

Transforming Education in Niger State (TENS II)

SCHOOL GEO-MAPPING AND VERIFICATION REPORT

Niger State Ministry of Basic and Secondary Education, Federal Republic of Nigeria



MRL®
Public Sector Consultants

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Developed and produced by
MRL® Public Sector Consultants Ltd
for the Niger State Ministry of Basic
and Secondary Education.



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Produced for **Niger State Ministry of Basic and Secondary Education**,
Federal Republic of Nigeria as part of the Transforming Education in Niger State (TENS II)
Programme by **MRL® Public Sector Consultants Ltd.**

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*“Education is not a privilege for the few,
but a necessity for the masses. ”
For it is the foundation of any society.*

– Dr. Roni Ajao

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Preface



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The educational landscape of Niger State has been the subject of numerous developmental initiatives, each contributing unique insights and interventions to address longstanding challenges. However, the state of education is in need of urgent attention. The Transforming Education in Niger State (TENS II) Programme aims to transform the educational landscape by fostering inclusivity, accessibility, and quality across all levels. As part of this broader agenda, the School Mapping and Verification exercise stands as a cornerstone, offering a meticulous assessment of the State's educational infrastructure.

This report serves as a comprehensive record of the school mapping and verification process undertaken under the TENS II Programme. By employing advanced Geographic Information Systems (GIS) and innovative data collection methods, the exercise sought to capture accurate, detailed information on educational institutions across all Local Government Areas (LGAs) of Niger State. This effort not only illuminated the current state of schools but also identified gaps, inefficiencies, and opportunities for improvement and cost.

Through detailed analysis and mapping, this report provides stakeholders with invaluable insights into the state's distribution, condition, and challenges of educational schools and institutions. It also underscores critical issues such as disparities between urban and rural educational access, the unique needs of nomadic communities, and the necessity for data-driven policy and planning. The findings and recommendations herein are intended to guide strategic decision-making, ensuring that the TENS II Programme achieves its ambitious vision of transforming education for all Niger State citizens.

We extend our gratitude to His Excellency, the Executive Governor of Niger State – **Mohammed Umaru Bago** for the trust and confidence in MRL® Public Sector Consultants to undertake this assignment on behalf of the State. We also thank the Niger State Ministry of Basic and Secondary Education, the Niger State Universal Basic Education Board, and all collaborating Ministries, Departments and Agencies for their contributions to this initiative. Together, we strive toward an education system that empowers individuals, strengthens communities, and sets a benchmark for excellence and equity.

Acknowledgements



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The success of this report, which outlines the School Mapping and Verification exercise conducted under the Transforming Education in Niger State (TENS II) Programme, would not have been possible without the invaluable contributions and support of numerous individuals and organisations. We extend our heartfelt gratitude to all stakeholders whose active engagement and dedication have been pivotal to the success of this initiative.

We would like to acknowledge the strategic leadership and unwavering support of His Excellency Governor Mohammed Umaru Bago and the Honourable Commissioners of Basic and Secondary Education, Budget and Planning, and Communications Technology and Digital Economy. Their guidance and commitment to educational reform and evidence-based decision-making in Niger State have been instrumental in driving the TENS II Programme forward.

Our special thanks go to the LGA Managers, enumerators, and field officers who worked tirelessly in gathering data across challenging terrains and conditions. Their meticulous efforts in identifying, visiting, and verifying educational institutions have been the backbone of this report. We are also grateful to the Ministry of Basic and Secondary Education, the Niger State Universal Basic Education Board, and the Ministry of Tertiary Education for their collaboration and provision of critical data and resources.

Finally, we extend our appreciation to the community leaders and school administrators who facilitated the mapping process by providing essential insights and access. This collaborative spirit underscores the collective commitment to transforming education in Niger State for the benefit of its citizens.

This report is a testament to the power of partnerships and shared vision, and we remain deeply grateful to all who contributed to its realisation.

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1

INTRODUCTION

This report presents results of the school mapping and verification exercise that was conducted as a component of the Transforming Education in Niger State (TENS II) Programme. It highlights the methods used for data collection, data entry and integration, and mapping of all pre-primary, primary, secondary and tertiary educational institutions in Niger State using Geographical Information Systems (GIS).

The exercise was conducted over a two-day period from July 4, 2024, to July 5, 2024, and involved extensive fieldwork to identify every school and institution in the state and capture their geographic coordinates using a GPS-enabled device. A team of 100 individuals were designated as LGA Managers and trained specifically for this undertaking.

LGA managers were equipped with mobile devices on which were installed the KoboCollect survey collection application. This enabled them to record relevant details about each school and institution that was visited including:

- (a) The name of the school/institution
- (b) The LGA
- (c) Ward
- (d) Community/Village

Additionally, the application also included a button which when activated facilitated the recording of the GPS coordinates for each school.

Prior to the commencement of the school mapping and verification exercise, MRL[®] Public Sector Consultants Ltd had sought and obtained list of schools and educational institutions from several Niger State Government ministries and agencies. Key facilitators of this component included:

- (a) The Niger State Ministry of Basic and Secondary Education
- (b) The Niger State Ministry of Tertiary Education
- (c) The Niger State Universal Basic Education Board (NSUBEB)



These lists were categorised by LGA and type of institution and were handed over to the LGA managers to assist them with locating and accessing the various schools and institutions.

Following the conclusion of the fieldwork phase, the school verification data that was collected by the LGA managers using the KoboCollect application was then uploaded via the internet to the Kobo Toolbox platform. This was then downloaded in Microsoft Excel format and analysed to produce the relevant maps and information that constitute the bulk of this report.

This report has been organised into three sections. The first section provides an overview of the TENS II Programme with an emphasis on its aims and objectives. The next section describes in more detail the methodology and processes that have been deployed to obtain, collate and analyse the data for the school mapping and verification exercise. It provides insights on the process that was utilised in the review of the list of schools provided by the various Niger State Government ministries and agencies and elaborates on the findings of this review. The final section focuses on the results of the GIS data analysis, providing key information summaries that is supported with relevant maps of schools and institutions at the state and local government levels.

1.1 Transforming Education in Niger State (TENS II) – Programme Overview

Transforming Education in Niger State (TENS II) Programme is a Niger State Government Programme that is being implemented by MRL[®] Public Sector Consultants Ltd. The Programme is led by the Ministry of Basic and Secondary Education, and supported by other key ministries, such as the Ministry of Tertiary Education, Ministry of Budget and Planning, and the Ministry of Communications, Technology and Digital Economy. TENS II aims to deliver a series of interventions that will improve the quality of education, increase access to learning opportunities, and strengthen the overall educational infrastructure thereby supporting the vision of a New Niger.

By implementing innovative strategies and providing essential resources, the TENS II Programme seeks to bridge gaps in education provision by ensuring that every student, regardless of their background, can receive a high-quality education and can reach their potential. Consequently, the Programme has dedicated sufficient focus towards exploring strategies that address the issues relating to the education of children that belong to nomadic communities as well as out-of-school children. It



has further explored the development of mechanisms for embedding entrepreneurial education in schools to facilitate the acquisition of knowledge and skills that drive societal change and transformation through technological advancement.

To ensure the effectiveness and relevance of these interventions, the Programme has been underpinned by a comprehensive data collection exercise that extended across all levels of education in the State, from the Early Childcare Development Education (ECCDE) level through to the primary, secondary and tertiary education levels. Data collection has not been limited to state-owned, conventional educational institutions but has been expanded to incorporate privately-owned schools and institutions, schools that are owned or supported by religious organisations and nomadic schools. The Programme has also prioritised the collection of both quantitative and qualitative data to ensure a rounded perspective of the education sector in the State and to more accurately reflect the voices and concerns of stakeholders in the sector.

1.1.1 The Vision

The new Strategic Vision is to improve education across all levels resulting in a transformed education system that benefits all Niger State citizens.

1.1.2 The Mission

The Mission is to create an exciting, secure and stimulating learning environment in which all age-appropriate Niger State citizens and members of the school community can grow in confidence, acquire knowledge and skills and develop to their full potential.

1.1.3 The Aim

After years of neglect and limited investment, the TENS II Programme aims to improve and transform the state's education system.

The Niger State Government is currently propelling a dramatic and rapid education transformation agenda akin to the changes seen in the Agricultural sector through Niger Foods. TENS II is intended to drive this change within the

educational system and will demand higher standards, more professionalism and commitment from all within the sector. The aim is, therefore, to improve and transform the standard of education across the State.

1.1.4 Goals of TENS II

The goals of the TENS II Programme are articulated as follows:

- To identify the current problems and challenges within the education sector in Niger State.
- To develop and implement interventions and initiatives to address the problems and challenges within the sector.
- To transform the sector sustainably by improving the educational standards across all levels and the learning environment's standard.
- To provide an education, pupil and student experience that will empower recipients by enhancing teachers' skills and improving learning access and outcomes.
- To develop mechanisms to continually review and put forward recommendations on the implementation of the curriculum to reflect the needs of pupils and the labour market, such as entrepreneurial skills development and technical skills acquisitions.
- To update and review teaching methodologies to ensure best practice and applicability with the National Curriculum for enhanced performance in national examinations across the State.
- To identify and implement the required operational and process transformations within the Ministry of Education, Science and Technology to effect the desired changes to make the organisation more efficient and effective in undertaking its statutory responsibilities.

1.1.5 TENS II Strategic Objectives

The strategic objectives of the TENS II Programme are stated as:

- To use proven methodologies (examples include PESTLE, SWOT, Gap Analysis, Interviews and Focus Groups with key stakeholders) to conduct an in-depth analysis to identify the problems in the education system.
- To conduct an Education Census to establish the current state of educational provision at all levels in the State.
- To improve the education system such that the enhanced standards of teaching empower pupils and a more refined learning process that addresses the needs of the State. This is based on the Education Census findings, research, interviews and focus groups with key stakeholders.
- To provide a challenging and stimulating pupil and student experience within the educational environment.
- To review and recommend changes to the curriculum that will address current challenges in youth unemployment, such as, entrepreneurial education, skill acquisition and specialisation, more specifically, in engineering, science, technology, agriculture and health.
- To ensure that all pupils in the State have access to quality educational provisions to allow them to reach their potential irrespective of gender, ethnic group, socio-economic background, previous educational attainment and disability.
- To provide a healthy, safe and supportive classroom and school environment.
- To retrain and recruit additional qualified teachers by 2025, especially specialist teachers, to teach in the sciences, technical subjects, Maths and English.

- To conduct an audit of all employed teachers in the State to obtain up-to-date data to prioritise the needs, address existing shortfalls and track teacher deployment.
- To ensure continuing teacher certification and capacity building by attending a compulsory 5-day teacher training programme to commence in 2025.
- To strengthen the provision of quality education through the provision and refurbishment of infrastructure, facilities, furniture and the provision of learning equipment, such as, functioning libraries, science laboratories and instruction materials, i.e., books.
- To ensure the implementation of adequate financial planning and budgetary management.
- To ensure adequate funding for education planning and school curriculum delivery.
- To make funds available that will guarantee the payment of teacher salaries and associated remuneration benefits, training and Continuous Professional Development (CPD), and the provision of teaching aids and materials such as textbooks, workbooks, laboratory equipment and school feeding programmes.
- To build the capacity of education providers.
- To create opportunities for the local community to get involved in contracts such as building, renovations and growing food for the school feeding programme.

1.1.6 The Values of the Programme

The TENS II defined values are as follows. The values will develop as the Programme progresses and underpin the core values of the Niger State Ministry of Basic and Secondary Education.

- Placing the pupil and student at the centre of

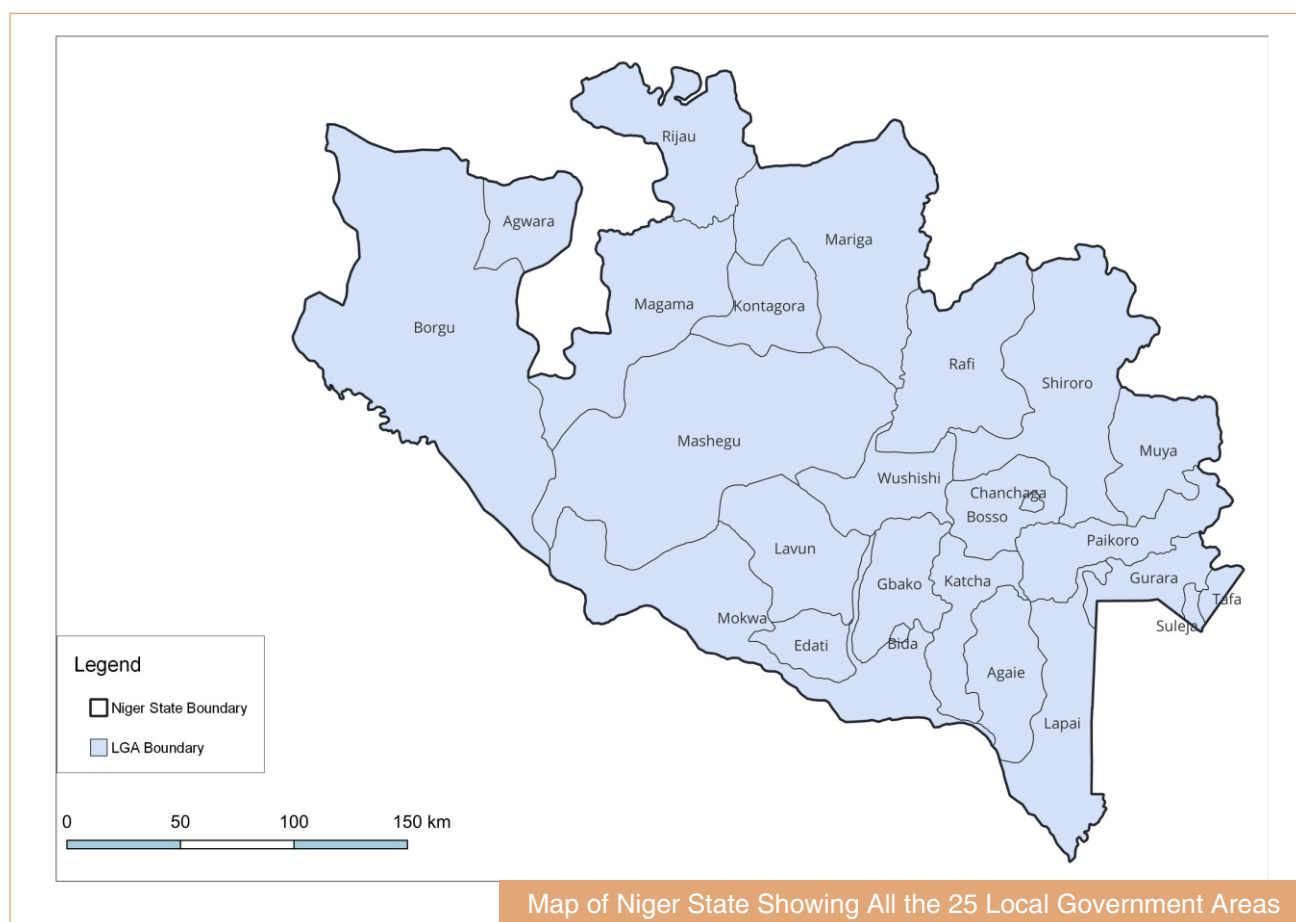
the education system.

- Driving up educational standards and outcomes for students across Niger State.
- Ensuring that students are fully prepared for the future world regarding employment, social integration, and becoming worthwhile citizens.
- Ensuring students develop into resilient individuals capable of responding to an uncertain future.
- Developing as a State by sharing best practices locally with other states of the Federation and internationally with other countries.

