Education History of children within the age bracket of 6 to 18
- Characteristics of children at risk of dropping out of school
- Information about children who dropped out of school
- Information about the children who have never enrolled in formal education;
- Socio-economic characteristics of the household.

To achieve efficiency in data collection, the tool was developed on Kobotoolbox, based on Open Data Kit (ODK) and deployed on the KoboCollect app, for a computer assisted personal interview (CAPI).

2.3.2 Development of qualitative instruments

A total of eight (8) qualitative instruments were developed to augment the quantitative tool (i.e. the survey questionnaire). This was to enhance triangulation of findings from the quantitative data. The development process also involved inputs from the three country teams (i.e. Nigeria, Ghana and Sierra Leone) to reflect each country's context. Instruments developed include Key Informant Interviews for Education Secretaries, Community Heads, Teachers and Headteacher and former Accelerated Education Programme facilitators. Also, instruments were developed for Focused Group Discussion (FGD) with out-of-school boys and girls as well as school-based management committees (SBMC)/parents-teachers association (PTA). A School and Community Checklist was also designed to take stock of the educational infrastructure situation of the communities.

2.3.3 Validation of instruments/piloting

The final version of both the quantitative and qualitative instruments were adopted only after rounds of review both within teams and externally by international experts from the University of Cambridge. There were inputs from the members of the technical working committee (TWC) towards the improvement of the tool. On deployment, a pilot of the tools was conducted as the tools were administered to trial subjects different from the actual target sample but having the same characteristics of the sample. This enhanced the discovery of necessary amendments both technically and administration/implementation-wise.

2.4 Data collection procedures and data management

Data was collected using computer assisted personal interview (CAPI). The instruments of inquiry were programmed on Kobotoolbox and deployed on KoboCollect App for the purpose of data collection efficiency. The CAPI approach was employed because of its advantages such as time saving (via skipping patterns and pre-loaded response options), relatively clean data (via response field controls and data validation), direct data entry, among others. A field team of 24 personnel made up of 20 enumerators (10 males, 10 females) and 4 supervisors (2 males and 2 females), was deployed for the data collection. This team was split into two for easy field operations administration and supervision.

The field work lasted 14 days with an extra 7 days for mop-up activities. In administering the quantitative tool, it took an average of 45 minutes to survey a household and an average of 80 households was covered per day by each team. As for the qualitative data collection, the supervisors dualised their roles by taking up the responsibility of conducting the qualitative

interviews. Enumerators were paired as male and female as they moved from household to household in each community.

2.4.1 Desk Review and Consultations

For effective and efficient implementation of the field exercise, a 2-day strategic meeting with education innovators was convened to plan the exercise. It was an intensive deliberation on crucial issues of sampling of LGAs and communities. Pre-survey activities including community entry, advocacy visits and approvals from education authority were discussed. Field operations were also strategised including manpower planning, recruitment and training, pilot, communication, data quality assurance and security protocols. To forestall health hazards, thorough consultations were also made concerning the observance of Covid-19 protocols and personal protective equipment (PPE) requirements.

2.4.2 Recruitment and Training of Enumerators and Supervisors

The field team was recruited through a thorough screening process. With clearly specified job description, selection of enumerators was based on experience in three data collection projects in the last 2 years. Supervisors required 3-year experience of participation in 5 data collection projects with a supervisory role in at least, 2 of such projects. Experience with CAPI, preferably KoboCollect was mandatory for both supervisors and enumerators. Also, proficiency in Hausa or Kanuri was a mandatory requirement for the entire field team. Enumerators and supervisors were selected from the LGA and the communities where data collection was to take place. The familiarity of the community-based enumerator with the environment was an advantage which paved way for easy acceptance in the community. Conscious efforts were made to ensure gender balance in the composition of the field team.

Despite the experiences of these enumerators and supervisors, a 1-day intensive training was held with the team to educate them about the objectives of the project, the tools to be used, the ethics of a good data collector, child right protection and safeguarding. A day pilot was also held to prove the tools and the competency of the teams in non-sampled communities.

2.4.3 Quality assurance processes

Apart from the fact that an experienced team of enumerators was recruited and re-trained with a pilot conducted, the tools development process also employed some data quality assurance facilities like data validation and response field controls to ensure some degree of data accuracy. Beyond this, field operations were designed to ensure proper monitoring by supervisors. Effective communication flow, timely information circularization and escalation procedures were put in place among the field team. Backend monitoring of form submission was on-going in real time to flag errors. The GPS accuracy was set at 5 meters to capture the location where the data was collected. Back checks were also conducted to confirm data accuracy.

2.5 Study Limitations

A major limitation of the study is the inaccessibility of most LGAs in Borno state, the study location, because of insecurity. While the counter-insurgency efforts of the government have yielded some results in pushing back the insurgents, the security situation of the entire state still remains volatile. As such, only the relatively stable and secure LGAs and communities could be sampled on the OOSC mapping exercise.

2.6 Ethical Considerations

As it is proper for a good research practice, ethical approval was sought from appropriate authorities including the state and the local government ones, in order to proceed with the research. In observance of the community entry protocol, the purpose of the research was clearly communicated to the community leaders. At the instance of the data collection, respondents were adequately detailed as regards the purpose of the research. Their consents were appropriately sought with the assurance of confidentiality of their responses as well as their liberty to opt out if they were no longer willing to continue.

2.6.1 Team membership

The team was mainly made up of the research team and education innovators. Recruited veteran enumerators were also part of the team. The field team was split into two, each having its own supervisor to facilitate smooth coordination of the field operations.

2.7 Gender, Equity and Inclusion Considerations

In adherence to the IDRC's gender equity and social inclusion (GESI) requirements, the research team and the field team have emphasised adequate female representation and participation in the conduct of all activities. To this end, 50% female representation was achieved in the recruitment of the enumerators and supervisors. Pursuant to this also, specialized FGD for out-of-school boys and girls were facilitated separately by gender, assigning a male enumerator to boys and a female to girls.

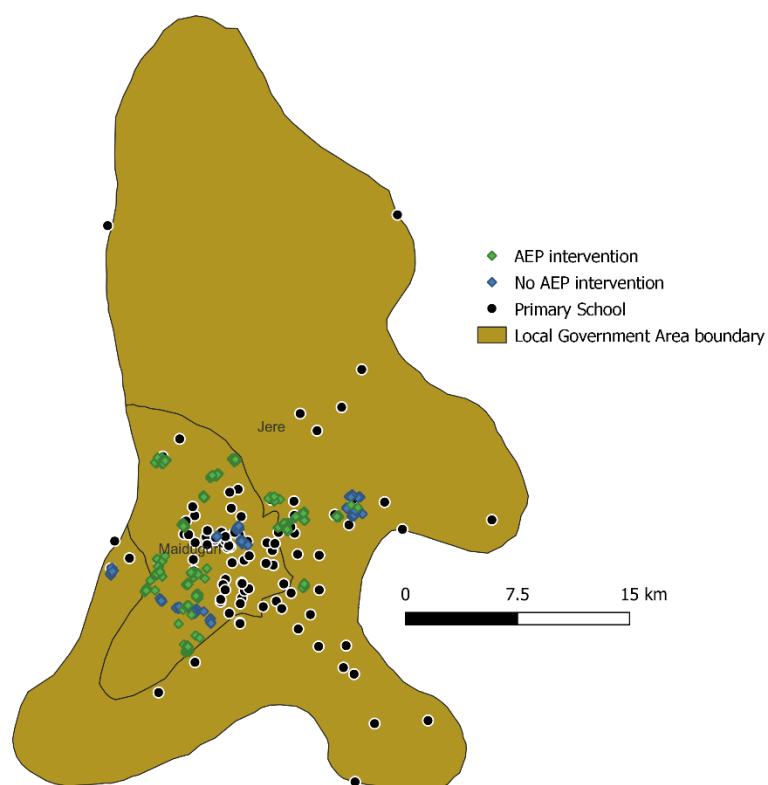
3.0 Analysis and Findings

The data analysis team cleaned and analysed the data necessary insights. Quantitative data was analysed using Microsoft Excel and STATA. Thematic analysis was done for the qualitative instruments. Interesting findings from these data are detailed in subsequent sections.

3.1 Demographic Background/Context

Out of the 30 communities of the surveys, 13 are from Jere while 17 are from MMC. The communities are relatively deprived in terms of access to schools and the survey teams have to access the communities despite the risks of insecurity. Although, a number of primary and secondary schools are cited in the proximity of the communities as indicated in figures 1 and 2, most of these schools may no longer be easily accessible due to the risks of kidnapping or death due to the spate of insecurity in the areas in recent times (see figure 3).

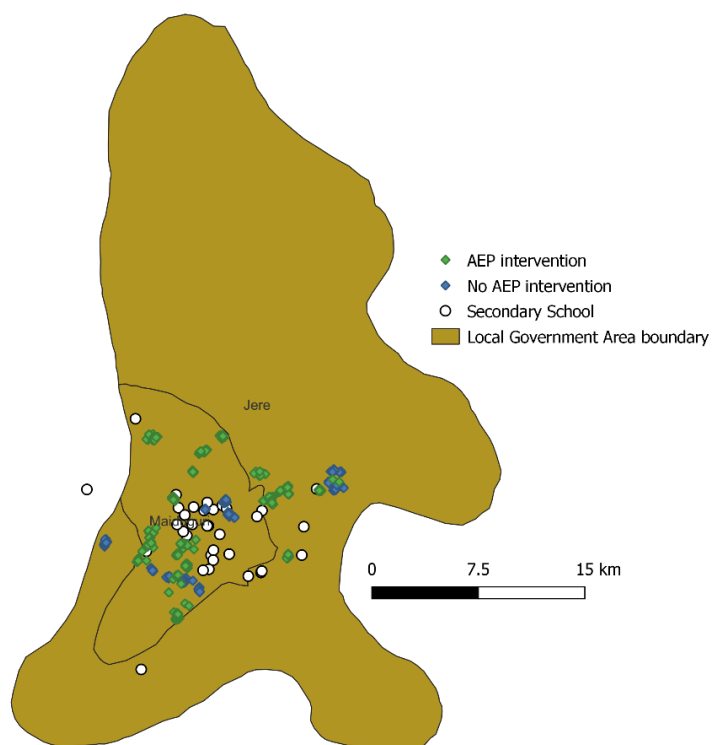
Figure 1: Distribution of primary schools around the survey communities



Source: GIS of survey locations and SDG OSSAP, 2014

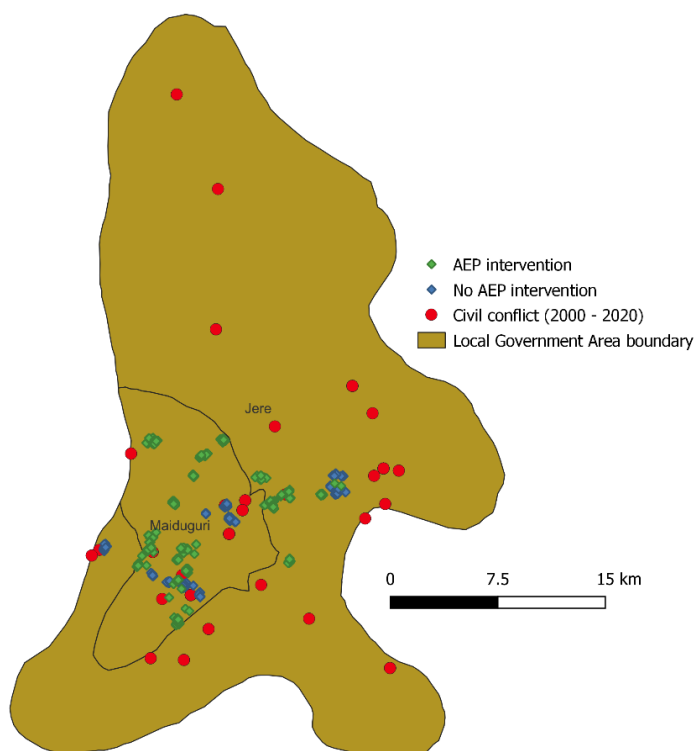
The average distance to Senior secondary school in MMC is between 3 - 5 km while for Jere, it is above 5km. In Jere LGA, most children have access to Senior Secondary School (SSS) in other LGAs through daily commuting or temporary relocation to those school communities.

Figure 2: Geospatial distribution of secondary schools with LGA



Source: GIS of survey locations and SDG OSSAP, 2014

Figure 3: Geospatial map of communities' status

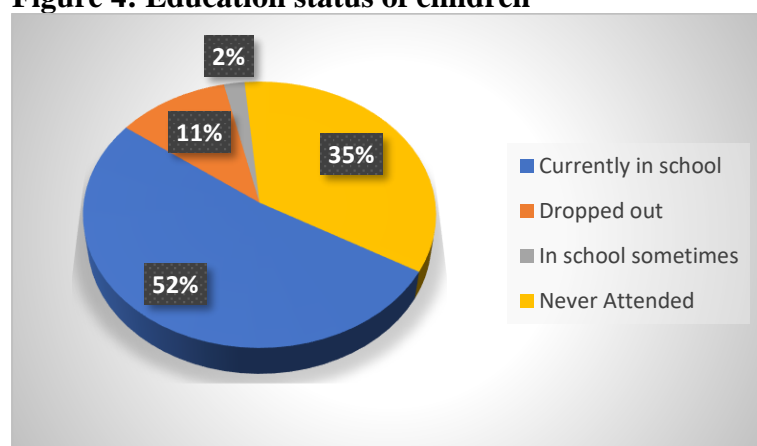


Source: GIS of survey locations and SDG OSSAP, 2014

3.2 Prevalence of Out-of-School Children (OOSC)

The research instruments were also designed to investigate the prevalence of OOSC in the study locations as the main thrust of this research is to examine the OOSC situation. Insights from the data on this are presented in this section to reveal the profile of OOSC by LGA, gender and other crucial dimensions. However, an outlook of the general education status of children is presented first. As found from the data, out of the total of 4049 children of school age surveyed, 2096 are currently in school, 456 are dropped out, 84 are in school sometimes and 1413 have never attended school. These are in the proportions 52%, 11%, 2% and 35% respectively as presented in Figure 4. The combined proportion of dropped out children and the ones who never attended school represents almost half of the population of school age children. This magnitude of OOSC population is definitely worthy of attention and urgent intervention.