1.1.7 Core Deliverables

Core deliverables for this Phase of the TENS II Programme include the following:

1. A comprehensive Education Census of all educational establishments in the State, both public and private.
2. A detailed report on the problems within the education sector in Niger State based on insights from the school verification exercise, the Education Census, and the qualitative data collection involving interviews and focus groups.
3. A report exploring the problems and implementable solutions for Nomadic Education.
4. A report exploring the use of digital technologies for education under the Digital Futures Education Initiative (DFEI).
5. A report with recommendations addressing the issue of Out-of-School Children using the primary data collected to explore further insights.
6. An Entrepreneurship Education Strategy for the Ministry of Basic and Secondary Education in Niger State.



7. Leadership and field training for various personnel, such as enumerators, Education Administrators, and Education Quality Assurance Officers.
8. A new TENS II Programme Logo for the programme.
9. An interactive TENS II Programme Website.

The State is bordered to the North by Zamfara State, West by Kebbi State, South by Kogi State, South-West by Kwara State, North-East by Kaduna State and South-East by the Federal Capital Territory (FCT). The State also has an international boundary with the Republic of Benin along Agwara and Borgu.

1.2 About Niger State

Briefly, Niger State is the largest state in Nigeria. It is popularly known as the 'Power State' due to the location of several of the nation's dams in the State, more specifically Kainji Dam. Located in the North-Central Geo-political zone, the State is divided into three central senatorial districts, which are further divided into twenty-five (25) Local Government Areas (LGA) and two hundred and seventy-four (274) wards.

2

SCHOOL MAPPING AND VERIFICATION: CONCEPT AND METHODOLOGY

One fundamental objective of the TENS II Programme is to assess the scope of educational provision in the State across all learning cohorts. To achieve this, the Programme implemented a process for verifying the number of schools and institutions that are present in the State and accurately mapping their location for future reference. This activity also served to support the identification of census units for the eventual educational data collection activity. Key components of the School Mapping and Verification process included:

- (a) School Identification
- (b) School Visitation
- (c) GPS Data Collection
- (d) Mapping Data Review and Verification
- (e) School Map Production

2.1 School Identification

This phase involved the compilation of the names and locations of all schools and institutions in the State from existing databases maintained by the State Government ministries and agencies. These lists of schools and institutions were used to guide LGA managers to identify and collect mapping data for the schools. Some LGA managers also established contacts with education officials in the LGAs and other community leaders to support them in identifying

and locating schools and institutions for mapping and verification.

2.2 School Visitation

Having identified and determine the location of the schools and institutions, the LGA managers then physically visited these schools to collect the required information. LGA managers were also encouraged to contact the school management as a means of generating awareness about their assignment and the wider aims of the TENS II Programme. This was facilitated by providing the LGA managers with letters of introduction to be presented to the school and institution management. These letters of introduction were signed by the Niger State Commissioner for Basic and Secondary Education and the Niger State Commissioner for Tertiary Education.



2.3 GPS Data Collection

Each LGA manager was equipped with a GPS-enabled mobile device on which two applications for collecting relevant data were installed and configured. These applications included KoboCollect for school information and GPS data collection and Open Camera for taking geo-referenced images of the structures in each school and institution. As stated in the preceding section, the type of information collected about each school and institution included:

- (a) The name of the school/institution
- (b) The LGA where the school is located
- (c) The ward
- (d) The community/village
- (e) The GPS coordinates of the school / institution

LGA managers, using the Open Camera application, also took photographs of specific items and structures in the school including:

- (a) The signpost
- (b) External and internal views of classrooms
- (c) External and internal views of offices and other buildings
- (d) Views of the toilets and utility installations (for example, water pumps and electrical installations).

Embedded in the functionality of KoboCollect is a feature that allows the transmission of data to a cloud-based server via the internet. Consequently, the LGA managers utilised this feature to transfer the data collected to the server where it was received and downloaded by the TENS II Programme team.

2.4 School Data Review and Verification

Data that was received into the Kobo Toolbox server was downloaded and subject to further checks by the TENS II Programme team. Specific actions that were carried out included:

- (a) Comparing the number of schools and institutions collected during the verification exercise to the number of schools and institutions that were on the list of schools and institutions that had been provided by the State's ministries and agencies. This enabled the team to determine if all schools and institutions in the LGA had been visited and mapped by the LGA managers and where gaps might exist.
- (b) Reviewing the names and details of schools and institutions that were collected during the verification exercise to identify and correct common errors such as typographical errors and missing information.
- (c) Reviewing the lists of schools provided by the State's ministries and agencies to identify and highlight duplicate entries and discrepancies.



2.5 School Map Production

The final geographic coordinates for the schools and institutions were checked and verified, were entered into a GIS database using QGIS, and utilised in the creation of maps that displayed the distribution of schools at the LGA and State levels. It is important to state here that some of the final coordinates on the map are outside the boundaries of the LGA in which the facility is located. This error was due to a difference of scale between the boundary layer used and the coordinates that have been collected with higher precision GPS-enabled devices.

Compatibility between the sources of mapping data was ensured by homogenisation of the projection used for each source of mapping data. In other words, the projection system for the GPS coordinates for the schools and infrastructure were adjusted to match the projection system of the LGA and state boundary maps before they were loaded into the maps. This was done through the following steps:

- (a) The schools and institutions GPS data were converted from Microsoft Excel native (XLSX) format to Comma Delimited (CSV) text file format.
- (b) The CSV file was added to QGIS project layer in QGIS 3.38.0.
- (c) The CSV layer was then converted to a points shape (SHP) file.
- (d) The geographic coordinate system for the shape file was defined and exported as a new shape file.
- (e) Finally, the new shape file was re-projected to match the projection of the LGA boundaries where the schools are located.



2.6 Explanation of GPS Data and Boundary Discrepancies

It is important to note that in some of the maps included in this report, several GPS points appear to fall outside the defined boundaries of the Local Government Areas (LGAs) or regions. This discrepancy arises primarily from the tolerance range of the GPS-enabled devices used during data collection. The application employed for this purpose allows for a tolerance range between 0 meters and 5000 meters, depending on ambient conditions such as weather, signal strength, and environmental obstacles. As a result, certain GPS coordinates may have minor deviations from the exact location of the schools or institutions, particularly in areas with challenging terrain or poor GPS signal reception.

Despite these occasional discrepancies, the overall accuracy of the data remains high, and the points that fall outside the boundaries are still considered relevant to the mapping exercise. These outlying points were cross-referenced and verified with the available lists of schools and institutions, and any substantial errors were corrected during the data cleaning and review process.

3

SCHOOL DATA REVIEW AND VERIFICATION

The verification exercise was conducted to assess the accuracy and integrity of the data collected for the TENS II Programme. The objective was to identify and eliminate instances of duplicated schools to ensure that records are precise and reliable. This report outlines the methodology used to identify duplicated schools and provides recommendations for future Database Management.

3.1 Methodology

The verification process involved a multi-step approach that combined on-site verification, data analysis and cross-referencing with various data sources as well as confirmation from other Ministries within the State. The following methods were employed to identify duplicated schools:

3.1.1 Data Cleaning and Standardization

(a) **Initial Data Collection:** Data on all schools in Niger State was collected from the Ministry of Education's database. This included information on school names, locations (towns, villages, wards, communities and Local Government Areas), school codes, school types (Nursery, Primary, Secondary, etc.), along with contact details.

(b) **Standardization:** To ensure uniformity, school names were standardized by correcting spelling errors, ensuring consistent naming conventions (e.g., "Government Secondary School" vs. "Govt. Sec. Sch."), and resolving any abbreviations. This step reduced the risk of considering the same school as different entities due to minor discrepancies.

3.1.2 Use of Unique Identifiers

(a) **School Codes:** Each school was cross-referenced using unique identifiers such as School codes provided by the Ministry of Education. Schools with identical or very similar school codes were flagged for further review.

(b) **Geolocation Data:** Schools were mapped using geolocation data to identify instances



Photos Showing Registration Process of LGA Managers and Enumerators During Training



where multiple schools appeared at or near the same coordinates. This was particularly useful in rural areas where different schools might have similar names.

3.1.3 Cross-Referencing with External Databases

- (a) **Community Input:** Information was gathered from community leaders, members and locals based in proximity of the schools to cross-check the existence of schools, especially in cases where schools had similar names but were listed in different communities.
- (b) **Historical Data:** Archived data and

historical records were used to verify the existence of schools over time, ensuring that newly registered schools were not duplicates of older, defunct institutions.

3.1.4 On-Site Verification

- (a) **Physical Visits:** For schools flagged as potential duplicates, on-site visits were conducted.
- (b) **Stakeholder Interviews:** Interviews with school principals, teachers, and local education officers were conducted to gather additional information and confirm the unique identity of each school.

3.2 Schools List

The table below indicates information on LGAs with duplicated schools. This information is specific to schools at the pre-primary, primary and secondary level. The names of duplicated schools have been included in the Appendix 2.

Table 1: School Verification Output for Pre-primary, Primary and Secondary Schools

LGA	Listed Schools	Total Duplicated Schools	Total Duplicated Schools		Total Duplicated Schools	
			Public	Private	Primary	Secondary
Agaie	234	3	2	1	2	1
Agwara	76	0	0	0	0	0
Bida	225	6	3	3	6	0
Borgu	186	6	4	2	1	5
Bosso	340	6	2	4	4	2
Chanchaga	387	8	1	7	6	2
Edati	152	0	0	0	0	0
Gbako	287	2	2	0	1	1
Gurara	243	11	6	5	6	5
Katcha	257	0	0	0	0	0
Kontagora	320	23	2	21	22	11
Lapai	272	2	0	2	1	1
Lavun	305	4	4	0	3	1
Magama	183	6	3	3	3	3
Mariga	170	3	2	1	3	0
Mashegu	253	7	2	5	5	2
Mokwa	316	23	20	3	23	0
Munya	162	0	0	0	0	0
Paikoro	340	10	6	4	8	2
Rafi	182	1	0	1	1	0
Rijau	215	0	0	0	0	0
Shiroro	284	1	1	0	1	0
Suleja	554	11	1	10	5	6
Tafa	296	4	0	4	1	3
Wushishi	146	0	0	0	0	0
Grand Total	6385	137	61	76	102	45

Source: MRL[®] Public Sector Consultants Ltd, 2024



3.3 Results and Findings

The verification exercise identified the following categories of duplicated schools:

3.3.1 Exact Duplicates

- (a) **Description:** Schools with identical names, locations, and school codes, but listed multiple times in the database.
- (b) **Examples:** Some schools were listed once or twice due to clerical errors during data entry.

3.3.2 Name Variants

- (a) **Description:** Schools with slightly different names (e.g., abbreviations, alternative spellings) but identical locations and registration numbers.
- (b) **Examples:** “Government Secondary School” vs. “Govt. Sec. Sch.” or “St. Peter’s Primary School” vs. “Saint Peters Primary School”.

3.3.3 Location-Based Duplicates

- (a) **Description:** Schools with the same or very similar names but different locations. Upon physical verification and confirmation from the enumerators, were found to be the same school listed under different community names or boundary regions.
- (b) **Examples:** Schools listed in neighboring villages and towns but identified as the same school serving multiple communities.

4

RESULTS OF GIS DATA ANALYSIS

Presented in the following sub-sections are the outputs from the GIS database that was developed from the GPS coordinates of schools and institutions. A summary of the proportion of educational institutions by level and ownership is provided for each LGA, alongside boundary maps that display the geographical distribution of schools and institutions in the LGA.

It is important to highlight that the points presented on the maps in this report are not exhaustive of all educational institutions within Niger State. The GPS points reflect only the schools and institutions that were successfully visited by the mapping team during the exercise. Due to security challenges in certain areas, the team was unable to access a number of schools located in wards considered too risky for field visits. As a result, some schools in these high-risk areas were not included in the mapping process.

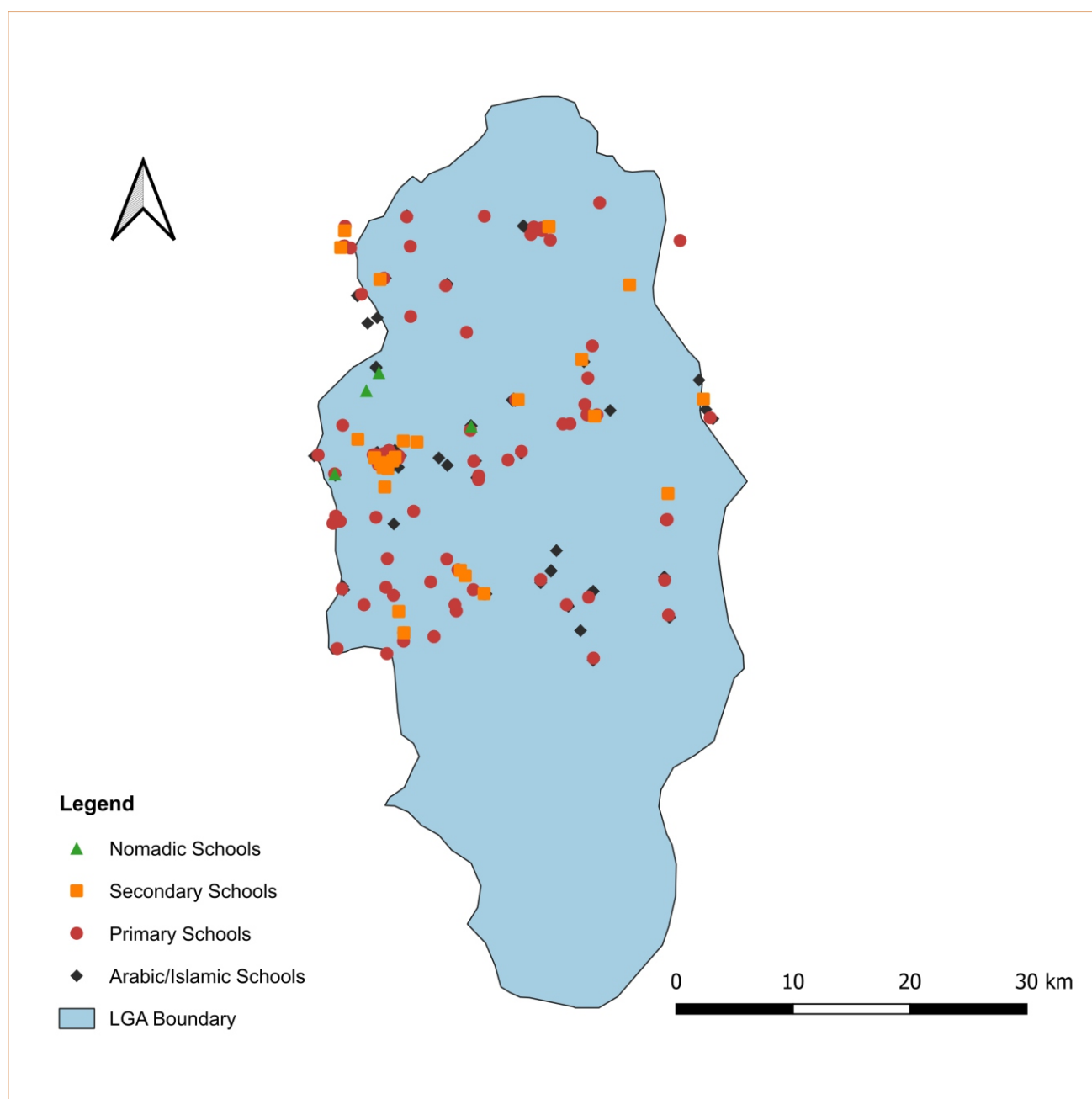
To provide a more complete picture of the areas where data collection could not be conducted, a list of the wards that could not be visited due to security concerns has been included in this report (Appendix 3). Efforts will be made in future phases of the programme to visit these areas once conditions permit, ensuring a more comprehensive dataset. Appendix 4 is the list of closed down schools, while Appendix 5 gives an overall summary of the schools and institutions based on the type and ownership, i.e. government-owned or private, in each of the 25 LGAs.