Figure 4: Education status of children



Source: Household Survey Data, OOSC Mapping 2022.

A diagnosis by age cohorts is presented in Table 3 and visualized by proportions in Figure 5. Among the ECCDE age cohort, about 24% are currently in school while about 72% have never attended school. Only about 3% dropped out and a negligible 1% approximately attend school sometimes. Among the primary school age children, about 55% are currently in school while about 34% have never attended school. About 9% have dropped out while about 2% only attend school sometimes. The scenario in the Junior secondary age cohort shows about 52% currently in school while 22% never attended. About 14% dropped out while about 2% attend school sometimes. The senior secondary age cohort has about 53% of them currently in school while 21% never attended. About 23% are dropped out while just approximately 3% only are in school sometimes. The ECCDE age cohort has the highest proportion of those who never attended school compared to the education status composition witnessed among other age groups.

Table 3: Educational Status of children by age cohorts/ school levels

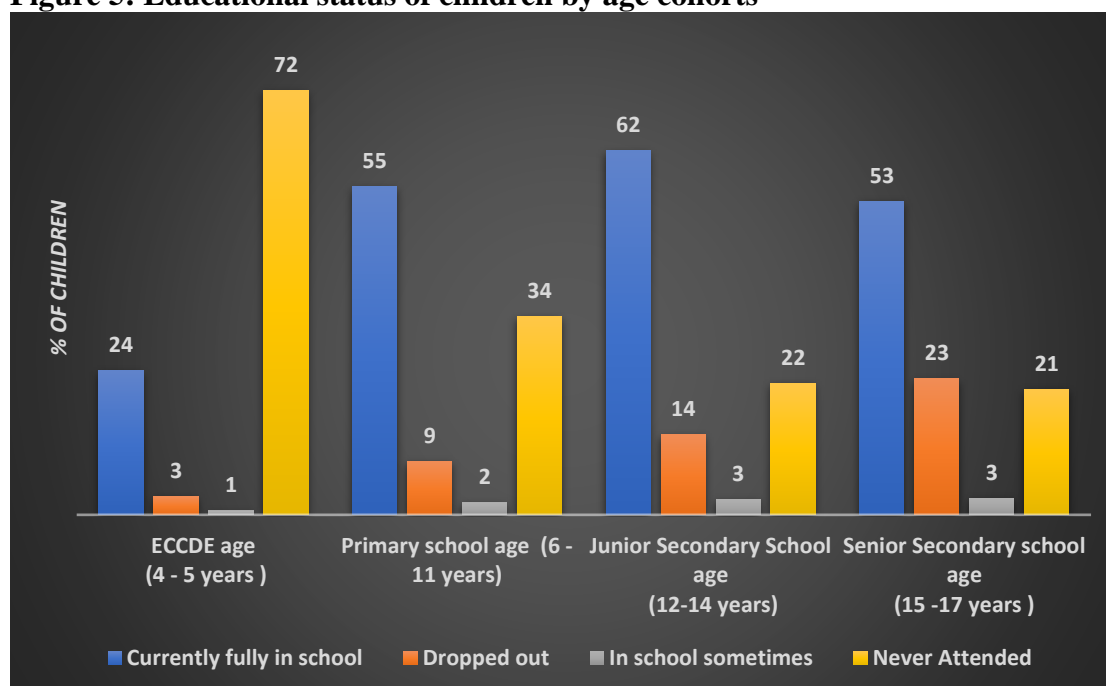
Age Cohorts	Currently fully in School		Dropped Out		In School Sometimes		Never Attended		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
ECCDE age (4 - 5 years)	148	24	19	3	4	1	435	72	606	15
Primary school age (6 - 11 years)	1,071	55	175	9	39	2	648	34	1,933	48
Junior Secondary School age (12-14 years)	555	62	122	14	24	3	201	22	902	22

Senior Secondary school age (15 -17 years)										
	322	53	140	23	17	3	129	21	608	15
	2,096	52	456	11	84	2	1,413	35	4,049	100

Source: Household Survey, OOSC Mapping 2022.

The visualization as seen in Figure 5 reveals some interesting trends. Apparently, the proportion of drop out children increases with age or education level across the age cohorts. A similar trend is observed for those proportions who attend school irregularly implying an increasing risk of dropping out with age or education level. Interestingly also, the proportion of children who never attended school diminishes as age cohort or education level increases. The proportion of children currently in school or enrolled continues to rise up till the junior secondary school but fall at the senior secondary school. This suggests that enrolment tends to decline after the junior secondary school.

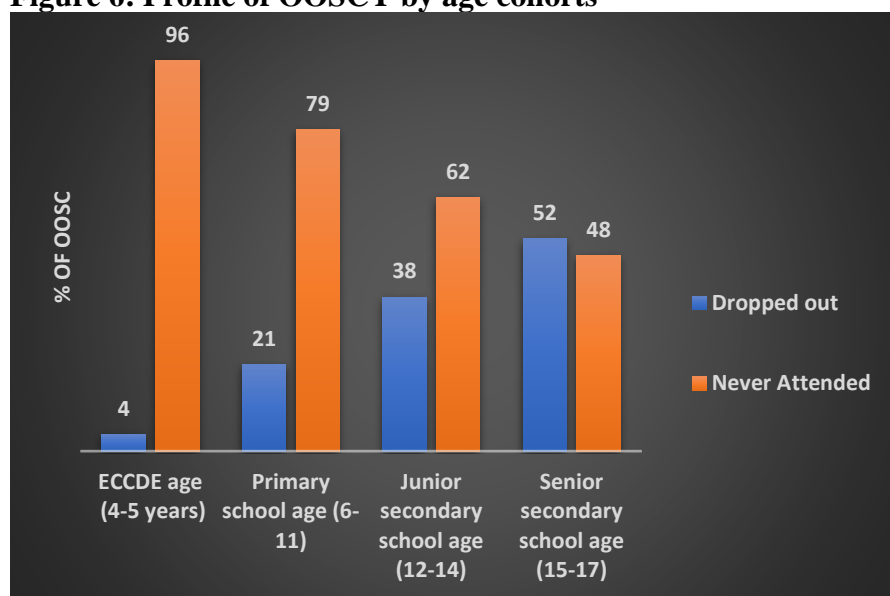
Figure 5: Educational status of children by age cohorts



Source: Household Survey Data, OOSC Mapping 2022

Figure 6 gives the profile of OOSC by age cohorts. The trend shows that higher proportion of children drop-out as education level rises while the reverse is the case for children who have never attended school. The proportions of children who have never attended school are higher at the lower levels of education and decrease as education level increases.

Figure 6: Profile of OOSCY by age cohorts



Source: Household Survey Data, OOSC Mapping 2022

3.2.1 Prevalence of OOSC at Local Government

Attempts were made to gain insight into the OOSC situation at the district level. The survey data was analyzed to capture the education status of children in these LGAs to gain insight into the prevalence of OOSC therein. Table 4 presents the breakdown of these children by gender within each LGA. There is a higher prevalence of OOSC in Jere (948) compared to MMC (902). While the proportions are equal between boys and girls in Jere, there are more out-of-school boys in MMC than Jere LGA.

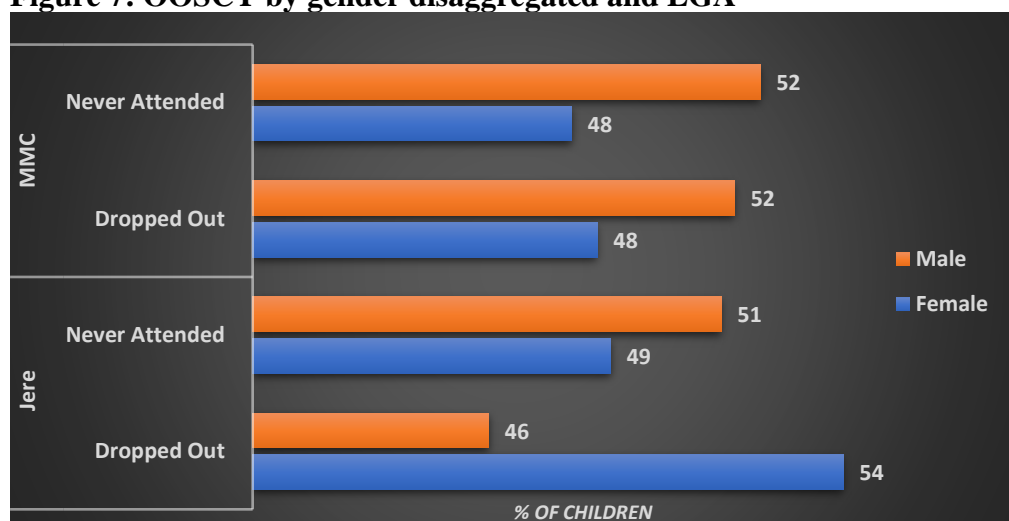
Table 4: Prevalence of OOSC by LGA

	Jere					MMC				
	Female	%	Male	%	Total	Female	%	Male	%	Total
Dropped Out	128	54	109	46	237	95	48	105	53	200
Never Attended	346	49	365	51	711	335	48	367	52	702
Total	474	50	474	50	948	430	48	472	52	902

Source: Household Survey Data, OOSC Mapping 2022

Figure 7 visualizes the prevalence of OOSC by educational status of children by LGA and by gender in proportions. Looking with each LGA, it is shown that equal proportion of boys (52%) and girls (48%) have the *dropped-out* status and the *never attended* status in MMC respectively. The situation in Jere portrays some variation as there are more boys who never attended (51%) than those who have dropped out (46%). The reverse is the case for girls as there are more girls who have dropped out (54%) than those who have never attended (49%). This is attributable to the practice of early marriage which automatically terminates a girl child's education in most cases where this happens. Comparing between LGAs, there are more dropout girls in Jere than in MMC while the proportions of girls who never attended school is only slightly higher in Jere by a negligible 1%.

Figure 7: OOSCY by gender disaggregated and LGA



Source: Household Survey Data, OOSC Mapping 2022

According to the qualitative data gathered from the interview with Local Education Officials, while the general OOSC situation in MMC LGA is opined to be rapidly reducing, comment on the situation in Jere relatively aligns with the findings from the survey dataset. The comment says:

“The situation is very pathetic as most of them are left unattended and un-catered for, even never been in school” (Education Officer, Jere LGA)

Further comments on this says:

“Most of them are involved in hawking, collect refuse on the refuse dump site, playing in the community. There are high number of out of school learners” (Education Officer, Jere LGA)

3.2.2 Prevalence of OOSC at community levels

Questions were framed to determine the prevalence of OOSC at the community level. The insights gleaned from the survey data are visualized by community status with respect to conflict emergency and AEP intervention.

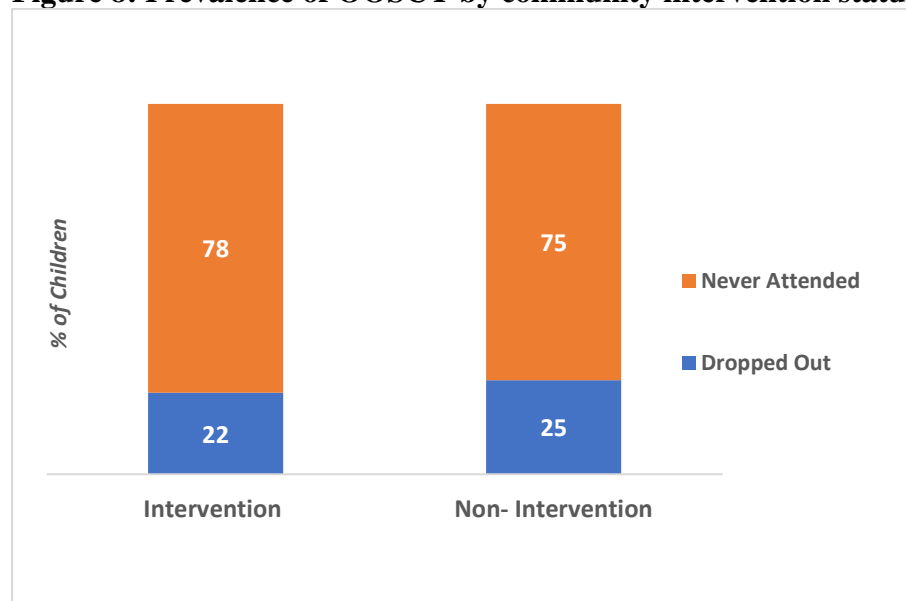
Prevalence of OOSC by community intervention status

When asked if there are OOSC in the community, 99% Community leaders answered in the affirmative. In one of their statements, they describe the children who are out of school as:

“Those in the Tsangaya system, orphans, poor families who cannot afford the necessity of school”. (Community leader, Dala Alemderi, Jere LGA)

Analyzing the prevalence of OOSC in communities as identified by intervention status, Figure 8 reveals that the majority of the children in the communities that have witnessed AEP intervention, about 78% have never attended school, about 22% dropped out. On the other hand, in the non-intervention communities, about 75% have never attended school, while about 25% have dropped out. The proportion of children who have never attended school is quite high in both types of communities, indicating the presence of substantial barriers to education in the communities. The relatively higher tendency of children to never enroll in school in the intervention communities might explain why those communities have been targeted for intervention.

Figure 8: Prevalence of OOSCY by community intervention status

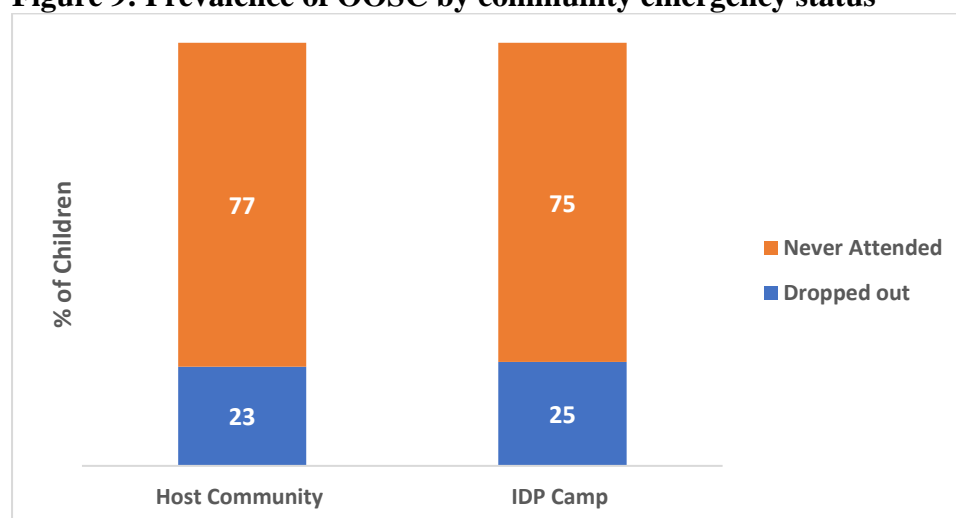


Source: Household Survey Data, OOSC 2022

Prevalence of OOSC by community emergency status

The prevalence of OOSC by community emergency status is shown in Figure 9. As revealed, 77% of the children in the host community never attended school, while 23% of these dropped out. In the IDP camps however, 75% of the children have never attended school while 25% have dropped out. The proportions mirror the result already seen in the distribution of the enrolment status of school age children, buttressing the fact that there are enormous barriers to children's access to education both in the host communities and the IDP camps.

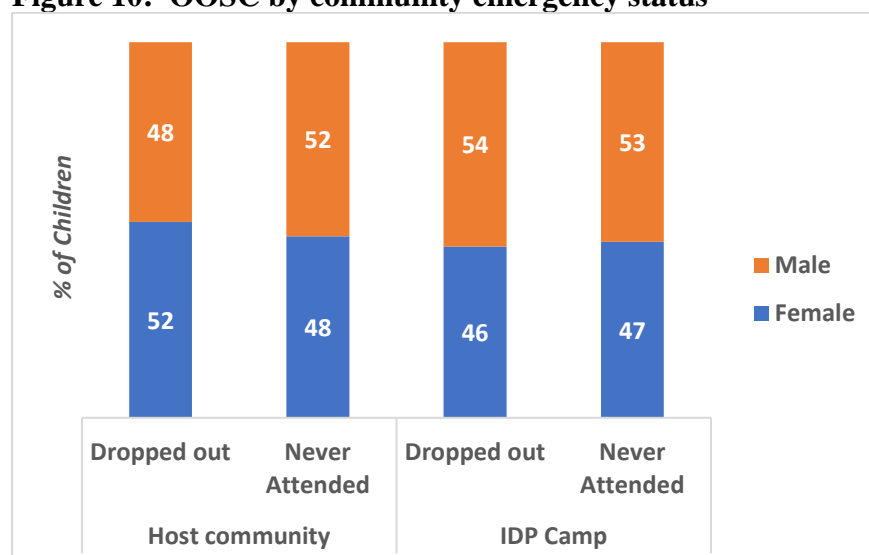
Figure 9: Prevalence of OOSC by community emergency status



Household Survey, OOSC Mapping 2022

When disaggregated by gender, this result becomes more interesting. Figure 10 visualizes this for the Host communities and IDP camps. The figure shows that a higher proportion of boys than girls are out of school in the IDP camps in both cases of those who never attended and those who dropped out. However, in the host communities, more girls are dropped out than boys while more boys than girls have never attended school.

Figure 10: OOSC by community emergency status



Source: Household Survey Data, OOSC Mapping 2022

Table 5 summarizes the foregoing with actual numbers. Out of the total 1568 OOSC enumerated in host communities, 1200 have never attended school while 368 have dropped out. From the 148 OOSC in the IDP camps, 111 have never been to school while 37 have dropped out. Meanwhile, out of the 948 OOSC in the intervention communities, 767 have never attended school while 217 dropped out of school. In the communities that never witnessed AEP however - the non-intervention communities, 645 have never been to school while 220 have dropped out. The gender dynamics has already been narrated in the proportion analysis in preceding visualizations.

Table 5: Prevalence of OOSC at community level by gender

		Dropped Out	%	Never Attended	%	Total	%
Host Community	Female	192	52	580	48	772	49
	Male	176	48	620	52	796	51
	Total	368	100	1200	100	1568	100
IDP Camp	Female	31	46	98	47	129	47
	Male	37	54	111	53	148	53
	Total	68	100	209	100	277	100
Intervention	Female	118	54	371	48	489	50
	Male	99	46	396	52	495	50
	Total	217	100	767	100	984	100
Non-intervention	Female	105	48	310	48	415	48
	Male	115	52	335	52	450	52
	Total	220	100	645	100	865	100

Source: Household Survey Data, OOSC Mapping 2022

3.2.2 Prevalence of OOSC by age cohorts

Table 6 shows a diagnosis of OOSC by age cohort within the communities. Across all the communities, there are no dropouts at the ECCDE level and OOSC are most prevalent among the primary school age children (714 – Host community, 107 - IDP camps, 424 - Intervention communities and 399 - Non-intervention community). In host communities, out of the 368 dropout children, 161 (44%) are of primary school age while the least of cases is seen at the junior secondary (98 i.e. 27%). While children who never attended school are of primary school age (553), the least cases of this are seen among the children of senior secondary school age.

In the IDP camps, out of 68 cases of drop out, we see the highest cases of drop out occur at among the children of senior secondary school age (31). In the case of children who have never attended school before, their prevalence is seen among children of primary school age i.e. 93 out of 209 of them.

In the communities that have witnessed AEP intervention, dropouts are mostly seen among the children of primary school age, 90 out of 217. Likewise, children who never attended school before are prevalent among those of primary school age in the AEP intervention communities (424). On the other hand, in the non-intervention communities, highest cases of children who dropped out and children who have never attended school occurs among the primary school age children, 85 and 314 respectively.

Table 6:Prevalence of OOSC by age cohorts

		ECCDE age (4 - 5 years old)		Primary school age (6 -11 years)		Junior Secondary School (12- 14 years)		Senior Secondary school (15 - 17 years)		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Host Community	Dropped out	18	5	161	42	98	25	109	28	386	25
	Never Attended	390	33	553	46	160	13	97	8	1200	77
	Total	408	26	714	45	258	16	206	13	1568	100
IDP Camp	Dropped out	1	1	14	20	23	33	31	45	69	25
	Never Attended	44	21	93	45	40	19	32	15	209	75
	Total	45	16	107	38	63	23	63	23	278	100
Intervention	Dropped out	6	3	90	40	63	28	64	29	223	23
	Never Attended	249	32	334	44	109	14	75	10	767	77
	Total	255	26	424	43	172	17	139	14	990	100
Non- intervention	Dropped out	13	6	85	36	59	25	76	33	233	27
	Never Attended	185	29	314	49	92	14	54	8	645	73
	Total	198	23	399	45	151	17	130	15	878	100

Source: Household Survey Data, OOSC Mapping 2022

The interview conducted with Head teachers and teachers elicited their estimates of the number of children between age 5 - 17 who are out of school in the community. Out of all the comments elicited, equal proportion of comments, 7% think that the number lies within the range 21-40, 61-80 and 81-90. About 18% say the approximate number of OOSC in the community is between 100-300 while 11% suggest a number between 2500 and 3000. Some 4% of comments also suggest a number between 1000 and 2000 while another 4% say 5000 children. While these

estimates are varied as shown by the proportion of comments, there is an indication that the number of OOSC in the community are as high as found the survey data.

Thematic analysis of comments on the reasons for OOSC reveals that financial constraint is the main reason for children being out of school as indicated by 50% of the comments. About 17% of the comments suggest that children are out of school because of lack of interest of parents in education. Some 11% of comments suggest that children are out of school because of lack of school resources while 8% think that the community has too many children its educational resources can cater for. Other reasons given include personal experiences (3%), hawking (6%) and lack of parents (3%). In 6% of comments, teachers do not believe there is a justifiable reason for a child being out of school. Some of the comments are hereby quoted:

“Because most of their parents are poor, they cannot afford to send their children to school despite the Education is free at this level” (Head teacher, Bulumkut Primary School, Dala Almenderi, Jere LGA)

One of the responses relate to the supply side saying:

“Because of lack of enough schools to accommodate many children and the economic Status of most People of the community” (Headteacher, Old Maiduguri Primary School, Jere)

3.2.3 Prevalence of OOSC at household levels (by household size, by household gender, by household formation/Polygamous and non-polygamous etc.)

Sampled households have school-age children and youth in them, specifically between the age of 6 to 18. The average number of household members is 7. The household with the highest size has 28 members while the household with the lowest size has only two members. However, analysis at the LGA level shows that a household has an average of approximately 8 members in Jere while it is 7 members in MMC. Maximum number of household members in Jere is 28 while it is 20 in MMC. The smallest household size in both LGAs is 2. Table 7 captures this summary.

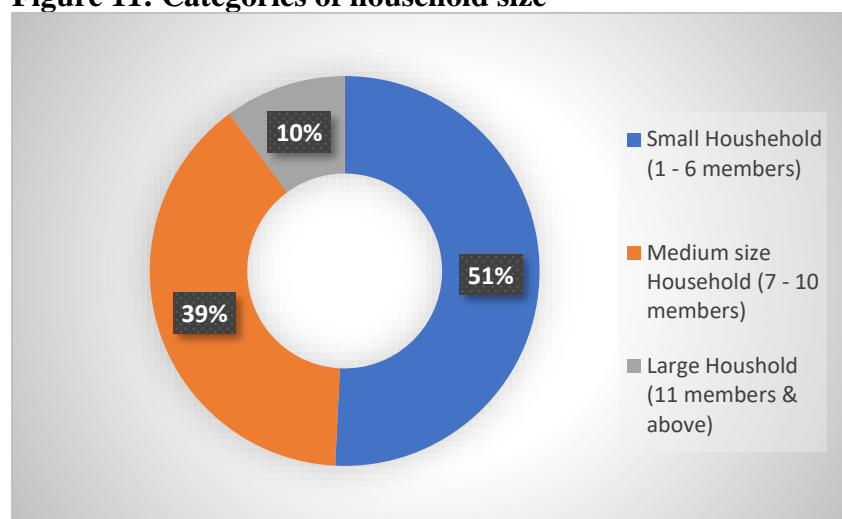
Table 7: Summary of Family sizes by LGA

LGA		Average family size	Maximum no. HH members	Minimum no. HH members	Range
Jere		7.55	28	2	26
MMC		6.54	20	2	18

Source: Household Survey Data, OOSC Mapping 2022

Households were categorised by sizes into small, medium and large households. Figure 11 shows the household categories according to sizes. The figure shows that majority of households 51% are of small size while about 39% constitute medium size households. Just 10% of the households fall into the category of small households. An insight into the household sizes is important in communities dominated by subsistent economy. This is because the larger the household, the higher the economic burden of subsistence which tends to make families put survival ahead of education. Where education becomes secondary in a household, there is a higher chance of children being out-of-school.

Figure 11: Categories of household size



Source: Household Survey Data, OOSC Mapping 2022

Another important household characteristic to look at is the education level of the household-head as this tends to set the pace for educational achievements in the household. While most households are headed by men, there are some households headed by women. This may be due to marital separation, widowhood, etc. Table 8 summarizes the highest education level by household heads disaggregated by gender. Quranic education is the most subscribed to by majority of household-heads as 3237 of them, (1575 male and 1662 female), have only Qur'anic education. The outlying number of household heads with qur'anic education only, highlights the preference of these communities for religious education over western education, which also reasonably gives an idea of why there is prevalence of OOSC in these communities.

Table 8: Highest education level completed by household-heads

	Female		Male		Total	
	Freq	%	Freq	%	Freq	%
Primary school	272	49	279	51	551	7
Lower secondary	20	43	26	57	46	1
Upper secondary	587	50	592	50	1,179	16
University/other tertiary level	312	49	326	51	638	9
AEP	20	48	22	52	42	1
Koranic school	1,662	51	1,575	49	3,237	43
Technical & Vocational	16	39	25	61	41	1
Non-formal education	124	48	135	52	259	3
Other	23	44	29	56	52	1
None	745	53	668	47	1,413	19
Total	3,781	51	3,677	49	7,458	100

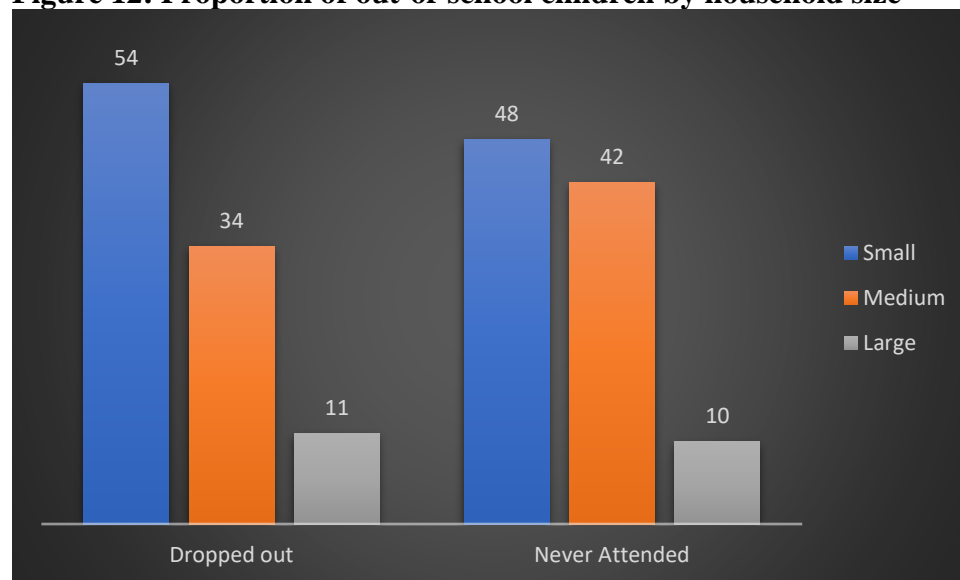
Source: Household survey data, OOSC Mapping 2022.

The prevalence of OOSC is also examined at the household level. The profile of OOSC by household sizes¹ is shown by Figure 12. Among the dropped-out children, 54% are from small households, 34% are from medium size households while about 11% are from large households. Meanwhile, among the children who never attended school, 48% are from small households,

¹ Household size categories are already defined in section 3.1.4

42% are from medium size households while 10% are from large households. There are more dropped out children than children who never attended school from the small households. This implies that these household make the initial effort to enroll children in school but certain barrier along the line truncated this effort. The reverse is the case for medium size households as there are more children who have never attended school in medium size households. However, there is a slightly higher representation of the dropouts in the large households than there is of children who never attended school. While this may contradict expectation, it may be attributable to some positive factors such as household head's value for education.