4.1 Agaie Local Government Area

Agaie LGA is in Niger South Region. We captured and mapped a total of 269 GPS points of primary, secondary, nomadic and Arabic/Islamic schools in the LGA. The distribution of schools showed that ECCDE and Primary schools made up 39 per cent of all schools that were captured. Secondary schools comprised 10 per cent of schools, Nomadic schools represented one per cent of schools while Arabic/Islamic schools made the highest proportion captured with 49 per cent. Furthermore, there are presently no tertiary institutions in Agaie although one school has received approval from the Niger State Ministry of Tertiary Education and is in the process of starting up.

Figure 1: Location of Schools and Educational Institutions in Agaie LGA

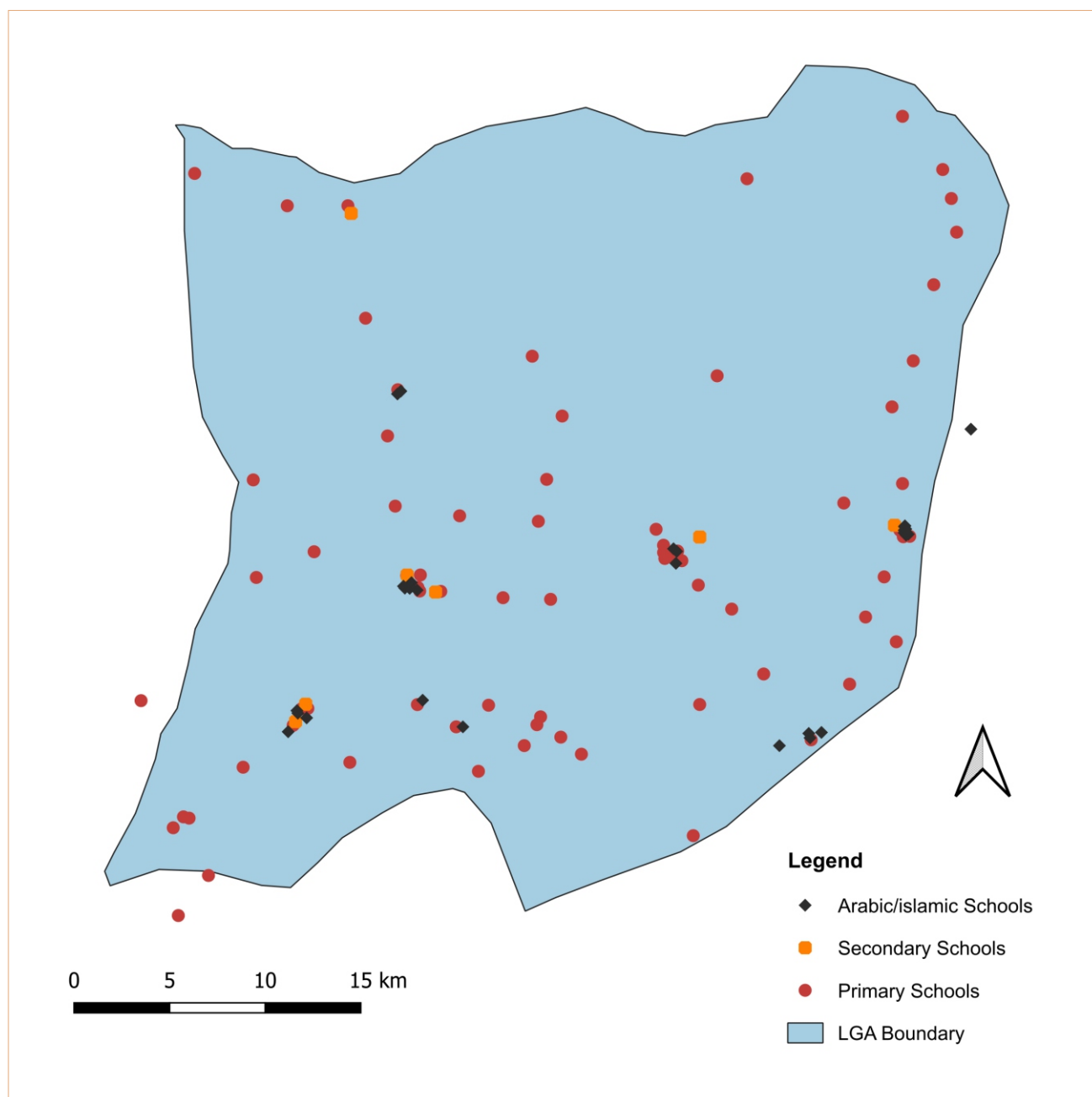


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.2 Agwara Local Government Area

Agwara LGA is in the Niger North region. We captured and recorded 109 GPS points of schools in the LGA. The distribution indicates that primary schools make up 67 per cent of schools in the LGA while secondary and Arabic/Islamic schools comprise six and 27 per cent of schools respectively. The exercise did not identify any nomadic schools or tertiary institutions in Agwara LGA.

Figure 2: Location of Schools and Educational Institutions in Agwara LGA

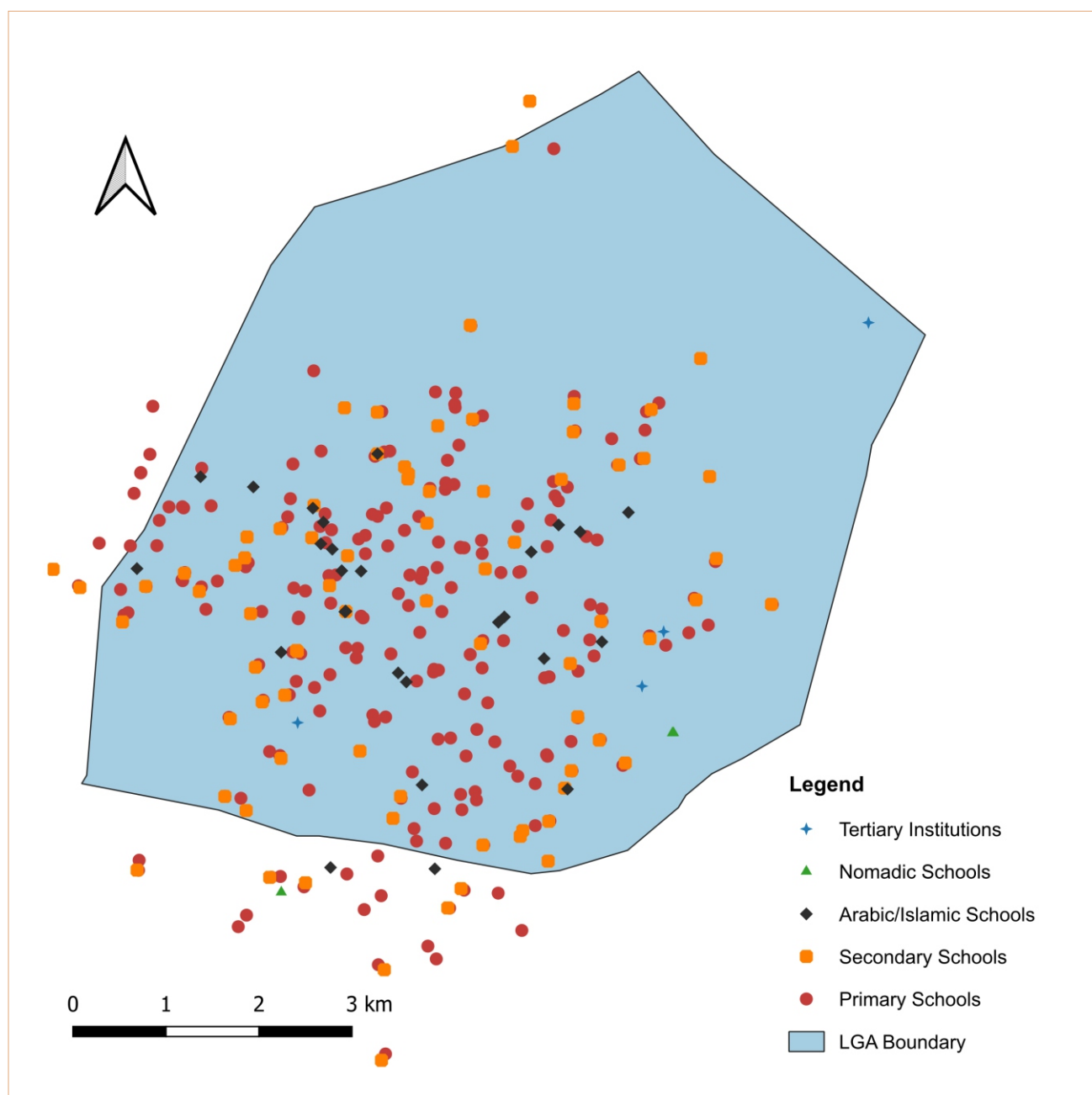


Source: MRL® Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.3 Bida Local Government Area

Bida LGA is in Niger South region. A total of 327 GPS points of schools were captured for the LGA. These include 214 primary schools which represent 65 per cent of all schools; 77 secondary schools which comprise 24 per cent of all schools; and four nomadic schools or one per cent of the total number of schools; four tertiary institutions representing one per cent of the total number of schools; and 28 Arabic/Islamic schools which represent nine per cent of the total number of schools. The four tertiary institutions in Bida LGA include one private university and a state-owned college of nursing science.

Figure 3: Location of Schools and Educational Institutions in Bida LGA

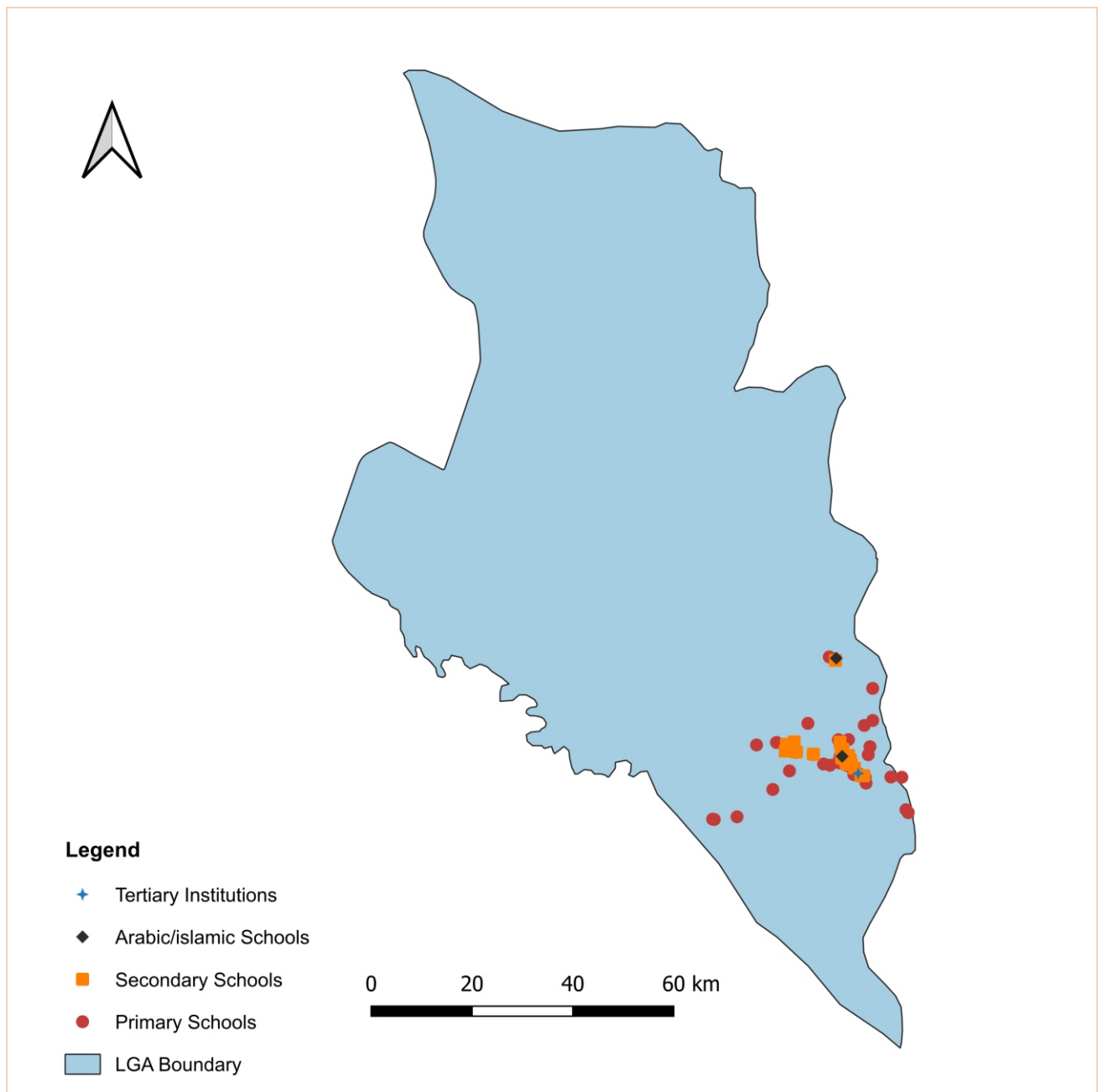


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.4 Borgu Local Government Area

Borgu LGA is in Niger North region and the verification exercise and school census yielded a total number of 105 GPS points as the exercise in was significantly affected by the security challenges in the LGA. Primary schools are the most common type of school in this LGA, and they account for up to 73 per cent of the total number of schools. Secondary schools, on the other hand, make up the 24 per cent of schools while tertiary and Arabic/Islamic schools represent one and two per cent of schools respectively. The exercise did not identify any nomadic schools. Borgu LGA has just one tertiary institution that is privately owned.

Figure 4: Location of Schools and Educational Institutions in Borgu LGA

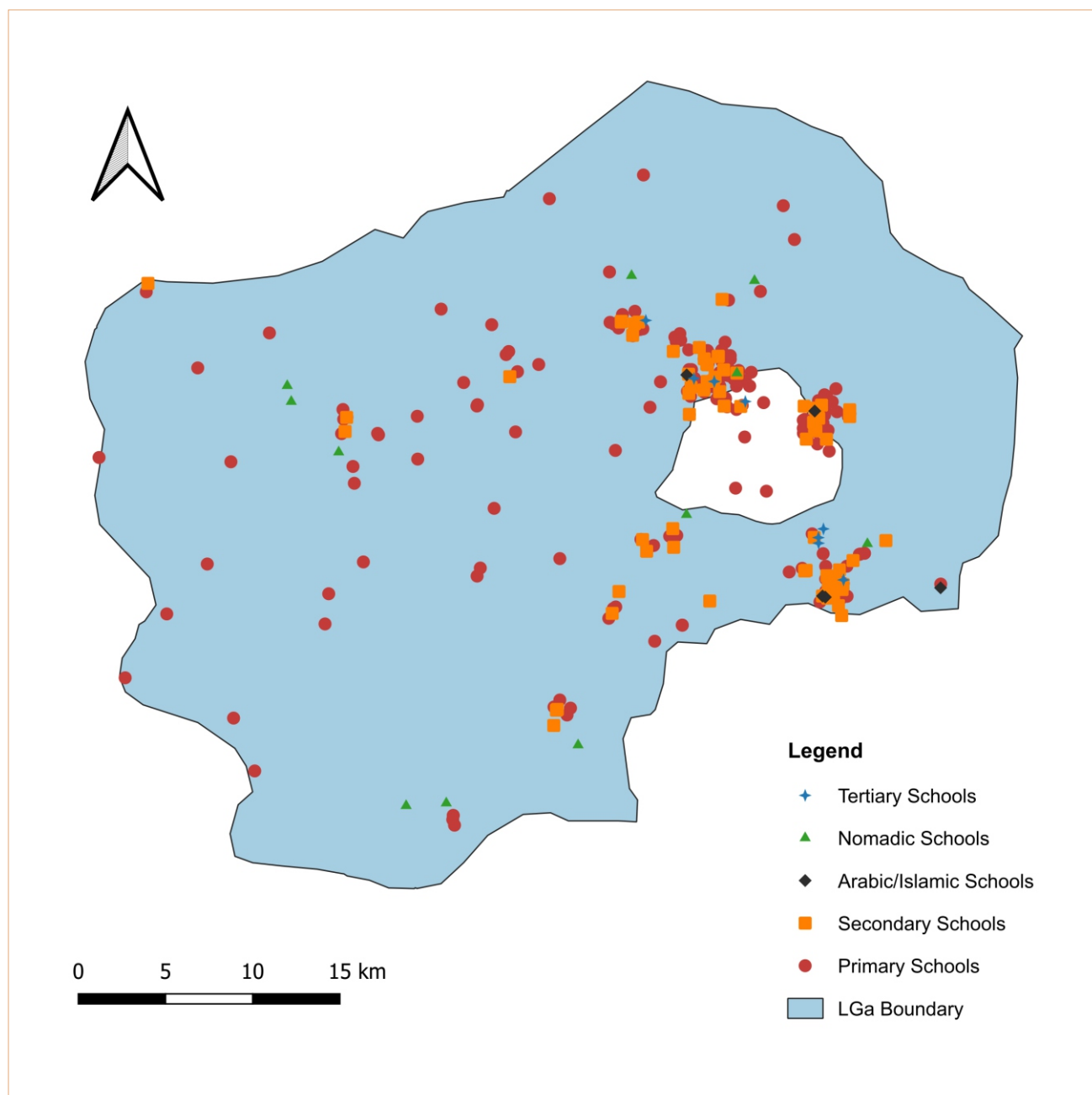


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.5 Bosso Local Government Area

Bosso LGA, part of the Niger East Region, has 328 GPS points mapped. The data shows that 69 per cent of the schools are primary, 23 per cent are secondary, two per cent are tertiary, four per cent are nomadic, and 2 per cent are Arabic/Islamic schools. There are eight tertiary institutions in Bosso LGA. Two of these institutions are state-owned and the others are privately owned.