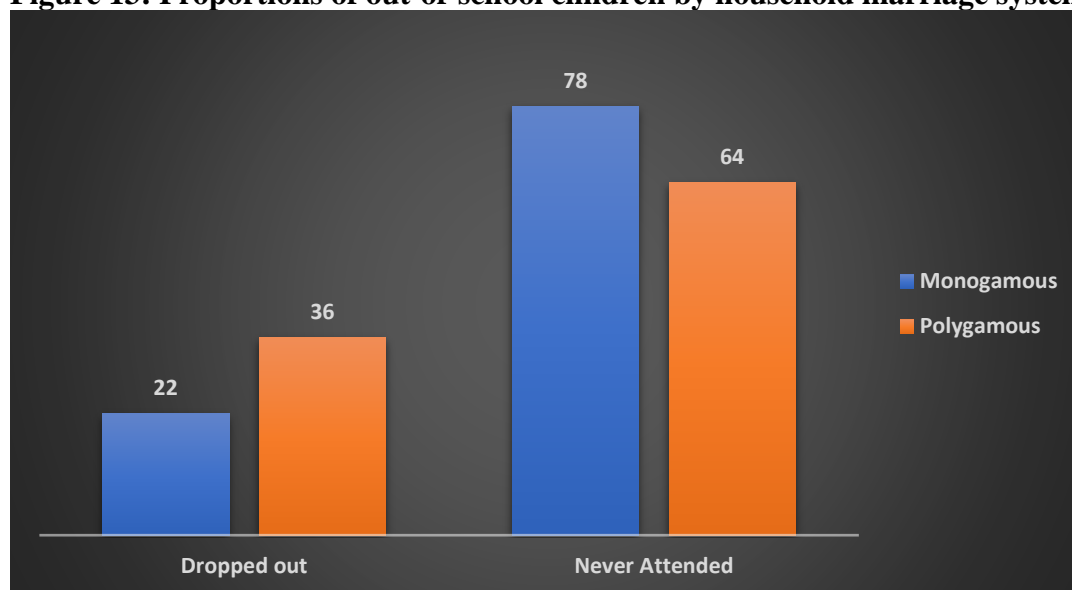
Figure 12: Proportion of out-of-school children by household size



Source: Survey Data, OOSC Mapping 2022

The prevalence of OOSC is further examined at the household level in terms of marriage system with respect to polygamy and monogamy. This characteristic of household is crucial to this analysis because polygamous households tend to have plenty children, which comes with upkeep challenges where the economy is rather austere. As the argument goes for household size, where the marriage system leads to a large household size facing subsistence challenges, there is a higher likelihood that parents may not be able to provide adequately for the education of the child which could lead to out-of-school children. Figure 13 presents the findings in this regard. According to the visualization, 22% of children who dropped out are from monogamous households while 36% are from polygamous households. For the children who never attended school, 78% are from polygamous households while 64% are from monogamous households. This implies a higher occurrence of dropout is witnessed in polygamous families than monogamous families while there is prevalence of children who have never attended school from monogamous homes.

Figure 13: Proportions of out-of-school children by household marriage system



Source: Survey Data, OOSC Mapping

3.3 Drop-out situation/context

The descriptive analyses in the preceding sections have shown the prevalence of OOSC with the inclusion of dropouts. This section however focuses on the dropout situation, presenting the LGA context, community context, gender context and the intervention context.

3.3.1 General number of drop-out by LGA and community type

This section reports findings on the dropout situation in the communities disaggregated by various demographic indicators including community status and gender.

Dropout by LGA

Table 9 shows the number of drop-out children and their proportions, accounted for by gender. There are more dropped-out children in the Jere LGA than the MMC LGA. However, there are much more females who dropped out in Jere (128) as compared to MMC (95). Looking within each LGA, Jere has more dropped out girls (128) than boys (109). Conversely, MMC has more dropped-out boys (105) than girls (95).

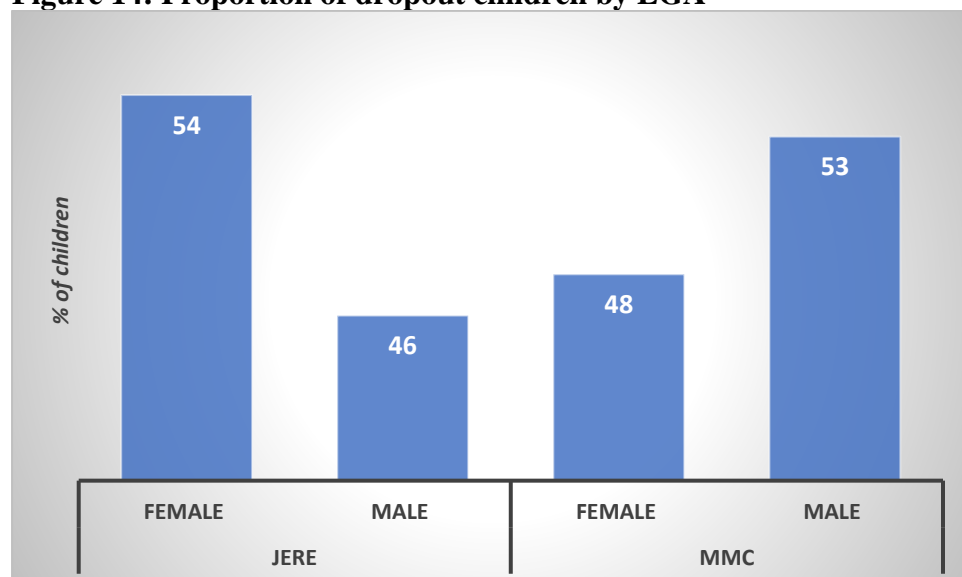
Table 9: Dropout by LGA

		Dropped out	%
Jere	Female	128	54.01
	Male	109	45.99
MMC	Female	95	47.5
	Male	105	52.5

Household Survey Data, OOSC Mapping 2022

The proportions are visualized in Figure 14. About 54% of females are dropped out in Jere LGA as compared to approximately 48% in MMC. Among males, 53% are dropped out in MMC while 46% are dropped out in Jere LGA. The observations in comparison by proportions is the same witnessed by the numbers.

Figure 14: Proportion of dropout children by LGA



Source: Household Survey Data, OOSC Mapping 2022.

Dropout children by community emergency status

Table 10 presents the dropped-out situation by community's emergency status. In the host community, 192 girls are dropped out while 31 are dropped out in the IDP camps. The host community has 176 males dropped out while 37 are dropped out in the IDP camp. Summarily, there are more dropped-out children in the host communities as compared to IDPs.

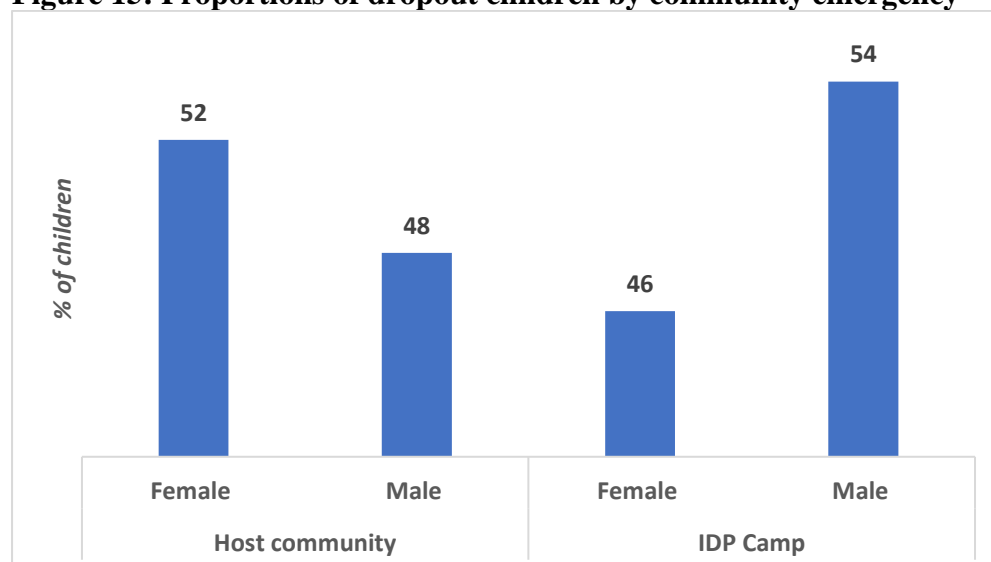
Table 10: Dropout children by community emergency status

		Dropped out	%
Host Community	Female	192	52
	Male	176	48
IDP Camp	Female	31	46
	Male	37	54

Source: Household Survey Data, OOSC Mapping 2022.

The proportions are visualized by Figure 15. As shown, 52% of females are dropped out in the host communities as compared to 46% in the IDP camp implying a higher prevalence of drop out children in the host communities. On the contrary, a higher proportion of male are dropped-out in the IDP camp (54%) as compared to the host community (48%).

Figure 15: Proportions of dropout children by community emergency



Source: Household Survey Data, OOSC Mapping 2022.

Dropped out children by community intervention status

The dropout situation is also viewed from the lens of community intervention status as revealed by Table 11. There are more female dropouts in the AEP-intervention communities than in the non-AEP intervention communities. However, there are more male dropouts in the non-intervention communities than in the intervention communities.

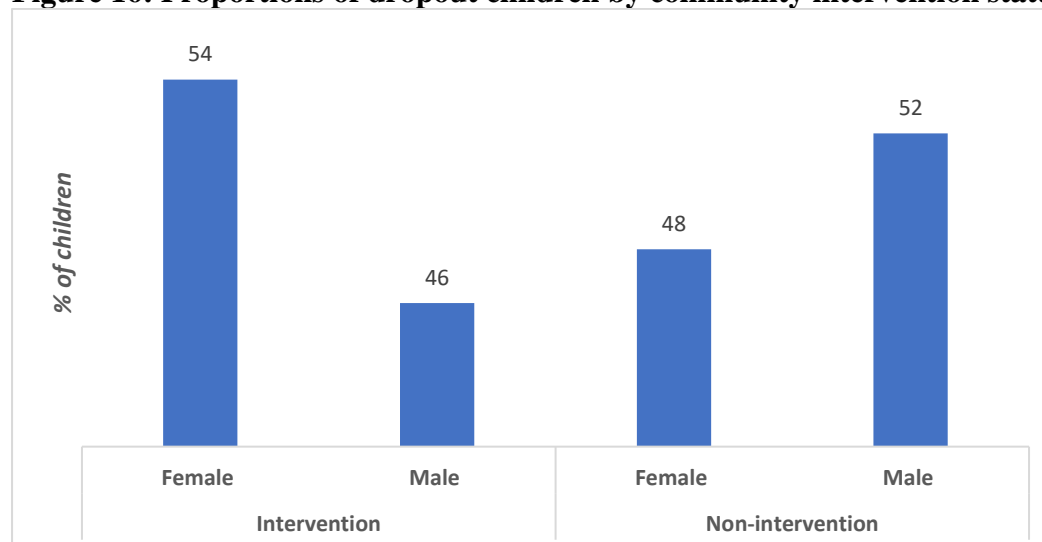
Table 11: Dropout children by community intervention status

Intervention		Dropped out		%
		Female	Male	
Intervention	Female	118	99	54
	Male	105	115	46
Non-intervention	Female	105	115	48
	Male	118	99	52

Source: House Survey Data, OOSC Mapping 2022

In terms of proportion, Figure 16 shows that a higher proportion of dropouts is seen among females, 54% than males, 46% in the intervention communities. On the contrary, a higher proportion of males, 53% than females, 48% are dropped out in the non-intervention communities. The better retention seen for girls in the intervention community may be attributed to the effect of AEP intervention which is usually advocates equitable gender participation in education.

Figure 16: Proportions of dropout children by community intervention status



Household Survey Data, OOSC Mapping 2022

Dropout children by the grades last attended

Table 12 shows the distribution of drop-out children by gender and the grade last attended. This gives some insight into the grade at which children, both boys and girls, tend to drop out school. As seen in the table, most children girls dropped out at the primary level with the highest occurrence at primary 6 for both boys (38) and girls (33). Proportionally, 53% girls compared to 46% dropped out at this level. A high occurrence of drop out is also observed at the primary 3 at equal proportion, 50% for both boys and girls. At the Junior secondary level, most children dropped out at the Junior Secondary school 3 with the occurrence of 19 and 14 for girls and boys respectively. This is in the proportion of about 58% and 42% for boys and girls respectively. At the Senior secondary level, the highest occurrence of drop out is witnessed at the Senior Secondary school 2 for girls (6) while the highest occurrence is seen at both Senior Secondary School 2 and 3 for boys (11).

Table 12: Distribution of dropout children by gender and their last grade attended

	Female		Male		Total	
	Freq	%	Freq	%	Freq	%
KG1	4	57	3	43	7	2
KG2	3	19	13	81	16	4
Primary School 1	24	53	21	47	45	10
Primary School 2	27	49	28	51	55	13
Primary School 3	30	50	30	50	60	14
Primary School 4	26	58	19	42	45	10
Primary School 5	21	58	15	42	36	8
Primary School 6	38	54	33	46	71	16
Junior Secondary 1	13	50	13	50	26	6
Junior Secondary 2	7	39	11	61	18	4
Junior Secondary 3	19	58	14	42	33	8
Senior Secondary 1	1	33	2	67	3	1

Senior Secondary 2	6	55	5	45	11	3
Senior Secondary 3	4	36	7	64	11	3
Total	223	51	214	49	437	100

Source: Household Survey Data, OOSC 2022

KII with teachers and headteachers elicited the estimates of children who have dropped out of school in the community. Table 13 shows the opinion of teachers on the approximate number of children who have dropped out of primary school in the surveyed communities in the last academic year between January – December 2021. Estimates opined in the highest proportions of comments are *5-10 children* (19%), *21-40 children* (19%) and *over 250 children* (19%). A relatively high proportion of comments (14%) also suggest an estimate between *81 – 150 children*. Other estimates are *11 -20 children*, *41 – 60 children* and *61 – 80 children* at 10% each. The variance in the estimates only portrays the situation prevailing in different context of the informants. However, the fact that a high proportion of comments suggests *over 250 children* reinforces the findings in the survey data.