Figure 5: Location of Schools and Educational Institutions in Bosso LGA

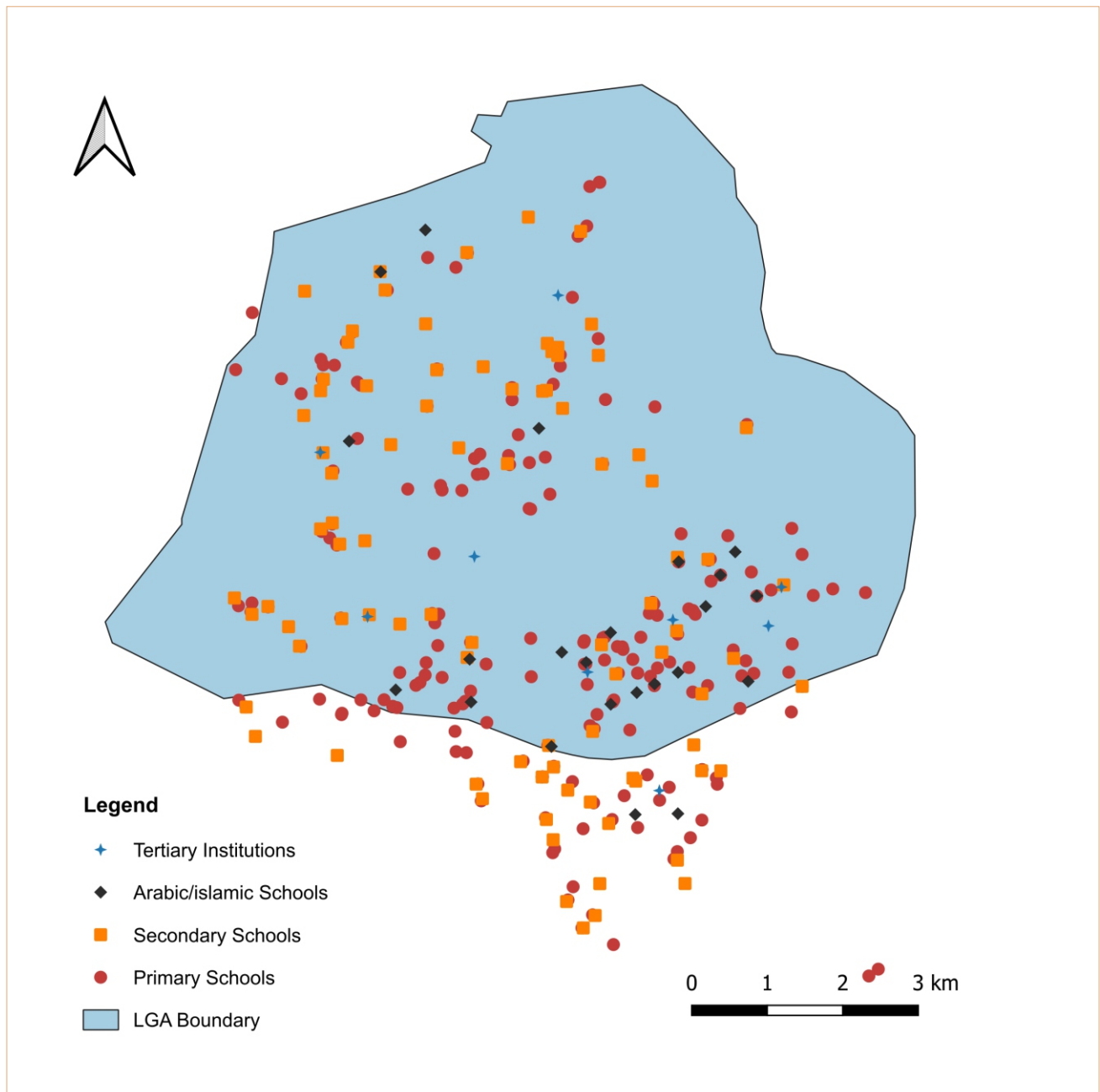


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.6 Chanchaga Local Government Area

Chanchaga LGA in the Niger South Region has 322 GPS points mapped. The distribution reveals that 62 per cent of the schools are primary, and 28 per cent are secondary. There are nine tertiary institutions in Chanchaga LGA. Three of those are state-owned institutions and the others are privately-owned.

Figure 6: Location of Schools and Educational Institutions in Chanchaga LGA

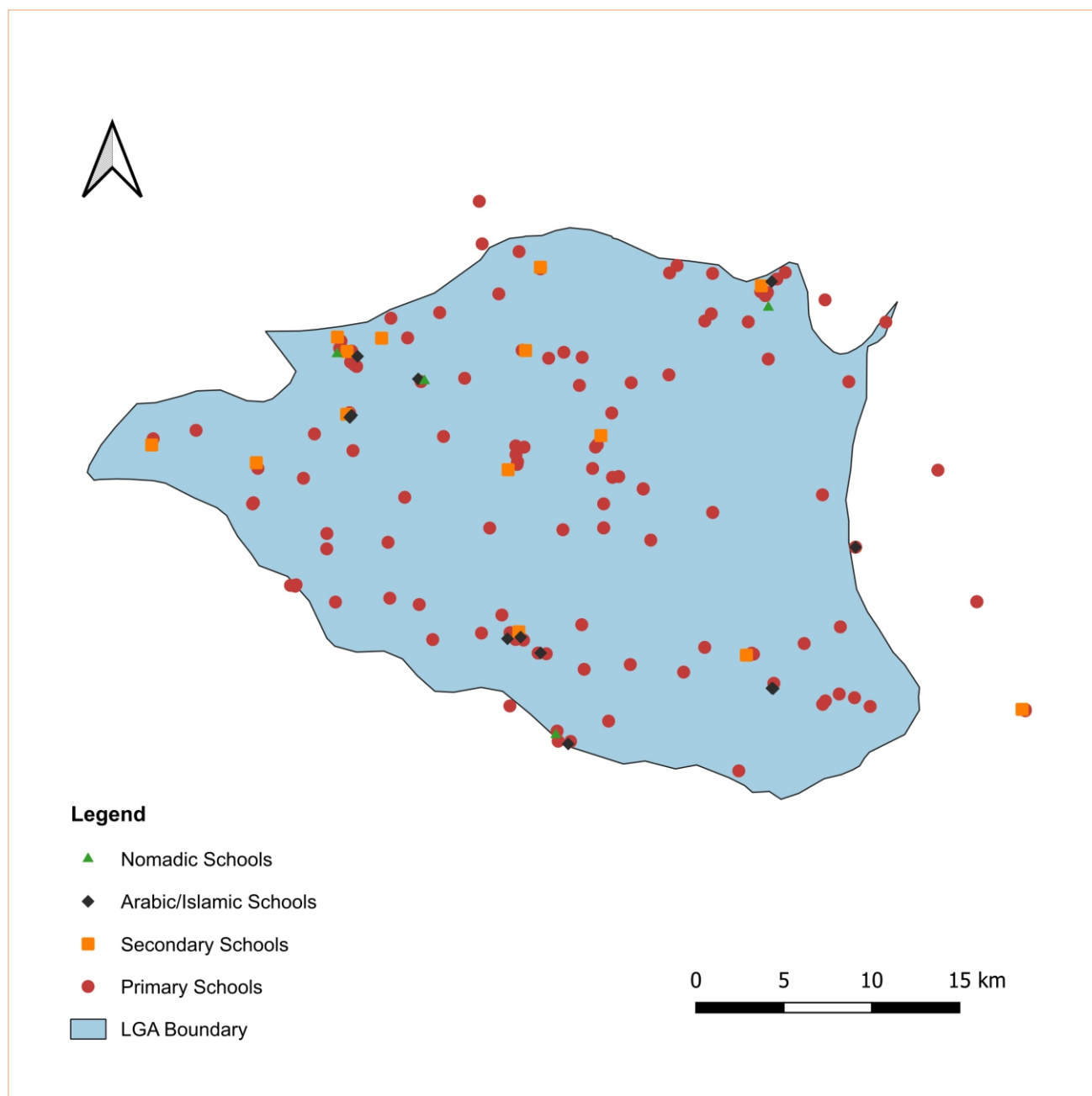


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.7 Edati Local Government Area

Edati LGA, located in the Niger South Region, has 152 GPS points mapped. The analysis shows that 80 per cent of the schools are primary, 9 per cent are secondary, 3 per cent are nomadic, and 8 per cent are Arabic/Islamic schools. There are no tertiary institutions in Edati LGA.

Figure 7: Location of Schools and Educational Institutions in Edati LGA

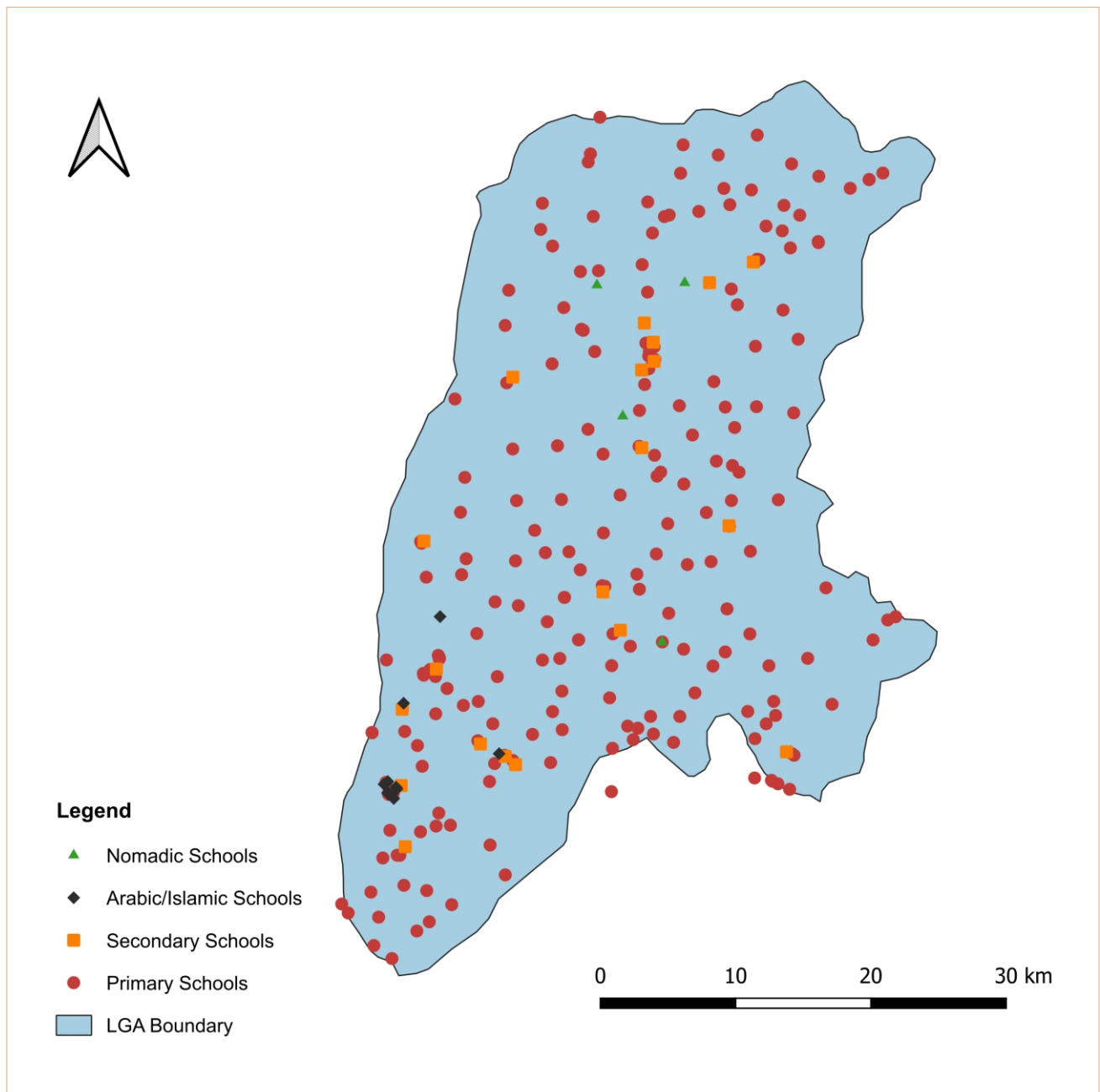


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.8 Gbako Local Government Area

Gbako LGA in the Niger South Region has 258 GPS points mapped. The data indicates that 86 per cent of the schools are primary, 8 per cent are secondary, and 2 per cent are nomadic schools. Additionally, 5 per cent on the schools mapped are Arabic/Islamic schools while there are no tertiary institutions in the LGA.