Table 13: Estimates of primary school dropouts in the last academic year

	%
5-10 Children	19
11-20 Children	10
21-40 Children	19
41-60 Children	10
61-80 Children	10
81 & 150 Children	14
Over 250 Children	19
Total	

Source: KII with Teachers and Headteachers, OOSC Mapping 2022

Responses from the KII with teachers and headteachers suggest different estimates of the number of children who have dropped out of Junior Secondary School. Table 14 summarizes proportion of comments suggesting the number estimates of children who have dropped out of lower secondary school in the surveyed communities in the last academic year between January – December 2021. As seen, 29% of comments indicate that about 11 to 20 children have dropped out of lower secondary school in the last academic year (i.e., between January – December 2021). Another estimate with significant weight ranges from 21 to 40 children as suggested by 25% of the responses. 18% of the comments however suggest that the number of Junior school dropout within this period could be as low as 0 – 5 children.

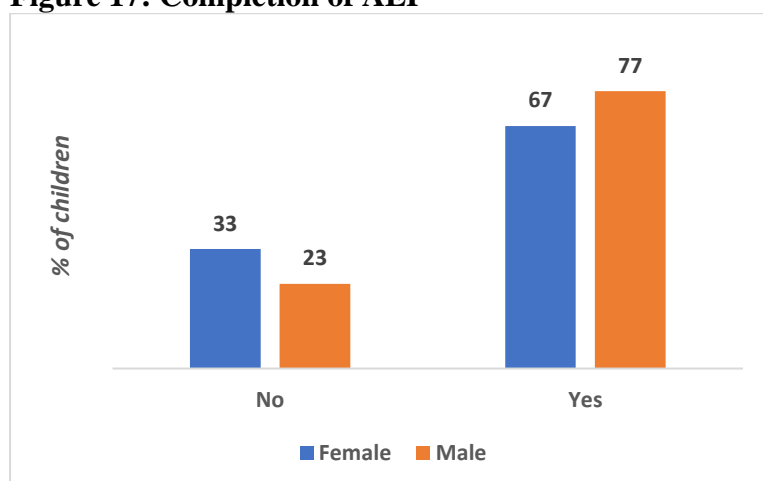
Table 14: Estimates of lower secondary school dropouts

	%
0-5 children	18
6-10 children	7
11-20 children	29
21-40 children	25
41-60 children	7
61 - 80 children	0
81-150 children	4
over 250	4
More than 800	7

Source: KII with Teachers and Headteachers, OOSC Mapping 2022

3.3.2 Dropouts on AEP programmes

While AEP intervention has been a laudable intervention in mitigating the problem of OOSC, it also witnesses some attrition in the form of dropouts. Figure 17 shows the proportion of who have attended AEP and completed AEP. It reveals a higher drop-out rate among girls (33%) than boys (23%).

Figure 17: Completion of AEP

Source: Household Survey Data, OOSC Mapping 2022

Reasons for dropping out of AEP

The survey data indicates reasons for non-completion of AEP by the children. These reasons include health reasons, lack of interest, abrupt ending of the programme, teachers' absence and migration. From the interviews conducted with AEP facilitators, reason given for dropout in AEP include distance, insecurity and domestic chores.

3.3.3 Factors accounting for the dropouts from formal school

There are several factors that contribute to drop out rates and these could be due to demand and supply factors. During the interviews conducted with PTA/SBMC, several factors were found to contribute to the dropout rates in the communities. Chief of these factors is the *lack of finance* to support child's education (57%) especially other fees like PTA fees. Others include *lack of school materials* (8%) and *insecurity* (6%). Comments relating to *Preference for Islamic studies*, *Health problems*, *Migration* all feature in equal proportion, 4% each. Table 15 presents the thematic analysis of all the comments around this question. Reasons like *Economic*

Activities of the child, lack of good teachers all feature in equal proportion, 2%. There are also comments that suggest *Child's dislike for schooling, Death of guardian, Corporal punishment and Transport fare*.

Table 15: Reasons for dropout

	(%)
Lack of Finance	57
Lack of school materials	8
Insecurity	6
Preferred Islamic studies	4
Health Issues	4
Migration	4
Death of Guardian	3
Distance/Transport fare	3
He doesn't like school	3
Lack of Good teachers	2
Corporal punishment	2
Economic activities of the child	2

Source: SBMC/PTA FGD, OOSC Mapping 2022

3.3.4 Approaches to addressing issues of dropouts and OOSC

Suggestions on what could be done to get OOSC back to school were elicited in various sessions of the FGDs and KIIs with various stakeholder. Table 16 captures the comments from the Teachers and Head teachers KII. Most comments 21% indicate that *Education Enlightenment* would resolve OOSC situation while 14% and 16% cited *Provision of school materials* and *Financial support* as a possible solution, respectively. A small fraction of the population suggests *Community mobilization*, and *Accommodating* all children would address OOSC situation, 2% shy of 14% of the comments feels *Free education* would end OOSC situation. 9%, 7% and 5% opine that *proper motivation*, *Improvement of Educational system* and *A free meal in school*, respectively would solve the issue. The comments suggesting free education seems to show that some may not be aware that basic education is currently free.

Table 16: Suggested approaches to correcting the dropout and OOSC problem

	%
Education enlightenment	21
Provision of school materials	14
Financial support	16
Free education	12
Bigger school buildings/neater school environment	12
Proper motivation	9
Improvement on educational system	7
A free meal in school	5
Community mobilization	2
Accommodating all children	2

Source: KII with Teachers and Headteachers, OOSC Mapping 2022

Some of the statements made are in the quotes:

“Frequent campaigning especially back to school campaign and sensitization in the community with regards to Education” (PTA/SBMC, Dala Almenderi, Jere LGA)

“We need all the schools items and material” (OOSC children, FGD with OOSC)

“Provide support and encouragement from our parents.” (OOSC children, FGD with OOSC)

“Increased the awareness on the importance of education and financial assistance by government and NGOs” (Community Leader, MMC LGA)

3.4 Children at risk of dropping out

The measurement of OOSC carefully accounts for the children who are at risk of dropping out. Indicators of this risk include absenteeism from school, poor academic performance as manifested mostly by class repetition, among others. This section presents findings on these categories of OOSC.

3.4.1. School absenteeism

Another indicator of the risk of dropping out is absenteeism from school. Table 17 shows the breakdown by gender and class level of children’s absenteeism from school. Absenteeism is captured by an affirmative response to the question that probes whether children sometimes miss school or not. Apparently, fewer children miss school than those who do not. Looking across the class levels, absenteeism is highest at the primary 2 for both boys (21) and girls (25). Where there is occurrence of absenteeism among females, the least occurrence is at primary six (8), and for boys, this is seen at junior school 2 (1). Interestingly, there is no case of absenteeism at Senior Secondary School 2. Comparing boys and girls across class levels, except in primary 2, absenteeism generally higher among boys than girls.

Table 17: Absenteeism from school by gender

Current class	Female						Male					
	No	%	Yes	%	Total	%	No	%	Yes	%	Total	%
Primary School 1	193	20	10	14	203	20	178	20	19	21	197	20
Primary School 2	196	21	25	34	221	22	200	22	21	23	221	22
Primary School 3	231	24	14	19	245	24	197	22	18	20	215	22
Primary School 4	106	11	8	11	114	11	107	12	10	11	117	12
Primary School 5	98	10	9	12	107	10	90	10	12	13	102	10
Primary School 6	88	9	8	11	96	9	95	11	9	10	104	10
Junior School 1	12	1	0	0	12	1	18	2	2	2	20	2
Junior School 2	10	1	0	0	10	1	8	1	1	1	9	1
Junior School 3	8	1	0	0	8	1	8	1	0	0	8	1
Senior School 1	4	0	0	0	4	0	2	0	0	0	2	0
Senior School 2	0	0	0	0	0	0	0	0	0	0	0	0
Senior School 3	3	0	0	0	3	0	2	0	0	0	2	0
Total	949	100	74	100	1023	100	905	100	92	100	997	100

Source: Household Survey Data, OOSC Mapping 2022

3.4.2 Over-age children

Table 18 derived from quantitative data, presents the risk of dropping out by overage. It shows the cross tabulation of current grades being attended by children of various age cohorts. The overage instances are color coded in red fonts. As seen, there is a prevalence of overaged children across all grades. Late entry into basic education is a possible reason for this observation, apart from class repetition. Primary 1 has the highest prevalence of overaged children, having 125 and 68 children of junior secondary school age and senior secondary school age, respectively. This might be relatable since it is the inception grade for primary school entrants. We also see a high prevalence of overage children at primary 6, which is the ultimate grade in the primary school. This may be attributed to inability of children to pass the Common Entrance Examination, needed for children to proceed into the secondary school, apart from other possible reasons. Where children are overage among their classmates, they tend to feel odd in the group. Moreso, for the reasons of bullying, compatibility of overage learners with the younger learners may pose a challenge. As a result of this, there is the tendency for the overage learner to be discouraged from continuing to attend school.

Table 18: Risk of dropping out by overage children

	ECCDE age (3-5)		Primary school age (6-11)		Junior Secondary School age (12-14)		Senior Secondary School age (15-17)		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Pre-Primary	2	1	3	0	1	0	4	1	10	0
Primary School 1	99	65	207	19	125	22	68	20	499	23
Primary School 2	42	28	289	26	88	15	65	19	484	22
Primary School 3	5	3	293	26	75	13	92	27	465	21
Primary School 4	4	3	159	14	65	11	7	2	235	11
Primary School 5			97	9	96	17	16	5	209	10
Primary School 6			60	5	102	18	38	11	200	9
Junior Secondary 1			2	0	15	3	15	4	32	1
Junior Secondary 2					8	1	11	3	19	1
Junior Secondary 3					2	0	14	4	16	1
Senior Secondary 1					1	0	5	1	6	0
Senior Secondary 2					1	0	1	0	2	0
Senior Secondary 3							3	1	3	0
Total	152	100	1,110	100	579	100	339	100	2,180	100

Source: Household Survey Data, OOSC Mapping 2022

3.4.3 Reasons behind dropout risk and vulnerability profile

When asked about the factors that expose these children to the risk of dropping out, the comments from teachers and head teachers reveal that poverty, lack of parental guidance and lack of financial support are the major reasons that expose children to the risk of dropping out of school as suggested by 29%, 18% and 14% of all comments, respectively. Far distance to school featured in about 7% of the comments. Other comments include low capacity of schools to absorb intending enrollee, relocation of parents, loss of parents, separation of parents, insecurity and lack of schooling materials. Table 19 presents this summary.

Table 19: Causes of risk of dropping out

	(%)
Poverty	43
No guidance from parents	18
Far Distance from school	7
Low capacity of schools	4
Relocation of Parents	4
Lack of School materials	4
Insurgency	4
Loss of Parents	4
No motivation from government	4
Inability to meet Children's needs	4
Parental Separation	4

Source: KII with Teachers and Head teachers

Some of the statements made by other key informants are thus quoted:

“Because most of their parents are poor, they cannot afford to send their children to school despite the Education is free at this level (Local Government officer)”.

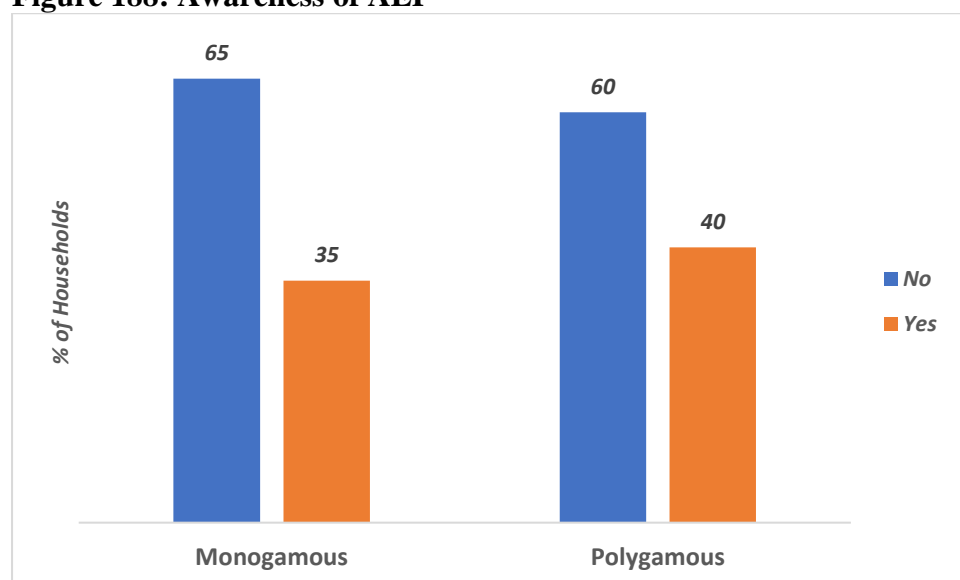
“Mostly parents often send their children for hawking during school hours in order to contribute economically to the family” (Community Leader, MMC)”.

“Most of them do not have money cater for the children school needs and the schools are far from the community” (Community leader, Jere LGA)”.

3.5. Transition, Retention and Completion Levels

This section focuses on AEP intervention in solving the OOSC children problem. Inquiry tools were developed to investigate the situation of learners in terms of transition, retention and completion levels. This section details findings on these indicators. On the awareness about AEP, the household survey data shows that majority of households are aware of AEP as indicated by 65% of monogamous households and 60% of polygamous households. This is shown in Figure 18.