Figure 8: Location of Schools and Educational Institutions in Gbako LGA

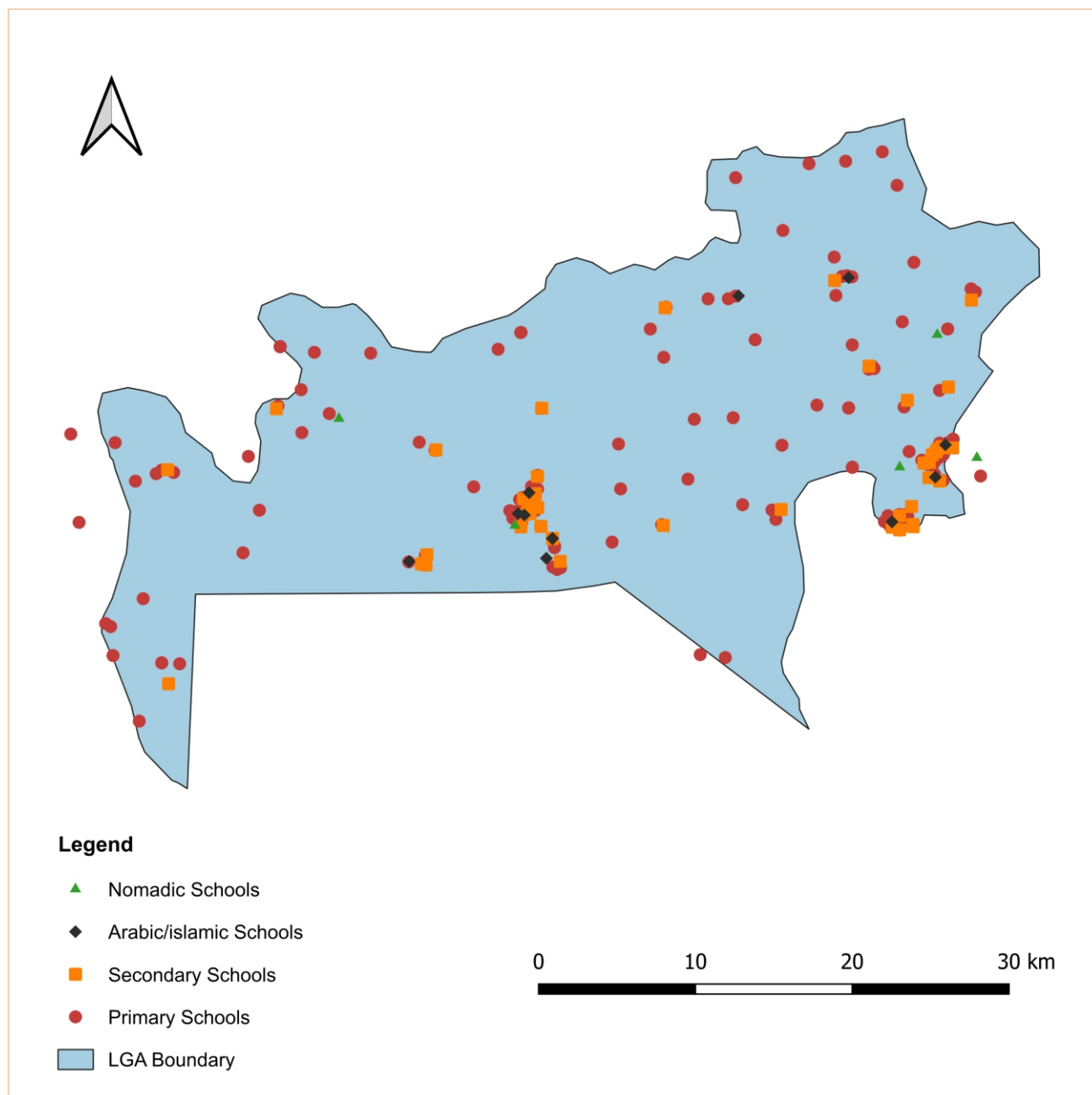


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.9 Gurara Local Government Area

Gurara LGA, part of the Niger East Region, has 245 GPS points mapped. The findings show that 72 per cent of these points are primary schools, 20 per cent are secondary schools, and up to 2 per cent are nomadic schools. The survey also identified 16 Arabic/Islamic schools which represent 7 per cent of the total number of schools. There are no tertiary institutions in Gurara LGA.

Figure 9: Location of Schools and Educational Institutions in Gurara LGA

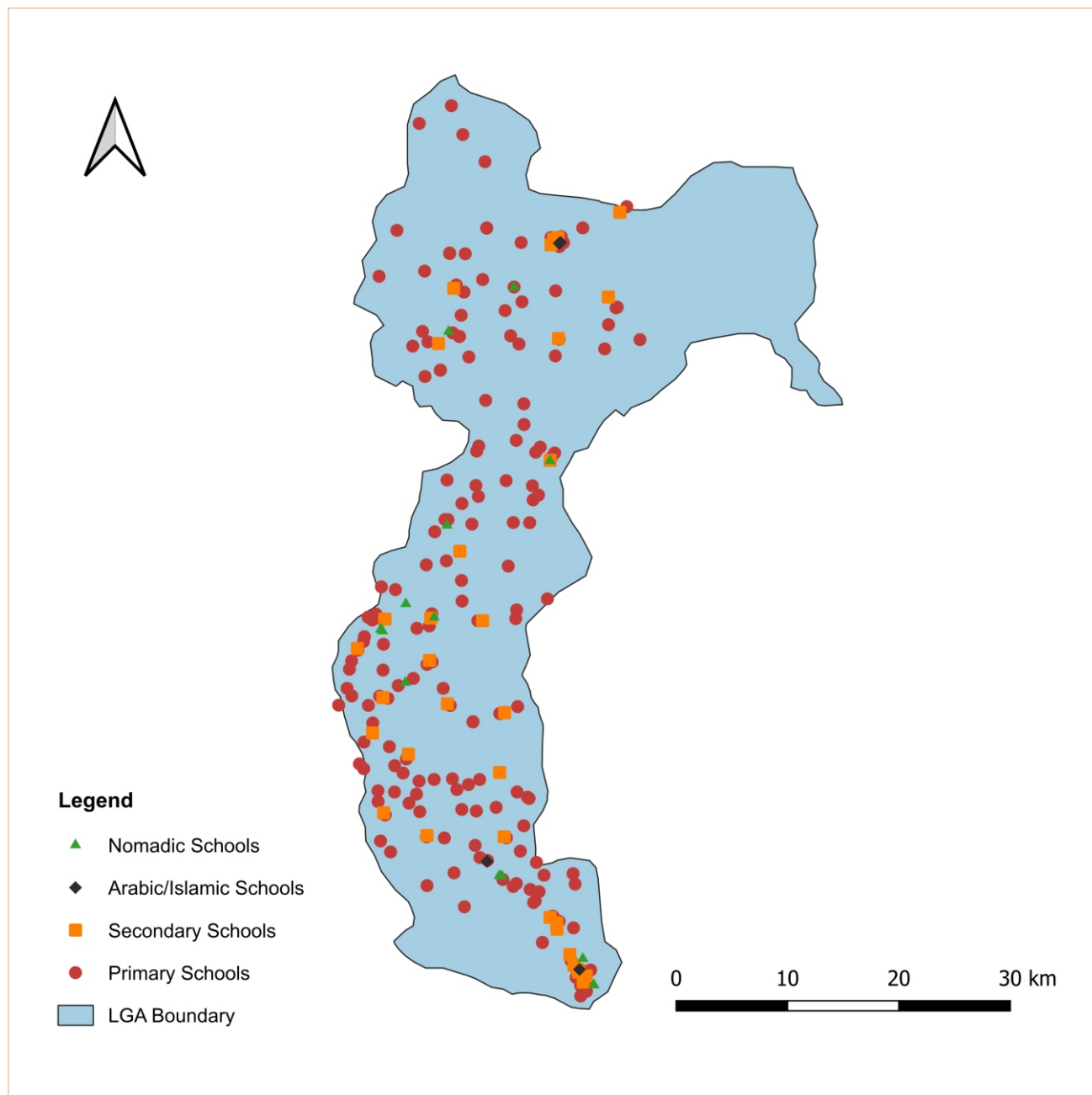


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.10 Katcha Local Government Area

Katcha LGA in the Niger South Region has 266 GPS points mapped. The distribution reveals that 80 per cent of the points are primary schools, 13 per cent are secondary schools, 6 per cent are nomadic schools, and 2 per cent are Arabic/Islamic schools. There are no tertiary institutions in Katcha LGA.

Figure 10: Location of Schools and Educational Institutions in Katcha LGA

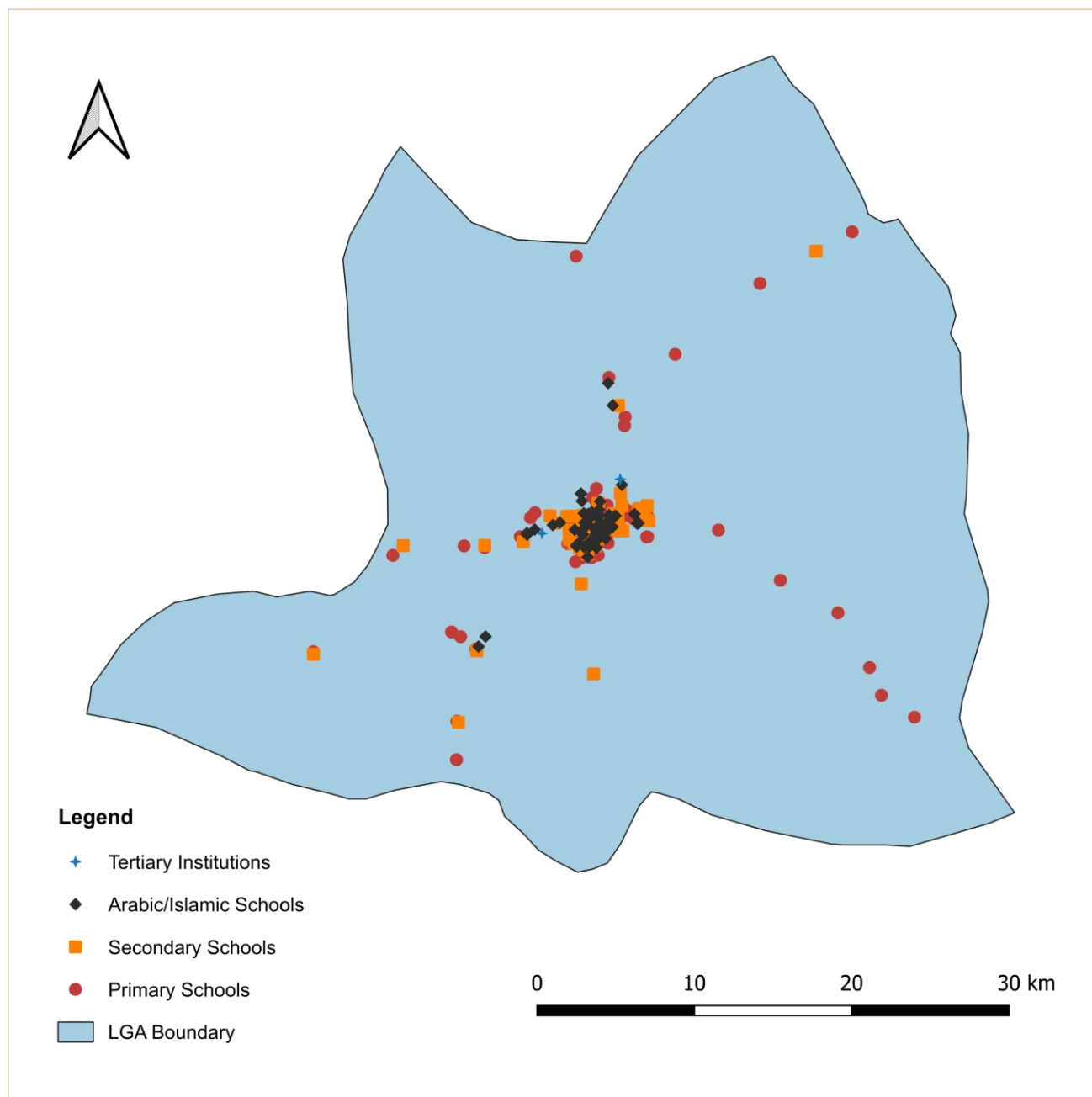


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.11 Kontagora Local Government Area

Kontagora LGA, located in the Niger North Region, has 234 GPS points mapped. The data shows that 45 per cent of these points are primary schools while 31 per cent are Arabic/Islamic school. Additionally, 54 secondary schools were located which represented 23 per cent of the total number of schools while only two tertiary institutions were in the LGA. These are both colleges of health which are respectively state-owned and privately-owned.

Figure 11: Location of Schools and Educational Institutions in Kontagora LGA

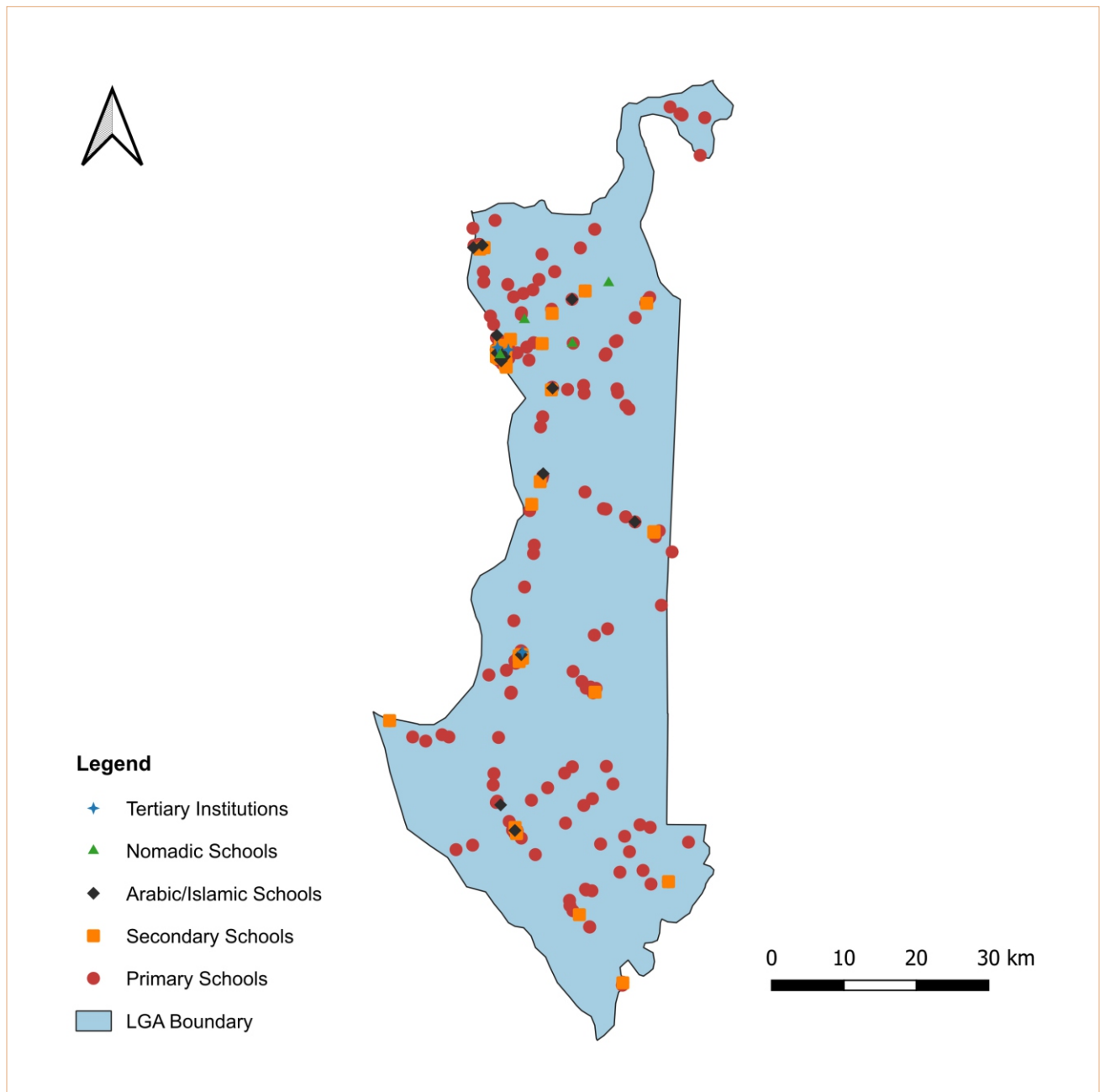


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.12 Lapai Local Government Area

Lapai LGA in the Niger South Region has 266 GPS points mapped. The findings indicate that 76 per cent of the schools are primary, 15 per cent are secondary, and 2 per cent are nomadic schools. There are three tertiary institutions in Lapai LGA, including the state-owned IBB University, while 16 schools (or 6 per cent of the total number of schools) are Arabic/Islamic schools.