Figure 188: Awareness of AEP



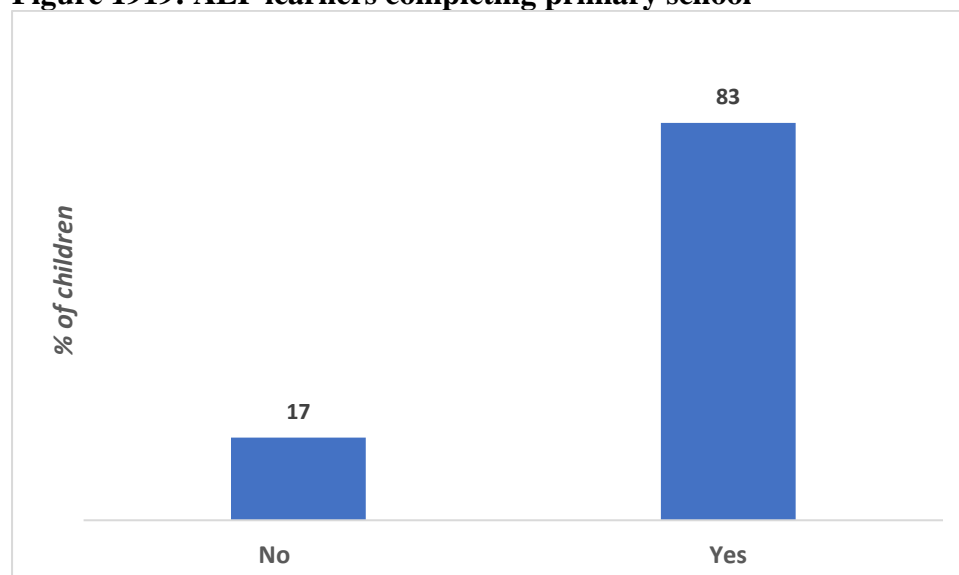
Source: Household Survey Data, OOSC Mapping 2022

At the community level, the interview conducted with community heads and PTA/SBMC, 79% and 52% of comments, respectively, indicate awareness about AEP. This shows in essence that there is a considerable level of awareness of the AEP intervention by households. These AEPs were implemented mainly by NGOs, most of which were completed in the last 1-3 years.

3.5.1 Proportion of Accelerated Education Programmes (AEP) learners completing primary school

The local education officials interviewed at the LGA office do not have data on the number of AEP learners who have completed formal school. However, a cross tabulation of the variable that captures the number of children who completed primary school with those who attended AEP provided an insight into this. The affirmative response describes this category of children. As shown in Figure 19, 67% of AEP learners who have completed primary school while 33% have not. This indicates a relatively high completion and retention rate of AEP graduates in the formal system.

Figure 1919: AEP learners completing primary school



Source: Household Survey Data, OOSC Mapping 2022

3.5.2 Number of transitioned learners moving to formal school

AEP intervention in these communities has proven successful in helping OOSCY mainstream into formal education. Table 20 presents the number of children who transitioned from AEP into formal school sourced at the school level. These are AEP learners who have been mainstreamed at different cohorts of programme implementation and have transitioned through the grades up till the time of this data gathering. With the support of State Agency for Mass Education, mainstreaming happens through a merit-based screening into appropriate grades. We see from the table that out of the total enrolment (TE) of 12614 girls from primary 2 to primary 6 in the schools sampled, 4262 of them are transitioned learners from AEP. Similarly, out of the TE of 11,700 boys from primary 2 to primary 6 in the schools visited, 3734 of them are transitioned AEP learners. This is about one-third of the class for both gender, which would have been out of school had this intervention not happened. Also, in demonstration of gender equity and social inclusion, these AEPs have reasonably catered to the inclusion of the girl child in education as we see more girls than boys successfully mainstreamed after the implementation of the AEPs.

Table 20: AEP graduate learners who have transitioned into the classes at the primary school (2020/21)

	Total Enrolment (TE)		AEP Transitioned			
	Girls (TE)	Boys (TE)	Girls (AEP)	Girls (% of TE)	Boys (AEP)	Boys (% of TE)
Pry 2	2488	2306	518	21	530	23
Pry 3	2309	2135	1001	43	743	35
Pry 4	3035	2241	904	30	784	35
Pry 5	2528	2688	832	33	813	30
Pry 6	2254	2330	1007	45	864	37
	12614	11700	4262	34	3734	32

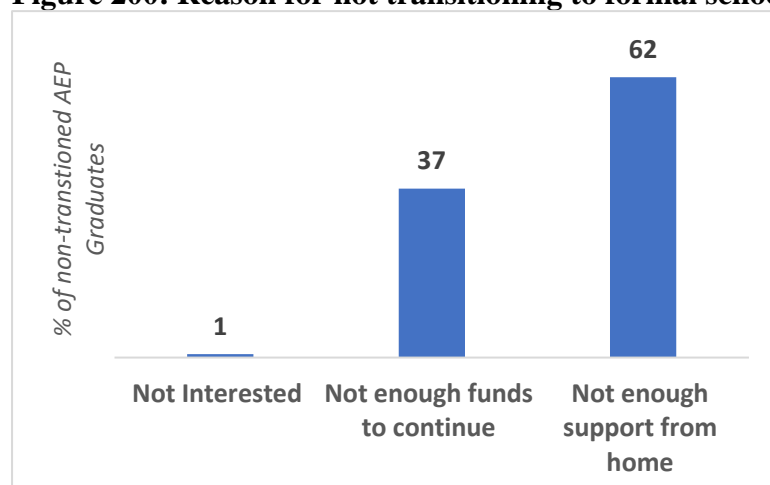
KII with Teachers/Headteachers, OOSCY Mapping 2022

3.5.3 Transition challenges

AEPs enhances the re-integration of OOSC into formal school. The key informants at the local government office described the condition of mainstreaming as merit based, such that an examination is conducted at end of the programme and successful learners are listed for admission by the head teacher, while the learners and caregivers go ahead to pursue the necessary documentation for enrolment.

However, this transitioning is not without its own constraints. As shown in Figure 20, most respondents say that the reason for not transitioning to formal education after AEP is because there is not enough support from home as indicated by 62% of households. Some 37% of households say the child could not transition into formal education because of lack of enough funds to continue. A negligible 1% of children do not continue into formal education after completing AEP because they are not interested in formal education.

Figure 200: Reason for not transitioning to formal school



Source: Household Survey Data, OOSC Mapping 2022

In the interview conducted with the local education authorities, when asked about the challenges of transitioning of AEP learners, one of the comments made was:

“Overpopulation in the formal schools, lack of understanding of the program between the non-formal program and the management of the formal school. Fear of being bullied by prefects and senior student. Fear of being bullied by prefects and senior student” (Local Education Officer, Jere)

3.6 Demand-side factors that influence OOSC situation

Demand side factors that cause children to be out of school are factors from the home front. Table 21 highlights the demand side factors that lead to drop out. From the KII conducted with the PTA/SBMC, the top 3 factors that are responsible for dropouts are financial difficulties, lack of parental support and lack of motivation represented by 43%, 25% and 14% respectively. Distance to school takes 4% while domestic activities account for 4%. Matrimonial challenge such as separation of parents was also mentioned in about 11% of comments.

Table 21: Demand side factors causing drop out

	%
Financial constraints	43
Lack of parental support	25
Lack of motivation	14
Parents separation	11
Distance	4
Domestic activities	4

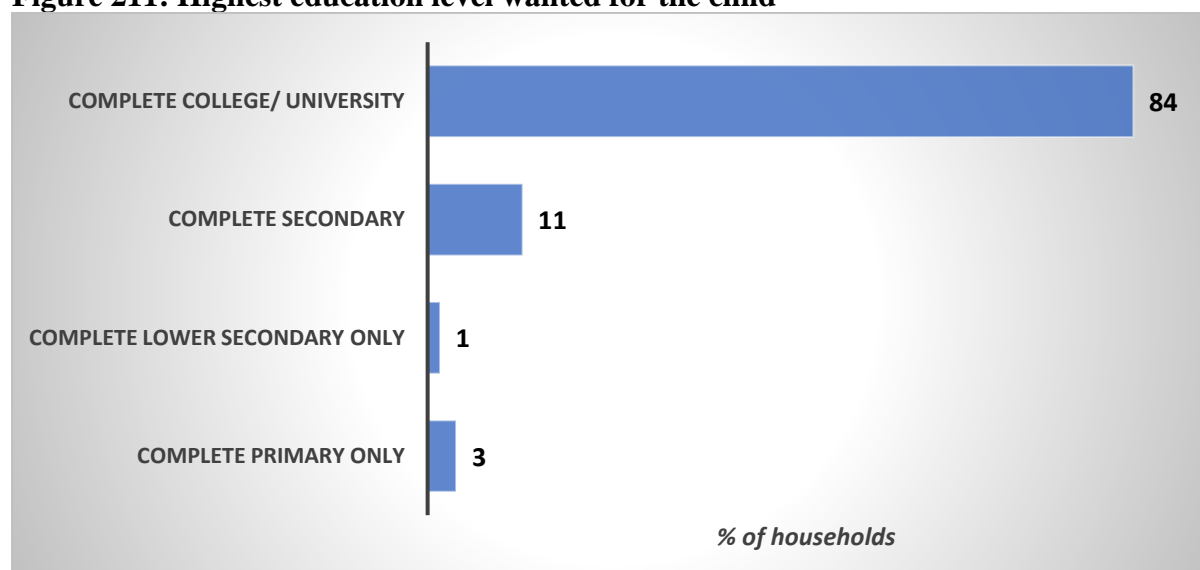
Source: FGD with PTA/SBMC, OOSC Mapping 2022

Other demand side barriers identified in other interviews as reasons children are not in school include child labor, financial difficulties, parents' perception of education, early marriage and cultural belief.

3.6.1 Parental educational preferences

As regards parental educational preferences for their children, Figure 21 presents findings. About 84% of parents prefer their children to have education up to tertiary level while 11% of parents want their children to complete only the secondary education. The proportion of parents who want their child to complete only Junior secondary education is 1% while those who want their children to complete just primary education is 3%. In spite of the fact that most household heads only have qur'anic education, it is ironical to note that most parents want their children to have higher education. This suggests that the prevalent attitude of reluctance to enroll in formal education in these communities could be attributed to a societal or cultural bandwagon which deviates from the genuine preference of these households.

Figure 211: Highest education level wanted for the child



Source: Household Survey Data, OOSC Mapping 2022

3.6.2 Special demand side factors restricting girls

Girls are more exposed to suffering from the demand side barriers. This is because they are culturally considered the domesticated gender. Hence, girls' education is traditionally not given a premium in the communities of investigation. Some of the demand side barriers affecting girls are elicited in the interview with PTA/SBMC. The factors affecting girls' daily attendance in school are analyzed as themes from the comments. The largest proportion of the comments, 39% revolve around *Domestic Activities*. Next to this are *Child labour* (21%), *Poverty* (18%), *Lack of school kits* (11%), *Parental negligence* (7%) and *Early marriage* (4%). All these are summarized in Table 22.

Table 22: What prevents girls from going to school every day

	%
Domestic activities	39
Child labor	21
Poverty	18
Lack of school kits	11
Parental negligence	7
Early marriage	4

Source: FGD with PTA/SBMC, OOSC Mapping 2022

An inquiry into the sort of chores that prevents girls' attendance in school gives further insight on this demand side barrier. Washing and cooking, hawking, house cleaning and petty trading are the dominant barriers cited by households as the reason for out-of-school girls at 31%, 22%, 17% and 11% of comments respectively. 8% mentioned fetching water while 6% stated economic activities and 3% mentioned sweeping and hair making as the reason for OOSC situation. Table 23 presents this analysis.

Table 23: Chores that keep girls busy at home

	%
Washing & Cooking	31
Hawking	22
House cleaning	17
Petty Trading	11
Fetching Water	8
Economic activities	6
Sweeping	3
Hair making	3

Source: PTA/SBMC KII, OOSC Mapping 2022

A statement in this regard is hereby quoted:

“Parents don’t know the importance of girl child education they prefer sending them to selling goods on the street” (Head teacher, Abuja Shinkafori MMC LGA)

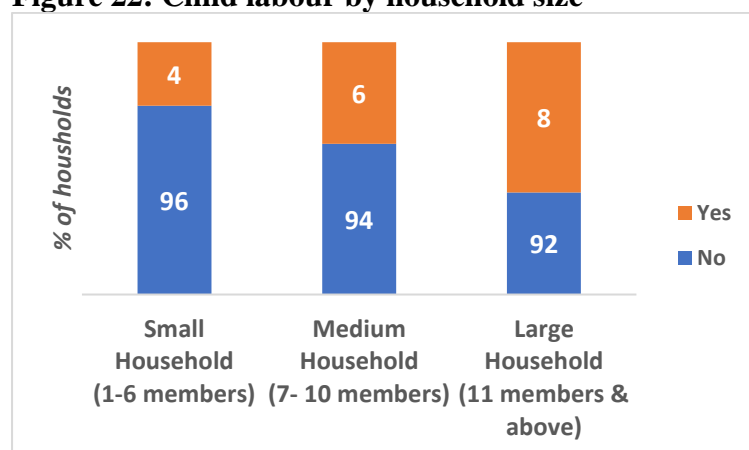
3.6.3 Socio-cultural barriers

Socio-cultural barriers are such that have to do with the traditional beliefs and practices of the people of the study location. Traditionally, these communities are averse to the western system of education as shaped significantly by religious beliefs. As such, there is lack of interest in formal education by parents. Some of the prevalent practices include child marriage and child labour. There is more impact on girls in this regard as girls’ education is highly discounted by many households in the community.

3.6.4 Poverty and Economic Barriers (for households and for children directly)

Poverty has been named as a major socio-economic barrier hindering many children from being able to access education. The survey data shows that for families to cope with their economic challenges, children are made to work after school in some households. We examined this across different household profiles including size and income generation modality. Figure 22 presents findings among households of different size categories. It shows that the tendency of child labour increases with household sizes. The proportion of the affirmative response to the question: *“Does child work after school?”*, rises from 4% in small households to 6% in the medium size households and to 8% in large households. This conforms to economic logic as larger households with inadequate economic resources are more prone to engaging children in economic activities to sustain the household.

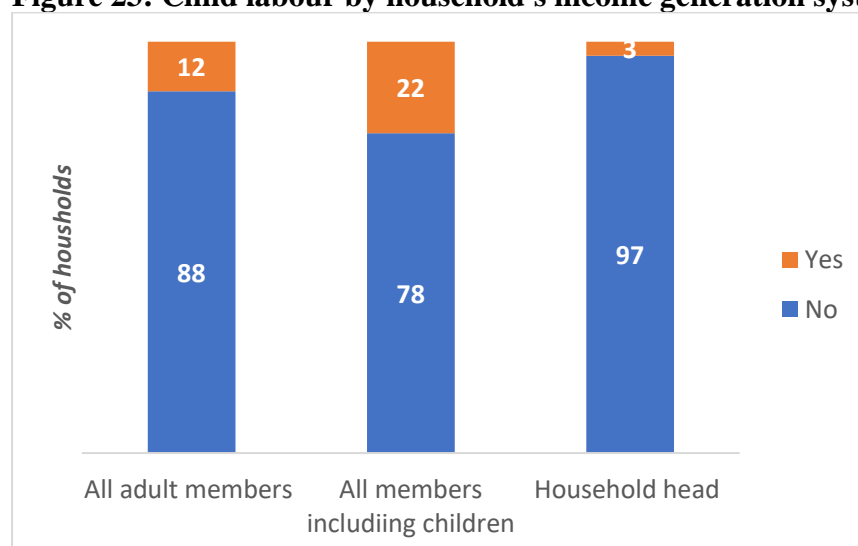
Figure 22: Child labour by household size



Source: Household Survey Data, OOSC Mapping 2022

Similarly, Figure 23 shows similar result as seen in households as categorized by how they generated income. As seen, the least cases (3%) of child labour is seen among households where the household heads alone generated income for the sustenance of the household. The cases graduate to 12% where all adult members generated income for the household. As could be expected, child labour is most prevalent at 22% of household, among the households where all members including children participate in income generating activities. Where children are engaged excessively in the economic activities of the household, it tends to hamper their academic performance in school which portends an eventual dropout situation. Thematic analysis done for households' economic activities indicate that the mainstay in the communities enumerated revolve around artisanship, civil service, farming and trading. These are occupations which are commonly associated with households in the low-income stratum of the society. The need to make ends meet for the household, therefore, warranting the co-opting of children into the households' production framework, ultimately results into demand side barrier to the children's education.

Figure 23: Child labour by household's income generation system



Source: Household Survey Data, OOSC Mapping 2022

How AEPs have contributed to addressing the demand-side barriers to education

Accelerated Education Programmes have been effective in addressing some of the identified demand side barriers to education. There is improved disposition towards formal education by the community. The importance of reducing child labour to allow the child to go to school is better realized by many households. Also, there is reduction in child marriage. Some of the comments made in this regard are hereby quoted:

“The children have improved in their conducts in the home and in the community at large and this has made even the community value education more” (Community leader, Jere)

“The family was able to boast of their children now educated with adequate scholastic materials which they ordinarily would not afford, child labor and child marriage also reduced as the children also understood the value of western education” (Community leader, MMC).

3.7 Supply-side factors that influence OOSC situation

The supply side factors are such that constitute barrier to education from the school front. Examples include absence of teachers, distance to school, availability of school infrastructure, quality of teaching, security, teachers’ availability and attendance, etc. This section reports findings on these factors as they contribute to the OOSC situation.

3.7.1 Teacher Availability

Data gathered from the teachers and head teachers interview suggests that the inadequacy of teachers is augmented by untrained teachers in the LGAs. This is summarized in Table 24. As shown, there are more trained male teachers than females in MMC across all school levels. The reverse is interestingly observed in Jere LGA. MMC makes use of more male untrained teachers than females in both primary and junior secondary schools while there are more female untrained teachers (225) in the senior secondary school than males (125). In Jere, however, there are fewer female untrained teachers than males across all education levels. Comparing teachers supply between the two LGAs Jere has more trained teachers in total (583) compared to MMC (530). Whereas, there are more untrained teachers in MMC (490) as compared to Jere (164). Pupil Teacher Ratio (PTR) and Pupil Trained Teacher Ratio (PTTR) is very poor at the primary school level in both LGAs show a very high number of pupils in their hundreds per teacher. The fairest ratio is seen at the senior secondary school in Jere with PTR and PTTR of 15 and 20 respectively, probably due to general low enrolment at the senior secondary level. Average teachers per school is lowest at the Junior school in Jere LGA.

However, the existing teachers continue to face the challenge of insecurity and low remuneration. A statement suggesting this is hereby quoted:

“The teachers are all sound and healthy, willing to work and deliver quality education to the students but do have a huge challenge with their remuneration considering the present condition” (Education Officer, Jere LGA)

Table 24: Teachers availability by LGA

		Trained			Untrained			Pupil Ratio (PTR)	Pupil Trained Teacher Ratio (PTTR)	Average Teachers per school
		Males	Females	Total	Males	Females	Total			
MMC	Primary	70	35	105	73	33	105	200	100	27.5
	Junior Secondary	140	60	200	98	63	160	100	50	21.5
	Senior Secondary	125	100	225	100	125	225	50	50	32.5
Jere	Primary	112	231	341	40	41	80	150	120	28.5
	Junior Secondary	61	102	163	33	21	54	50	45	9.5
	Senior Secondary	34	45	79	23	8	30	15	20	14.5

Source: Source: KIIs with District Education Officers, out of school mapping, 2022

The KII with teachers and headteachers exposes a number of factors stated by respondents as school challenges that lead to children dropping out. Table 25 highlights that the lack of qualified teachers is the major reason why children drop out from school indicated as by 39% of comments. Poor Infrastructure, teachers' absenteeism and lack of learning materials are other factors leading to children dropping out. About 8% of comments relate to poor relationship between student and teachers. The last 2% of the comments mentioned sexual harassment.

Table 25: School challenges that cause dropouts.

	%
Lack of qualified teachers	39
Poor infrastructure	21
Teachers absenteeism	16
Lack of learning material	13
Poor relationship between student and teachers	8
Sexual harassment	2

Source: Teachers and Headteachers KII, OOSC Mapping 2022

3.7.2 Travel time to primary school

Distance to primary school is estimated in terms of the time taken to arrive primary school by children. From the KII conducted with teachers and headteachers, equal proportion of comments, 38% indicate 10 minutes and 30 minutes. However, 24% of the comments suggest that it takes an average child 1 hour to reach the nearest school in the community. This is shown in Table 26.

Table 26: Travel time to reach the nearest primary school

	(%)
10min	38
30 min	38
1 hour	24

Source: KII with teachers and headteachers

3.7.3 Travel time to Junior High school

In the interview conducted with community leaders, most of the comments, 43% indicate that an average child spends up to 30 minutes travel time to access the Junior Secondary School (JSS); 38% of comments mentioned 10 minutes while 25% indicate that the journey to the JSS would actually take a child up to 1 hour. This is summarized in Table 27. Considering the result in 3.7.3 and 3.7.4, where a school is an hour away from home on foot for children, this can discourage attendance and eventually lead to dropping out. It can be argued that distance from school contributes to the drop-out result seen in section 3.3.1.4 showing dropouts by grades last attended.

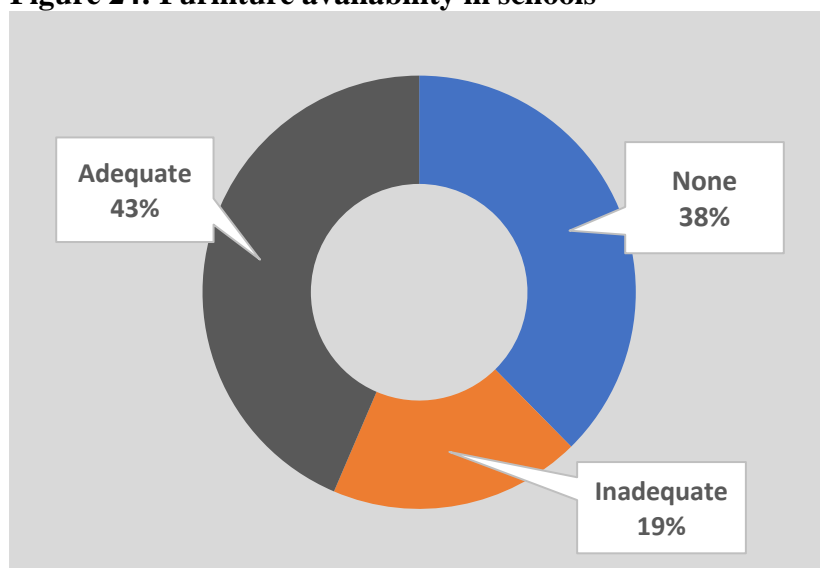
Table 27: Travel time to Junior secondary school

	(%)
30 min	43
10min	32
1 hour	25

Source: KII with Community Leader, OOSC Mapping 2022

3.7.4 Furniture availability and adequacy

Observations were made on the school infrastructure within each community. As visualised in Figure 24, in about 19% of the cases, there are no furniture in the schools while 38% of cases reveal that the furniture is inadequate although available. Only in about 44 percent of cases are the furniture adequate.

Figure 24: Furniture availability in schools

Source: School and community checklist, OOSC Mapping 2022

3.7.5 Other supply side factors

Other factors constituting barriers to children's education from the supply side are presented in Table 28. Lack of learning materials (40%) is the highest recorded comment and seems to be the biggest supply side barrier that causes dropout. Low availability of teachers is also prevalent among the comments at a percentage of 20%. This further corroborates the data already presented in section 3.7.1 showing the analysis on teacher availability. The next problem is unfair punishments that some of the children get and discrimination amongst students featuring at 15%. Environmental factors and the high fees both feature at 5% each among the comments. Environmental factors relate to inconducive and unsafe school/community environment while fees refer to other fees charged apart from tuition fees such as PTA levies.

Table 28: Other supply side factors

	(%)
Lack of learning materials	40
Low availability of teachers	20
Unfair punishment	15
Discrimination amongst students	15
Environmental factor	5
High fees	5

Source: FGD with PTA/SBMC, OOSC Mapping 2022

3.8 Presence and impact of AEP programming in the communities – in addressing the issue of OOSC

▪ Scale of AEPs, enrolment and completion

The interview conducted with local education officials suggests that there has been waves of AEP implementation in the local government. This is also confirmed by the community heads, teachers and head teachers, AEP facilitators and the PTA/SBMC. These AEPs were all implemented by Non-governmental Organizations (NGOs). Up to three Accelerated Education Programmes have been implemented in both LGAs in the last 5 years, covering 5 to 9 communities. These programmes instructed using local languages (i.e. Hausa & Kanuri) and English. Jere saw over 500 children enrolled (specifically, 1890 females, 1500 males) while less than 100 (50 females, 40 males) children enrolled in MMC. According to the Local

education officials interviewed in both Local governments, learner were able to transition to formal school at the end of these programmes.

- **Impact/Achievements of AEP in the Community (Intended)**

While responding on the impacts of the AEP in the community, many of the responses affirm that the impact was positive. Community leader acknowledged that AEP has enabled the children in the community to read and write. AEP facilitators recognized the role of AEPs in helping the children in the community to transition back into the formal system. The comments gathered from the SBMC/PTA FGD also corroborate these claims as they highlighted improved educational access for the children in the community. Some of the responses are hereby quoted:

“The children in this community were able to read and write as a result of this intervention”
(Community Leader, MMC)

“The program has brought great progress to the community because OOSC can have access to education and even attend formal schools” **(SBMC/PTA, Mega Molai, Jere LGA)**

“Children learned a lot especially reading in Hausa and doing simple mathematics” **(AEP facilitator, Abuja Shinkafori, MMC)**

“It has supported them with their school needs and given them Education and has given them awareness on the need for education. The caregivers have also received awareness on the value of education and child right to Education” **(AEP facilitator, MMC)**

Impact/Achievement of AEP (unintended)

The SMBC/PTA FGD participants commented on the roles that AEP have had in the community besides its direct impact on education. Some of the change seen is the reduction in early marriage for girls and child labour generally in the community. In the words of one of the discussants in the FGD:

“Seriously this program has helped our children because early marriage has reduced” **(AEP Facilitator, Dala Lawanti, Jere)**

The impact of AEP on girls and gender equity is also acknowledged. One of the discussants in the PTA FGD puts it as:

“As results of this intervention parents were able to send all their children to school with any discrimination by sex, they are all considered equal” **(AEP facilitator, Shokari, Jere)**

3.9 Presence and Impact of Girls focused programmes

Apart from generic AEP that targets OOSC without preference for any gender, another crucial intervention is the girls focused intervention which addresses the girl child marginalization when it comes to education access. Factors like domestic activities, child labour, financial challenge, parental negligence, early marriage, lack of resource and poverty are found to hinder

the girl child's attendance in school. When asked about the value placed on girls' education by the community, while most responses say the community places premium on education of girls, a significant proportion of the comments suggest that girls' education is not prioritized. An example of a comment of such says:

"They attached less importance for girls in this community because after they graduated from primary School most of them don't allow to further their education". (AEP facilitator, Key Informant)

A statement that explains the discontinuation of girls' education after primary suggests that the children are often exposed to early marriage after primary education as quoted:

"They have some value for Western Education however early marriage is still a practice some do". (AEP facilitator, Key Informant)

Information gathered suggest that only one girls-focused programme has been implemented in the both local government areas in the last 3 to 5 years. The programme addressed feminine issues and also provided some literacy as well as numeracy training. As put by one of the local education officials,

"The programme was centered on reproductive age of girls and support with dignity kit was provided with some basic literacy and numeracy interventions." (Local Education Officer)

- **Scale of Girls Focused Programmes**

In terms of the scale of these interventions, approximately, about 20 communities have benefited from this intervention. The local government office provided support including the training of facilitators, provision of books and venue facility to hold the lesson sessions. Unfortunately, data on the enrollment levels and the impact of these interventions were not provided.

4.0 Conclusion and Recommendation

4.1 Conclusion

The mapping of the out-of-school children is carried out with the objective of collecting data on the gravity of out-of-school children problem in the sampled LGAs and to assess how effective AEPs have been in addressing the problems. Based on the findings, conclusions are now drawn.

4.1.1 Background and context

The mapping exercise of the OOSC was conducted in 2 LGAs of Borno state in the Northeast Nigeria. These were selected based on experience of conflict, rurality/ deprivation and the experience of AEP intervention or the lack thereof. The survey data shows a higher prevalence of out-of-school boys than girls in MMC as compared to Jere. Within MMC, the prevalence of dropped out children and those who never attended is identical for both genders. The situation in Jere on the other hand shows that more enrollment is lower among males than females while more females drop out than males. Qualitative data suggests that the general OOSC situation in

MMC LGA is improving while Jere's situation calls for more attention as the OOSC population there is relatively high.