Figure12: Location of Schools and Educational Institutions in Lapai LGA

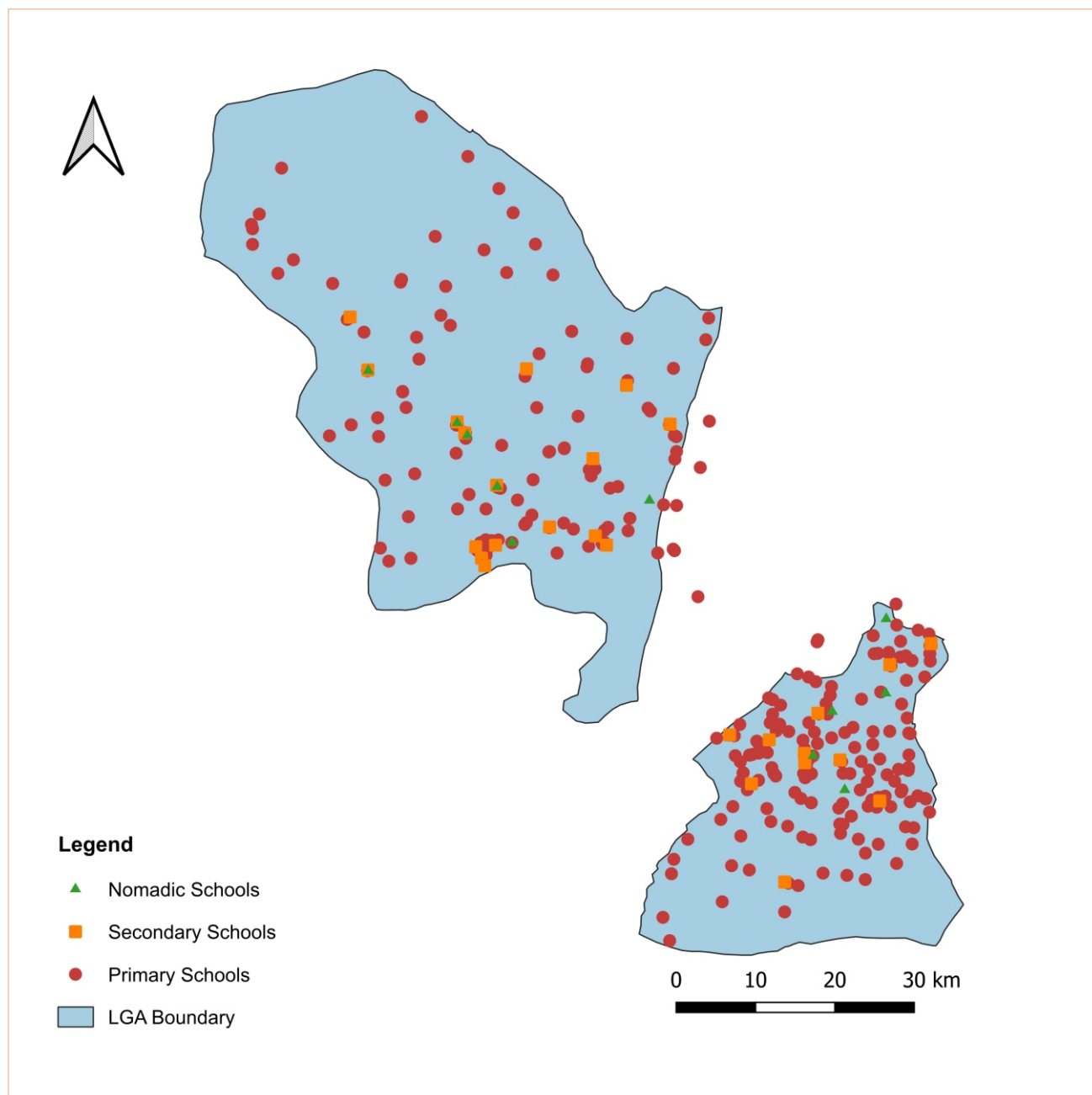


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.13 Lavun Local Government Area

Lavun LGA, part of the Niger South Region, has 337 GPS points mapped. The data reveals that 88 per cent of the points are primary schools, 8 per cent are secondary schools, and 4 per cent are nomadic. There are no tertiary institutions in Lavun LGA.

Figure 13: Location of Schools and Educational Institutions in Lavun LGA

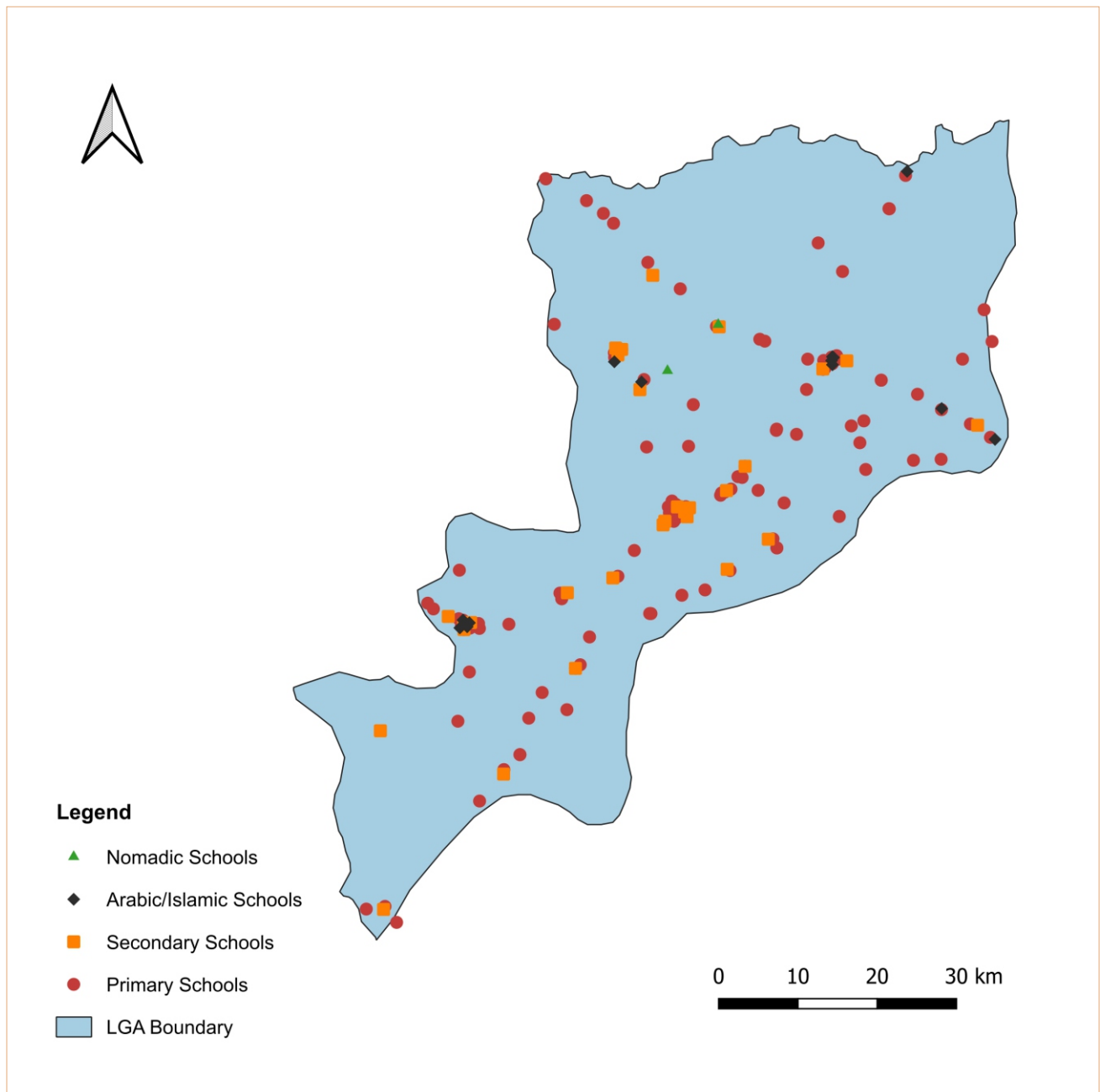


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.14 Magama Local Government Area

Magama LGA in the Niger North Region has 170 GPS points mapped. The distribution shows that 74 per cent of the points are primary schools, 18 per cent are secondary schools, 8 per cent are Arabic/Islamic schools, and nomadic schools make up 1 per cent of the total. There are no tertiary institutions in Magama LGA.

Figure 14: Location of Schools and Educational Institutions in Magama LGA

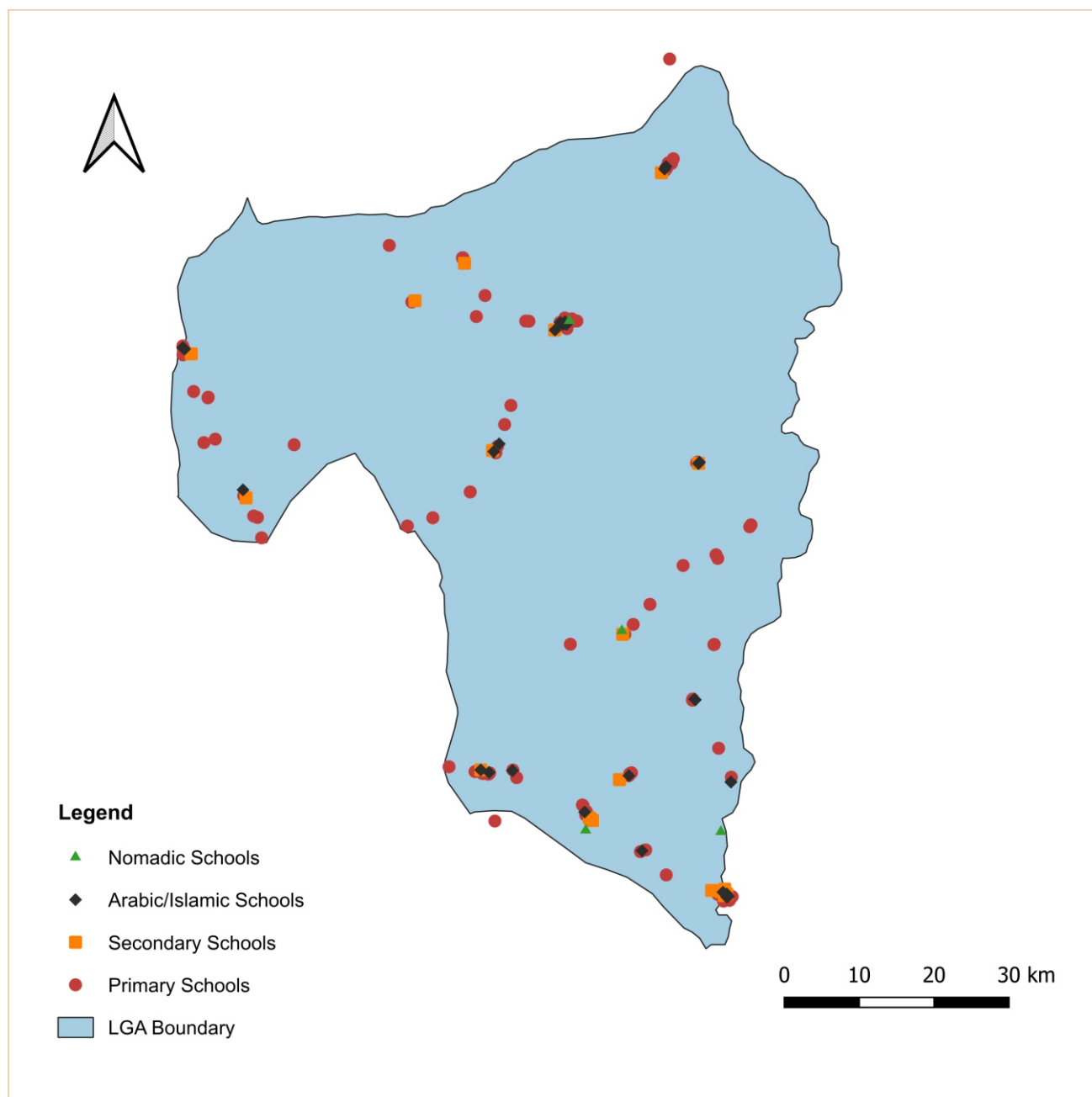


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.15 Mariga Local Government Area

Mariga LGA is situated in the Niger North Region. We successfully captured and mapped 172 GPS points of primary, secondary, and nomadic schools in the area. The analysis revealed that a significant 68 percent of the schools are primary, 10 percent are secondary, and 2 percent are nomadic. Meanwhile, Arabic/Islamic schools made up 19 percent of the points captured. There are no tertiary institutions in Mariga LGA.

Figure 15: Location of Schools and Educational Institutions in Mariga LGA

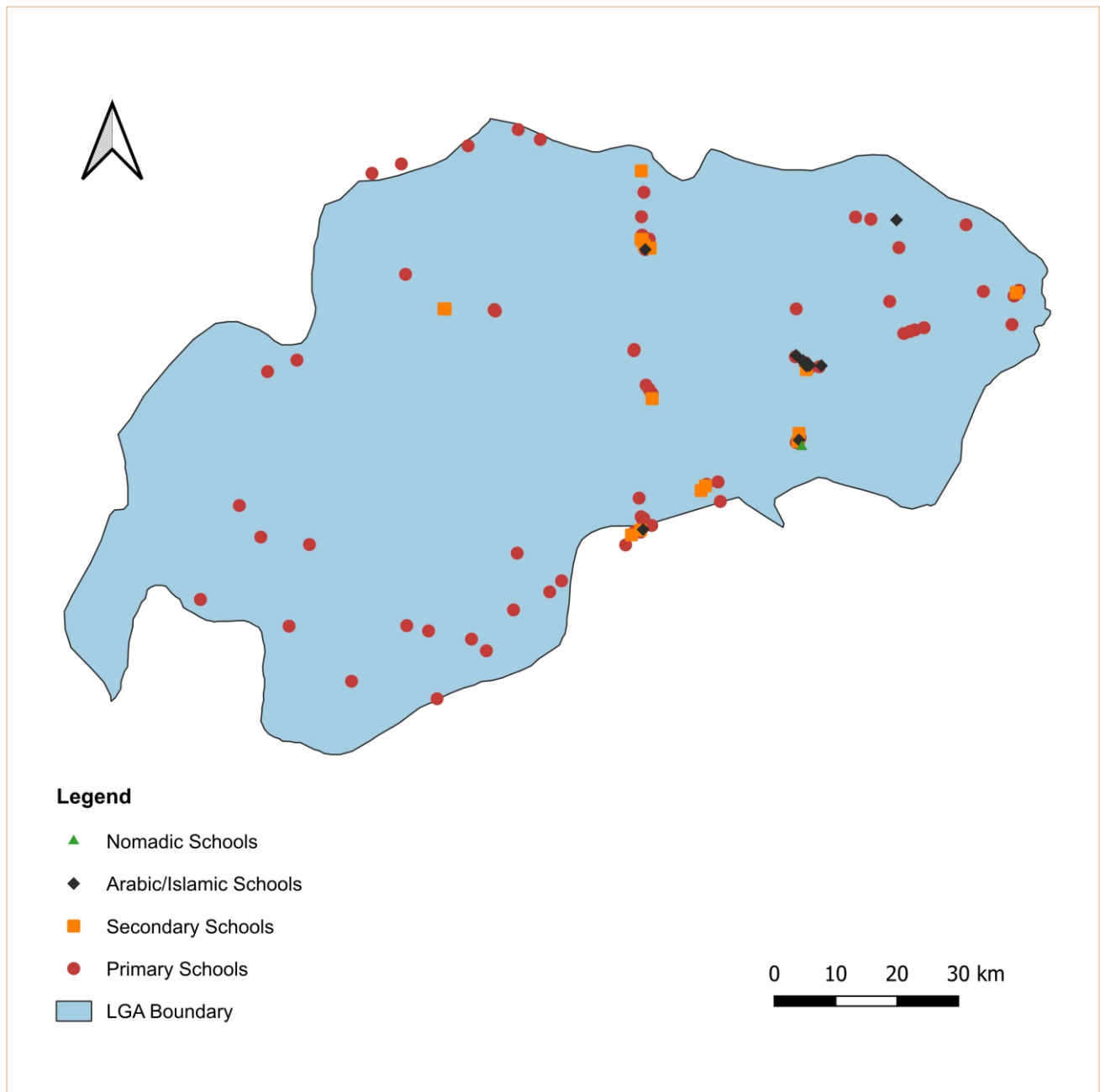


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.16 Mashegu Local Government Area

Located in the Niger North Region, Mashegu LGA has 139 GPS points of educational institutions mapped. The data shows that primary schools dominate with 75 per cent, followed by secondary schools at 12 per cent. Arabic/Islamic schools comprised 11 per cent of the total number of schools mapped while nomadic schools comprised just 1 per cent of this total. There are no tertiary institutions in Mashegu LGA.