Findings reveal that some households are headed by females. Most household heads are only exposed to Qur'anic education. A relatively high number of household heads also have senior secondary and a relatively high number of parents also have tertiary education. While a considerable number of household heads have non-formal education, a relatively few household-heads have undertaken AEP and some other non-formal education like vocational education. A considerable number of household-heads also have tertiary education. Some household heads have no form of education at all who are mostly female household heads.

Households were found to have an average size of 7 members. Households with the highest size have 28 members while the household with the lowest size has only two members. However, analysis at the LGA level shows that a household has an average of approximately 8 members in Jere while it is 7 members in MMC. Maximum number of household members in Jere is 28 while it is 20 in MMC. The smallest household size in both LGAs is 2. Households were categorized by sizes into small, medium and large households. The majority of households are small sized having about 1 to 6 members while the medium size household with sizes of 7 to 10 members are relatively many. Large households with more than 10 members are fewer than both medium size and small households. This indicator became crucial in examining some realities about out-of-school children's profile.

4.1.2 Out of school incidence

- **General statistics on identified children**

Results show that, out of the total of 4049 children of school age enumerated, 2096 are currently enrolled in school, 456 are dropouts, 84 are irregular in school while 1413 have never attended school. The out-of-school children proportion therefore is about 46% (11% dropouts, 35% never-attended).

- **Prevalence of OOSC by age groups**

The children who have dropped out and those who never attended school are captured as the out-of-school children. The primary school age group has the highest population who are out of school among all the age groups meaning that dropout children and those who never attended school before are prevalent among the children of primary school age. Across all age groups children who never attended school are more than those who dropped out. The OOSC population is the least among the children of senior secondary school age.

- **Out of school population by LGA and gender**

Findings show that a higher proportion of boys than girls are out of school in MMC as compared to Jere while there are more out-of-school boys than girls in Jere. There are as many boys who have dropped out as there are those who have never attended school in MMC and the same is observed for girls. In Jere on the other hand, there are more boys who have never attended school than dropouts while there are more girls who dropped out than those who have never attended school.

- **Prevalence of OOSC population by community intervention status**

There are more children who have never attended school than those who have dropped out. There are more dropouts in the non-intervention communities than in the intervention

communities. There are more children who have never attended school in the intervention communities than in the non-intervention communities.

4.1.3 Drop-out situation/context

- **Drop-out numbers by class level and gender**

Most girls dropped out at the primary level with the highest occurrence at primary 6 for both boys and girls. More girls dropped out at this level. A high occurrence of drop out is also observed at the primary 3 for both boys and girls. For the junior secondary school, highest occurrence of dropouts is witnessed at the Junior secondary school 3 for girls and boys respectively. At the Senior secondary level, children tend to drop out at Senior secondary school 2 for girls, but this occurs at senior secondary school 2 and 3 for boys.

- **Factors accounting for the incidence of school drop-out**

Main factor accounting for drop out incidence is found to be lack of financial support. Other factors mentioned include lack of school materials, insecurity, preference for Islamic education over the formal education, health problem, migration, lack of good teachers, corporal punishment, child dislike for schooling, death of guardian, corporal punishment, death of guardian, transport fare to school.

4.1.4 Children at risk of dropping out

- **At risk of dropping population – using frequency of repetition**

Finding reveals that across both AEP and non-AEP communities, there is evidence of class repetition more at the primary level than the Junior Secondary. The frequency of class repetition among children is however lower in the intervention communities suggesting a lower risk of dropping out. The risk is more observed at primary 2 and 6 in both communities.

- **Population at of risk of dropping out – using frequency of attendance**

Going by frequency of school attendance, we find that some children are exposed to the risk of dropping out of school among both genders across all the class levels up to senior high school except senior secondary school 2 only. Children are found to be most at risk of dropping out at primary school 2. Girls are found to be least at risk at primary 6 while boys are least at risk Junior Secondary School 2. With absenteeism generally higher among boys than girls, boys are concluded to be more at risk of dropping out of school.

4.1.5 Transition, Retention and Completion Levels on AEPs

- **Number of transitioned AEP learners – school level data**

It was found out from teachers and headteachers that a considerable population of children transitioned from AEP into formal school at various classes. More girls than boys were mainstreamed indicating a targeted effort to improve girls' participation in formal education. While a significant proportion of boys and girls were found to have mainstreamed across various classes, only a small proportion of girls were able to mainstream into primary 6. This outcome strengthens the advocacy for effectiveness of AEP in reducing the number of out-of-school children.

4.1.6 Demand Issues

Several key demand-side issues were also highlighted:

- **Poverty levels:**

Evidence substantiates the major role of poverty as a demand side barrier to schooling. Both survey and qualitative data converge on this fact. According to survey data, children are made to work after school to sustain the family while qualitative data indicates that children participate in farming and harvesting activities during school hours. The lack of finances hinders the parents in providing accessories such as uniforms, school sandals, school bags, writing materials, etc. for the children. Certain non-tuition financial obligations like PTA levies are also unaffordable for many households. Inability to provide breakfast and lunch for the child was also noted. This barrier significantly limits the access of the child to education contributing to the OOSC numbers.

- **Socio-cultural factors:**

Findings show that the socio-cultural factors that hinder children's education include early marriage, low value for girls' education, child labour, among others. These factors are informed by traditional and religious beliefs and practices of the people of the community. These factors tend to affect girls the most, constraining them to domestic chores like cooking, sweeping, fetching of water, baby sitting and even some economic activities such as hawking. This involvement reduces the access of children to education, escalating the number of out-of-school children.

4.1.7 Supply Issues

- **Access to schools**

Findings from the interviews on access to school portrays different situations by local government in terms of availability and distance. Jere LGA has fewer schools than MMC. Although the average distance to primary and junior secondary can be covered within 30 minutes, senior secondary schools in Jere take over an hour to reach. This is because of the sparse supply of senior secondary schools in the LGA.

- **Teacher availability and teacher gaps by LGA and gender**

As stated earlier, findings show that in the surveyed LGAs (MMC and Jere), Pupil Teacher Ratio (PTR) and Pupil Trained Teacher Ratio (PTTR) is a cause of concern. This is peculiar to primary schools, as they have a high student to teacher ratio. Findings from data garnered

suggests that the lack of untrained teachers in the LGAs contributes significantly to the OOSC situation in these areas. When disaggregated according to gender, there are more trained male teachers than female teachers across all school levels in MMC LGA. However, the reverse is the case in Jere LGA. In Jere, there are more trained female teachers than male teachers across all school levels. Nevertheless, Jere has a supply of more trained teachers (583) compared to MMC (530).

4.1.8. Contribution of AEPs/GFM to addressing the supply-side barriers to education

Intended impact (transition to formal school)

The impact of AEP in addressing the supply side barriers to education is evidenced in increased accessibility of education to the OOSC within the community. Evidence suggests that AEP has increased the ability of OOSC to be able to read and write and improved the communities' disposition towards formal education, among other impacts. Most notably, AEPs have enhanced the re-integration of the out-of-school boys and girls into the formal education mainstream. This constitutes a significant impact towards the reduction of the out-of-school population in the communities. The experience of Girls Focused Interventions are few in the local government but comments from key informants indicate that the ones experienced recorded remarkable impacts in the community.

4.2 Recommendations implications

Based on the findings of this research, recommendations on harnessing the potentials of AEP and girls focused programmes are hereby presented. These recommendations are targeted specifically towards four categories of stakeholders including the government/policy makers, programme implementers in pursuit of SDG 4, civil society organizations as well as schools and communities.

4.2.1 Government/Policy level actions

- **Improve access to school**

School mapping should be deliberately targeted to communities where there is inadequate supply of schools. As already presented in the findings, many communities are without schools and where there are, the location is at a distance of 3 to 5 km. In some cases, travel time to school is over an hour. This relative difficulty in accessing the school by the children in the community poses a real barrier to their continuous attendance, leading to an increased number of out-of-school children. A school mapping effort, therefore, that ensures siting of schools within the community would be ideal. Considering the land mass and population sizes of those communities, more schools might have to be sited for adequate supply and easy accessibility. Local government education officials would be instrumental to this effort.

- **Adopt age cohort diagnosis approach in addressing OOSC problem**

Unpacking of the OOSC in this report has involved drilling down to the different age cohorts for a clear perspective of the OOSC situation at these levels. As found, OOSC numbers are the highest among the primary school age children, constituting about 46% of all the age cohorts. This is about half of the entire OOSC population indicating the prevalence of OOSC among this age cohort. This therefore highlights the age group to target most for an intervention. The Accelerated Basic Education Programme of the Federal Government should factor in the age cohort realities into the programme design and implementation.

- **Ensure a healthy Pupil Teacher Ratio in the schools**

A healthy Pupil Teacher Ratio is crucial for effective teaching-learning outcomes. The findings in this research unfortunately reveals a very poor pupil teacher ratio as well as Pupil Trained Teacher Ratio as poor as 200:1 and 100:1 at the primary school in Jere for instance. The situation is not better at MMC. Deliberate effort therefore becomes necessary to recruit more teachers to correct the deficit in the teachers supply in the primary schools. Efforts should also be made to improve remuneration and guarantee security for these teachers which are necessary factors to motivate them in the profession.

- **Improve educational facilities and infrastructures**

Findings reveal that schools are not in good condition in most cases. There is evidence of an inadequate supply (or the lack thereof) of furniture, staff common room, toilet and sanitation facilities, ventilation, computers, electricity supply, water supply, etc. All of these definitely make an inconducive learning environment and system. An investment, therefore, into the upgrading of school and educational facilities and infrastructures is strongly and urgently recommended.

4.2.2 Commitment to scaled and sustained ABEP over the next 5 years with budgetary funding

- **Sustain the gains achieved on AEPs and Girls Focused Programmes:**

The evidence from the out of school mapping exercise show significant results achieved in relation to completion and transition levels on AEPs, which have proven to be very effective at addressing the OOS problem. These initial interventions have been the efforts of NGOs and development organizations. The gains from these interventions in terms of reduction of OOSC need to be sustained. While notable gestures have been witnessed from the side of the government in taking over of this innovation, a sustained commitment is strongly recommended over a long term at scale for an appreciable reduction in the number of OOSC over the next five years across the country. To this end, the following are hereby proposed:

- (i) A budgetary allocation towards ABEP
- (ii) Institutionalizing of ABEP

4.2.3 For Education Innovators

- **Programmes design should cater adequately for gender equity**

Evidence shows that there are more out-of-school boys (51%) than girls (49%). While the gap is not so wide, the tendency of more boys being out of school than girls is exposed. Implementation of programmes should, hence, be carefully done to ensure more OOS boys are targeted in order to forestall an explosion of the out-of-school boys' proportion.

- **Build a comprehensive database on OOSC**

While frantic efforts were made to gather the best of data on OOSC at the Local government level and programmatic level, it was observed that a readily available database for this data was missing. The absence of such a database leaves the intervention providers in the dark about the critical area of need which could lead to misallocation of resources in this regard. It is therefore recommended that a rich and updated EMIS system at the local government level is maintained with some degree of collaboration with the education innovator. This would enhance the capturing of adequate and up to date data on OOSC, intervention programmes and programme outcomes.

4.2.4 For Schools and communities

- **Continuous sensitization of parents and caregivers**

AEP intervention and some girls focused models have improved the perception of parents and households towards formal education. Continuous campaign in this regard needs to be sustained to maintain the gains in enrolment. A strong collaboration should be maintained with community heads in pursuit of orientation for parents on the importance of their children's education without any gender bias.

- **Economic empowerment programmes for households in the community**

Community initiatives towards economic empowerment for households is recommended so as to be able to circumvent the poverty barrier to education which is the chief culprit behind the OOSC phenomenon as found by this study. This might require some collaboration between both state and non-state actors. A well-crafted and viable initiative is bound to attract funding where necessary; and with effective and efficient management, there is a prospect of success.

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Annexes

1. Communities distribution

Jere			
	Status of Community		
Name of Community	Host Community	IDP Camp	Total
Chad Basin	198	27	225
Dala Almenderi	304	0	304
Dala Kabanti	238	18	256
Dala Lawanti	275	0	275
Goni Kachallari	253	0	253
Lake Chad	233	0	233
Mai Musari	293	0	293
Mashamari	189	0	189
Mega Molai	267	39	306
Old Maiduguri	324	0	324
Polo Gwazari	7	307	314
Sanda Kyarimi	220	57	277
Shokari	300	0	300
Total	3,101	448	3,549

Source: Household Survey Dataset

MMC			
	Status of Community		
Name of Community	Host Community	IDP Camp	Total
Abakarti IDP camp	194	28	222
Abuja Shinkafori	233	4	237
Aliaskiri	214	15	229
Bakasi/Kulolori	247	0	247
Bullabulin Diyabe	180	0	180
Bullabulin Ngarannam	327	0	327
Bulumkutu	295	0	295
Fulatari	180	0	180
Hausari	192	0	192
Kirikasamma	4	191	195
Mallam Umairi	175	0	175
Modusulumri	264	19	283
Ngomari	238	0	238

Shuwari community	212	0	212
Stadium Camp/Moduga..	223	0	223
Teachers village/Sh..	214	0	214
Zajeri Texaco	241	0	241
Total	3,633	257	3,890

Source: Household Survey Dataset

2. Out-of-school children by age cohorts

	Dropped Out		Never Attended		Total	
ECCDE age (4 - 5 years)	19	4.19	435	95.81	454	24.29
Primary school age (6 - 11 years)	175	21.26	648	78.74	823	44.03
Junior Secondary School age (12-14 years)	122	37.77	201	62.23	323	17.28
Senior Secondary school age (15 -17 years)	140	52.04	129	47.96	269	14.39
Total	456	24.4	1,413	75.6	1,869	100

Source: Household Survey Dataset, OOSC Mapping 2022

3. Out-of-school children by gender

	Female	%	Male	%	Total	%
Dropped Out	235	51.54	221	48.46	456	100
Never Attended	681	48.2	732	51.8	1,413	100
Total	916	49.01	953	50.99	1,869	100

Source: Household Survey Dataset, OOSC Mapping 2022

4. Total gender distribution

	Frequency	Percentage
Female	3,781	50.7
Male	3,677	49.3
	7,458	100

Source: Household Survey Dataset, OOSC Mapping 2022

5. School age children (6-18)

	Frequency	Percent
Female	1,803	50.26
Male	1,784	49.74
Total	3,587	100

Source: Household Survey Dataset, OOSC Mapping 2022