Figure 16: Location of Schools and Educational Institutions in Mashegu LGA

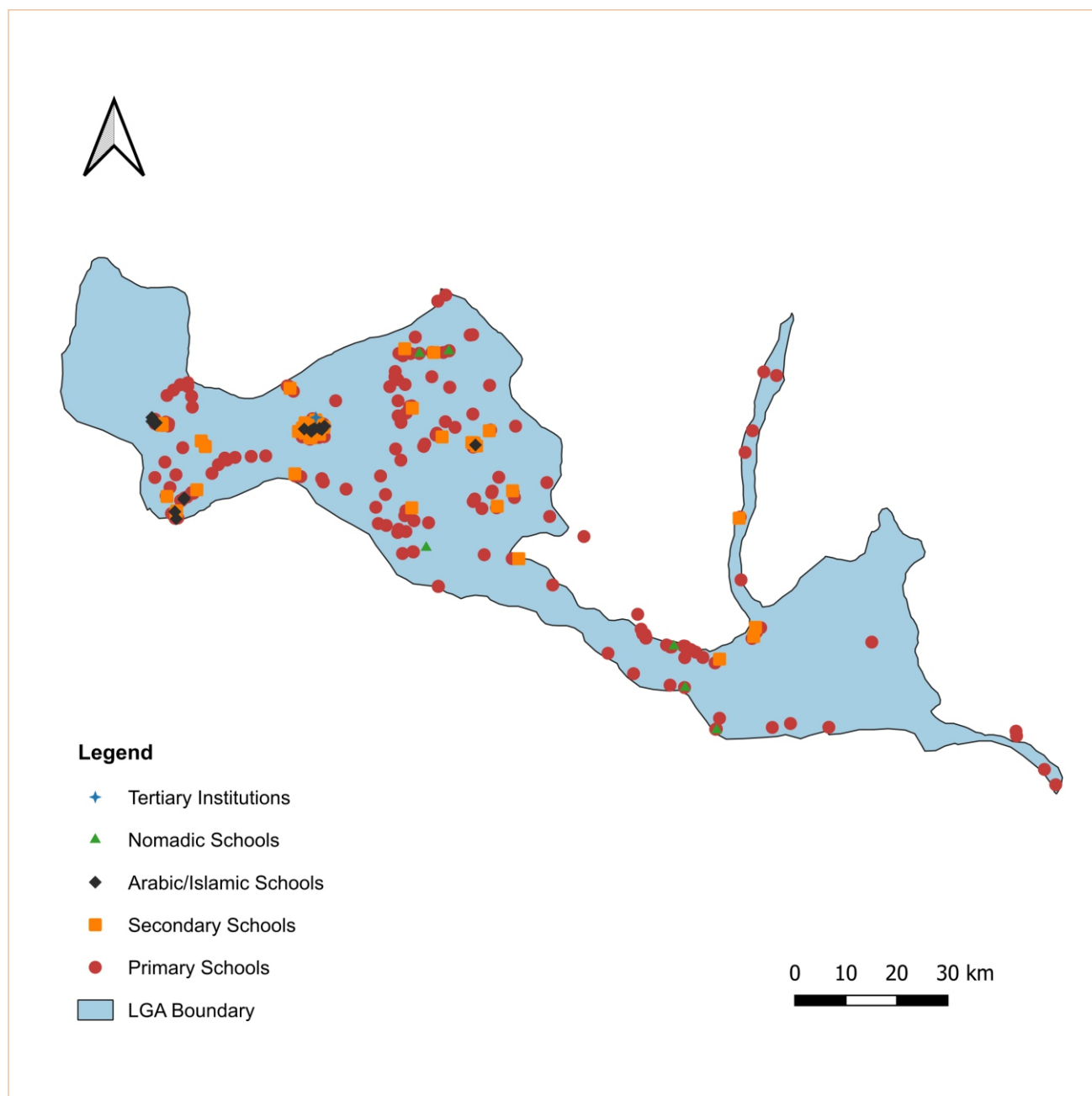


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.17 Mokwa Local Government Area

In Mokwa LGA, also part of the Niger South Region, we mapped 352 GPS points. The distribution indicates that 74 per cent of the schools are primary, 17 per cent are secondary, 2 per cent are nomadic, and 7 per cent are Arabic/Islamic schools. Mokwa LGA has one tertiary institution, the state-owned College of Agriculture.

Figure 17: Location of Schools and Educational Institutions in Mokwa LGA

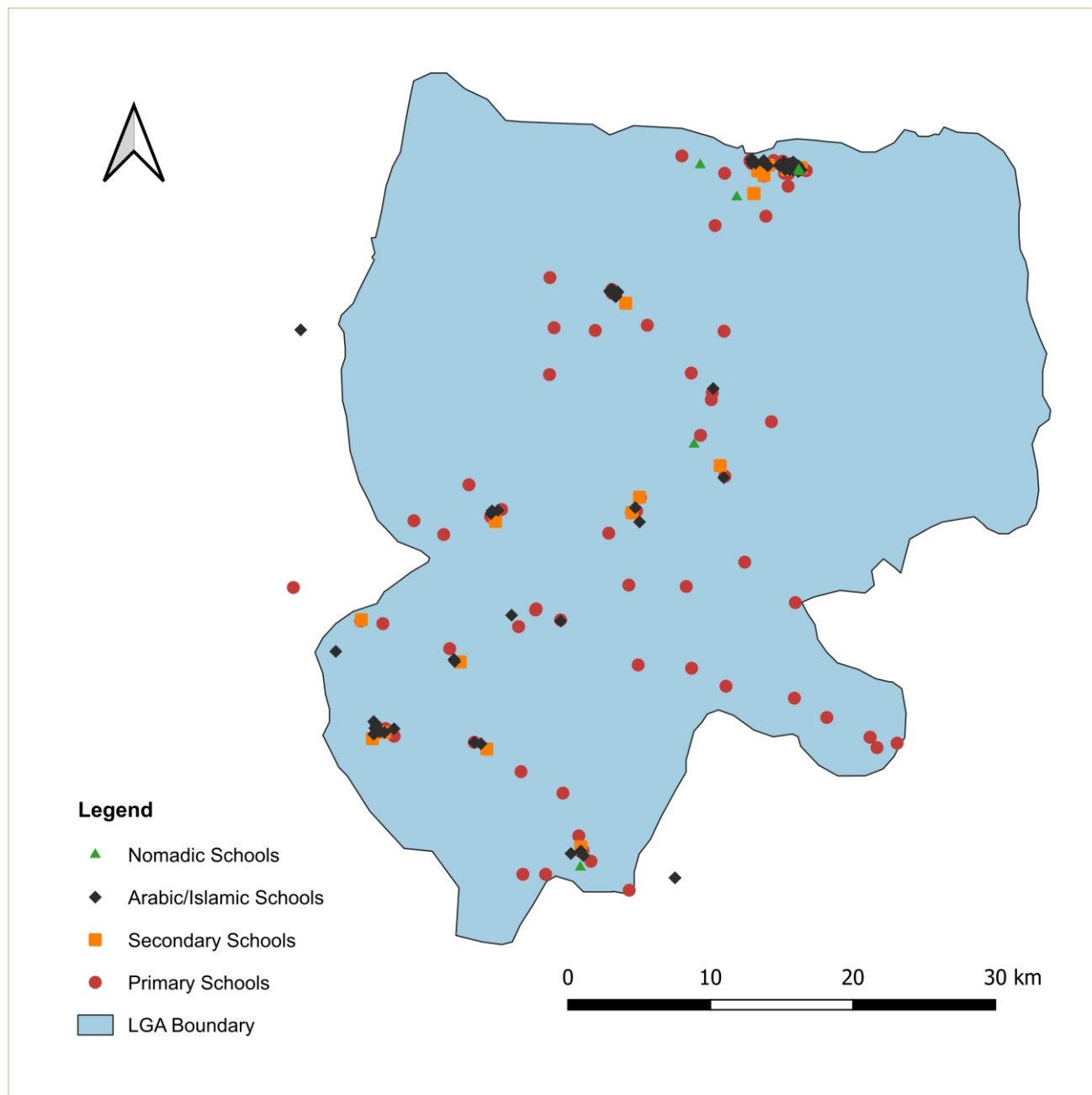


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.18 Munya Local Government Area

Munya LGA, within the Niger East Region, has 196 GPS points mapped. The findings show that 50 per cent of the schools are primary, 10 per cent are secondary, 3 per cent are nomadic, and 37 per cent are Arabic/Islamic schools. There are no tertiary institutions in Munya LGA.

Figure 18: Location of Schools and Educational Institutions in Munya LGA

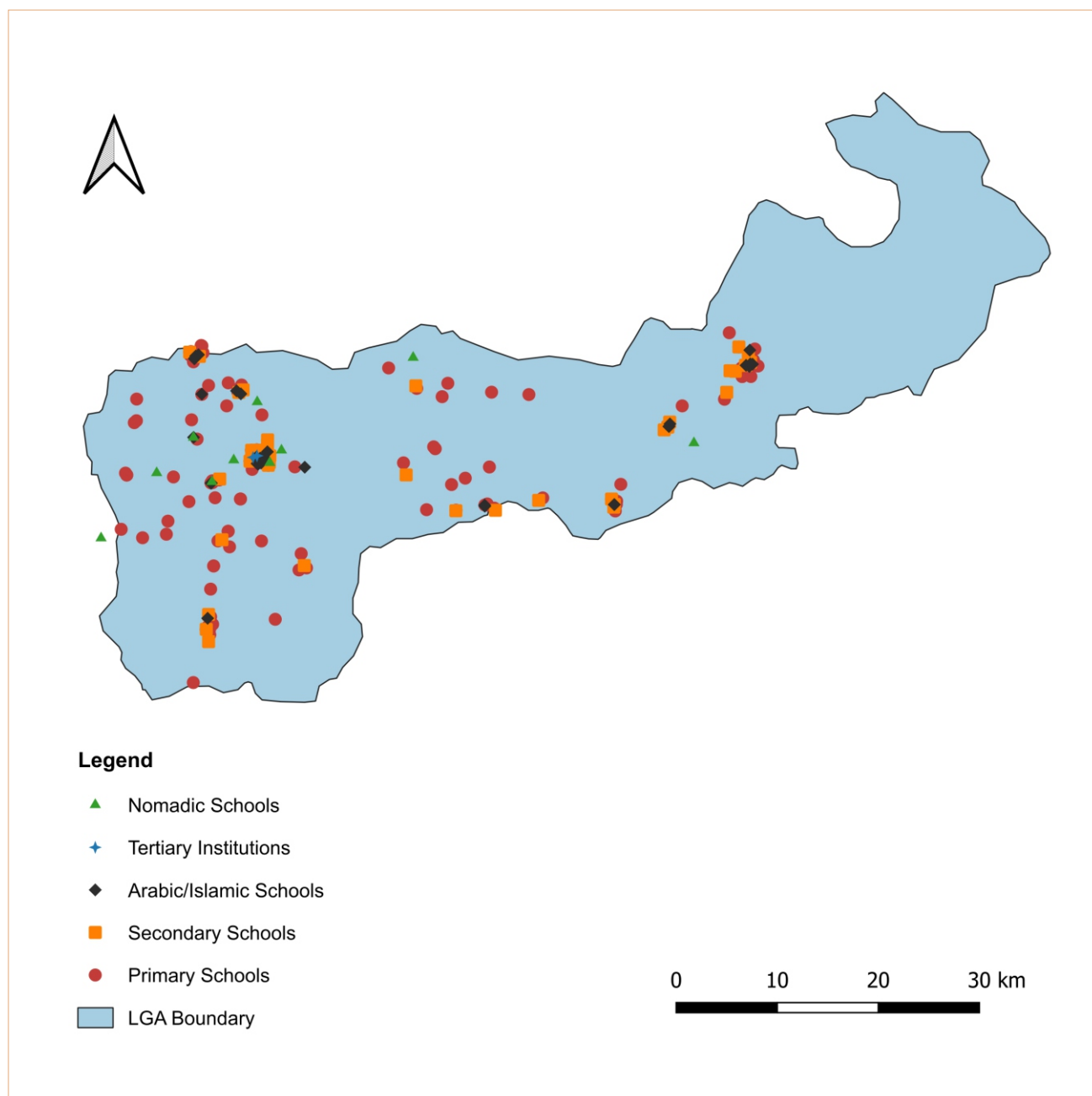


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.19 Paikoro Local Government Area

In Paikoro LGA, Niger East Region, we mapped 247 GPS points. The school distribution reveals that 62 per cent are primary, 11 per cent are secondary, 2 per cent are nomadic, and 16 per cent are Arabic/Islamic schools. There are two tertiary institutions in Paikoro LGA, and both are privately owned. However, one of these institutions has two campuses and both of them are represented in the map.

Figure 19: Location of Schools and Educational Institutions in Paikoro LGA

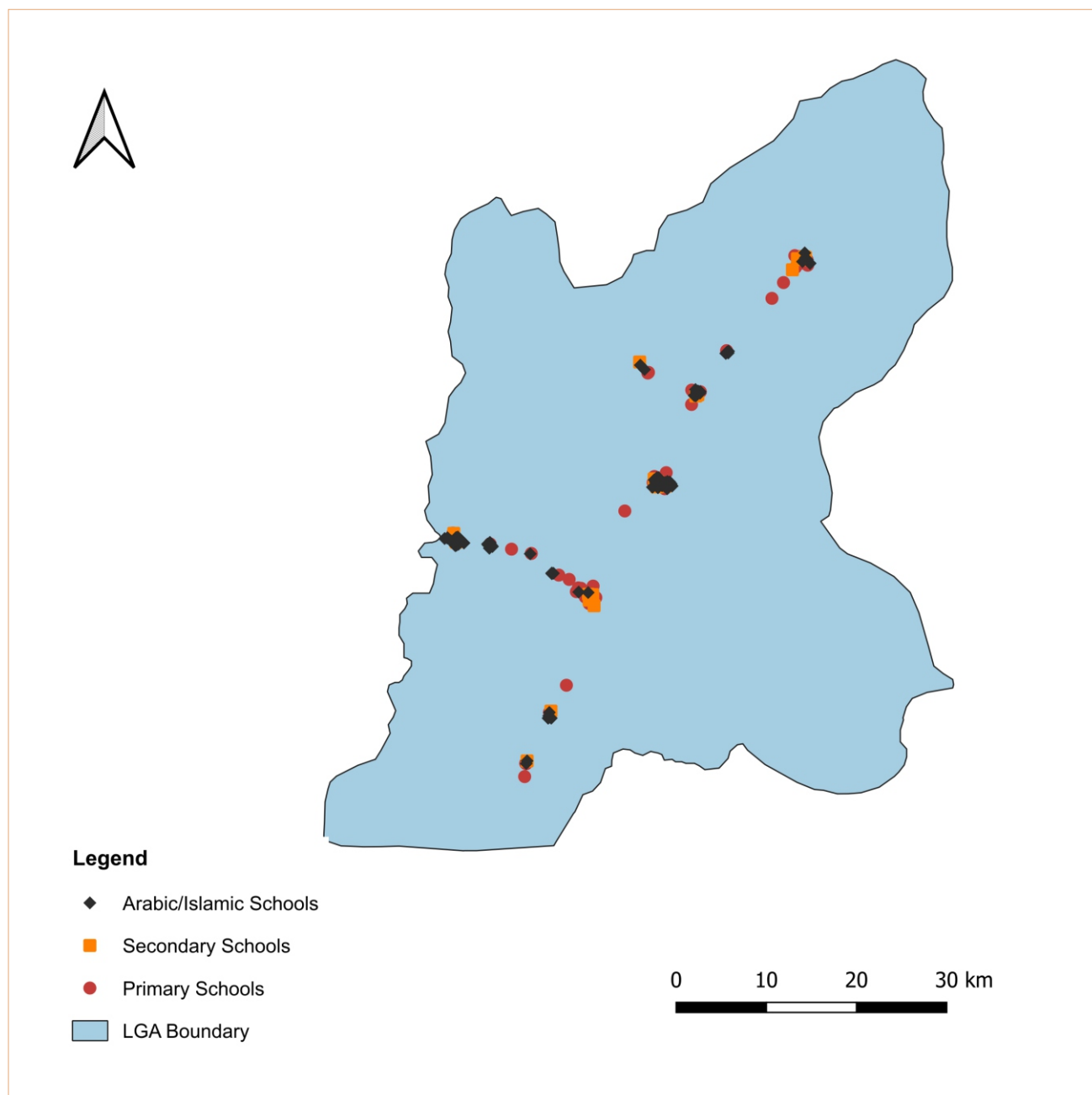


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.20 Rafi Local Government Area

Rafi LGA, located in the Niger North Region, has 216 GPS points mapped. The data shows that 31 per cent of the schools are primary, 11 per cent are secondary, and 58 per cent are Arabic/Islamic schools. There are no tertiary institutions or nomadic schools mapped in Rafi LGA.

Figure 20: Location of Schools and Educational Institutions in Rafi LGA

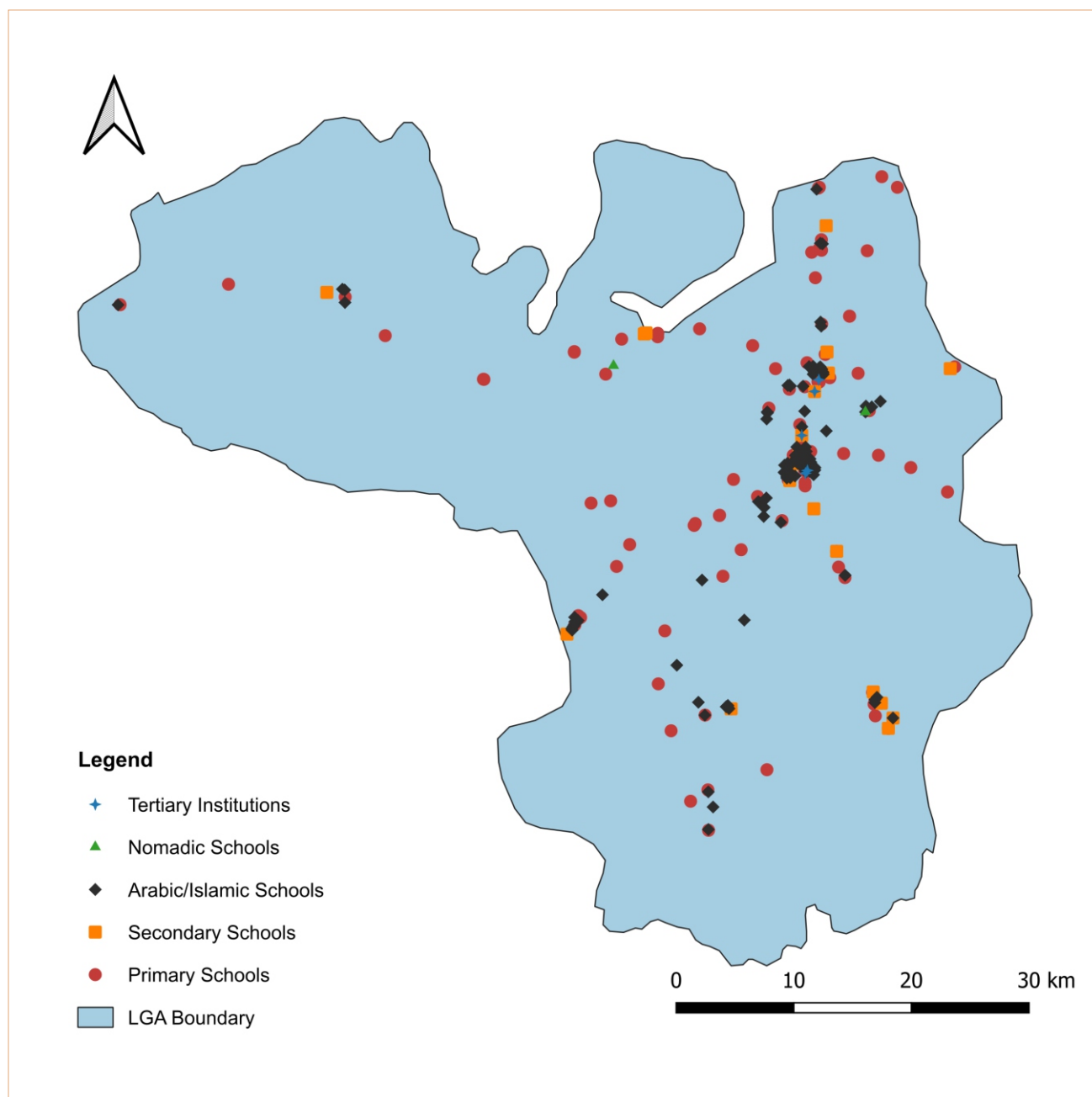


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.21 Rijau Local Government Area

Rijau LGA in the Niger North Region has 279 GPS points mapped. The distribution indicates that 42 per cent of the schools are primary, 8 per cent are secondary, 2 per cent are tertiary, 1 per cent are nomadic, and 48 per cent are Arabic/Islamic schools. Rijau LGA has two tertiary institutions. However, there are also three additional institutions in the LGA which are primarily affiliates and satellite campuses for institutions in other states of the federation.

Figure 21: Location of Schools and Educational Institutions in Rijau LGA

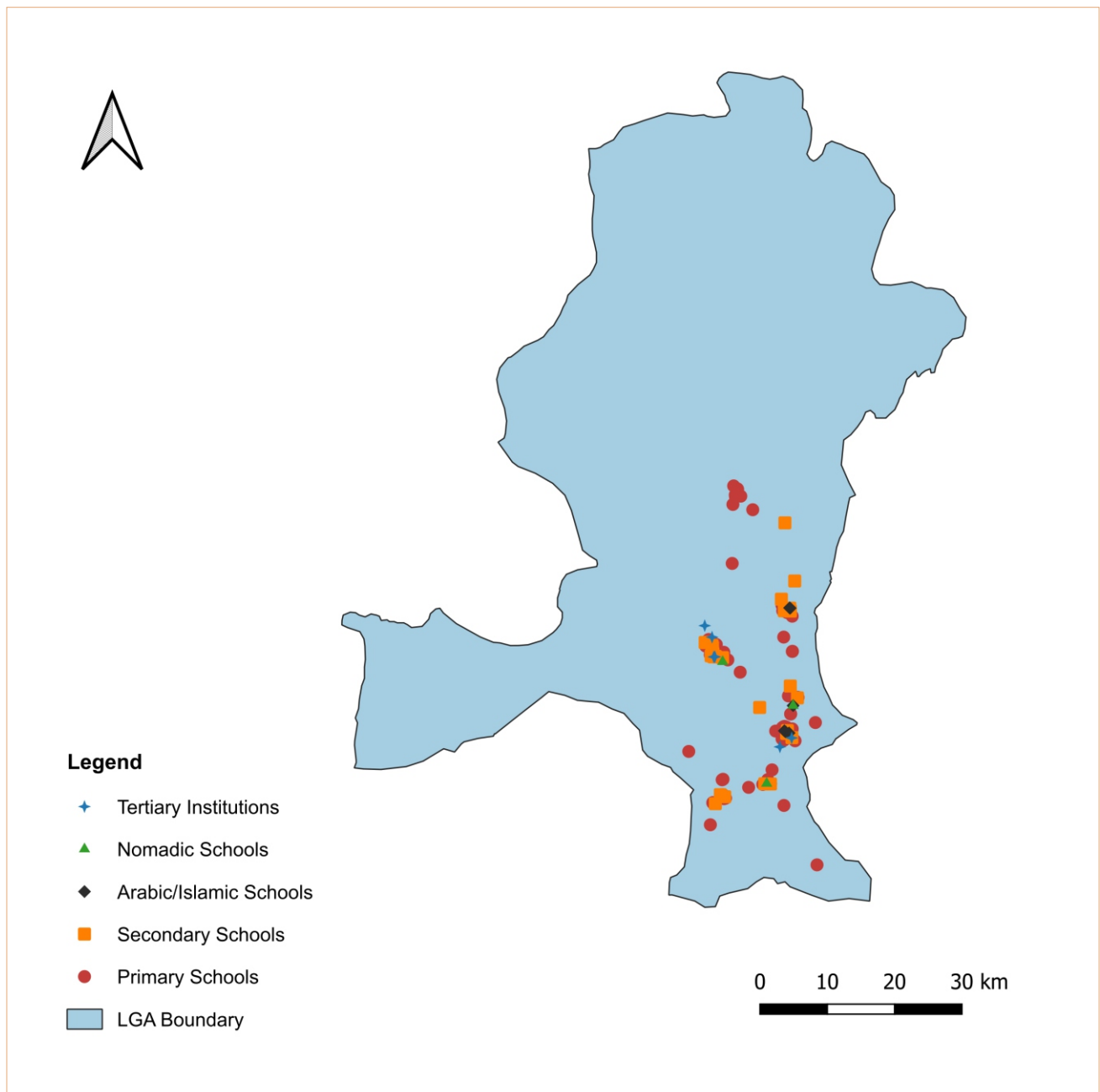


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.22 Shiroro Local Government Area

Shiroro LGA, part of the Niger East Region, has 170 GPS points mapped. The findings show that 75 per cent of the schools are primary, 16 per cent are secondary, 4 per cent are tertiary, 2 per cent are nomadic, and 4 per cent are Arabic/Islamic schools. Shiroro LGA has three independent tertiary institutions and three others that are study centres for institutions in other states and LGAs.

Figure 22: Location of Schools and Educational Institutions in Shiroro LGA

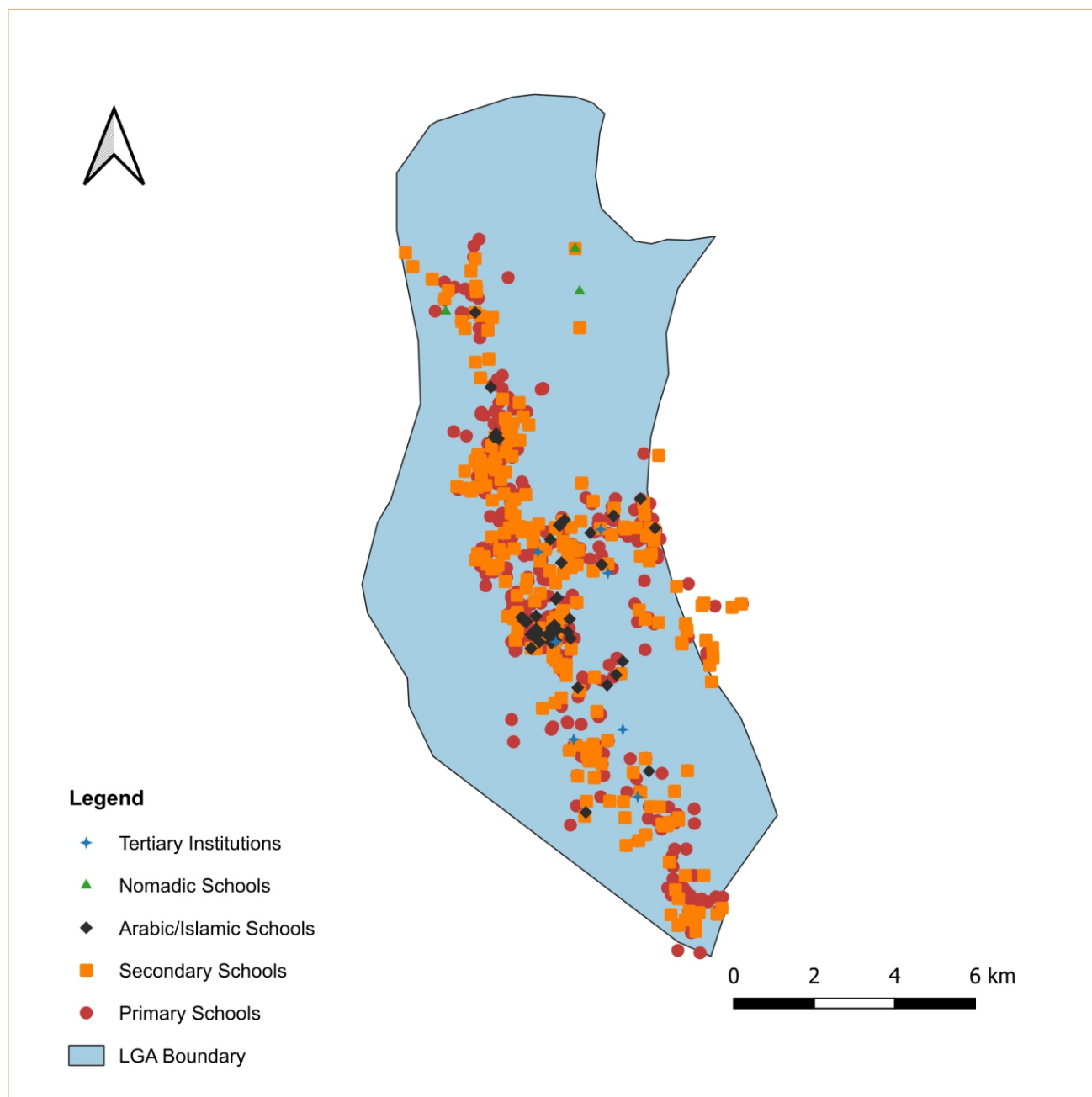


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.23 Suleja Local Government Area

Suleja LGA in the Niger East Region has 829 GPS points mapped. The data reveals that 61 per cent of the schools are primary, 31 per cent are secondary, 1 per cent are tertiary, and 6 per cent are Arabic/Islamic schools. From the total of seven tertiary institutions in Suleja, five of them are independent while the other two are satellite campuses and study centres for other institutions in the State.

Figure 23: Location of Schools and Educational Institutions in Suleja LGA



Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.24 Tafa Local Government Area

Tafa LGA, located in the Niger East Region, has 298 GPS points mapped. The distribution shows that 72 per cent of the schools are primary, 23 per cent are secondary, 1 per cent are tertiary, 2 per cent are nomadic, 2 per cent are Arabic/Islamic schools. Two privately owned tertiary institutions are in Tafa LGA.

Figure 24: Location of Schools and Educational Institutions in Tafa LGA

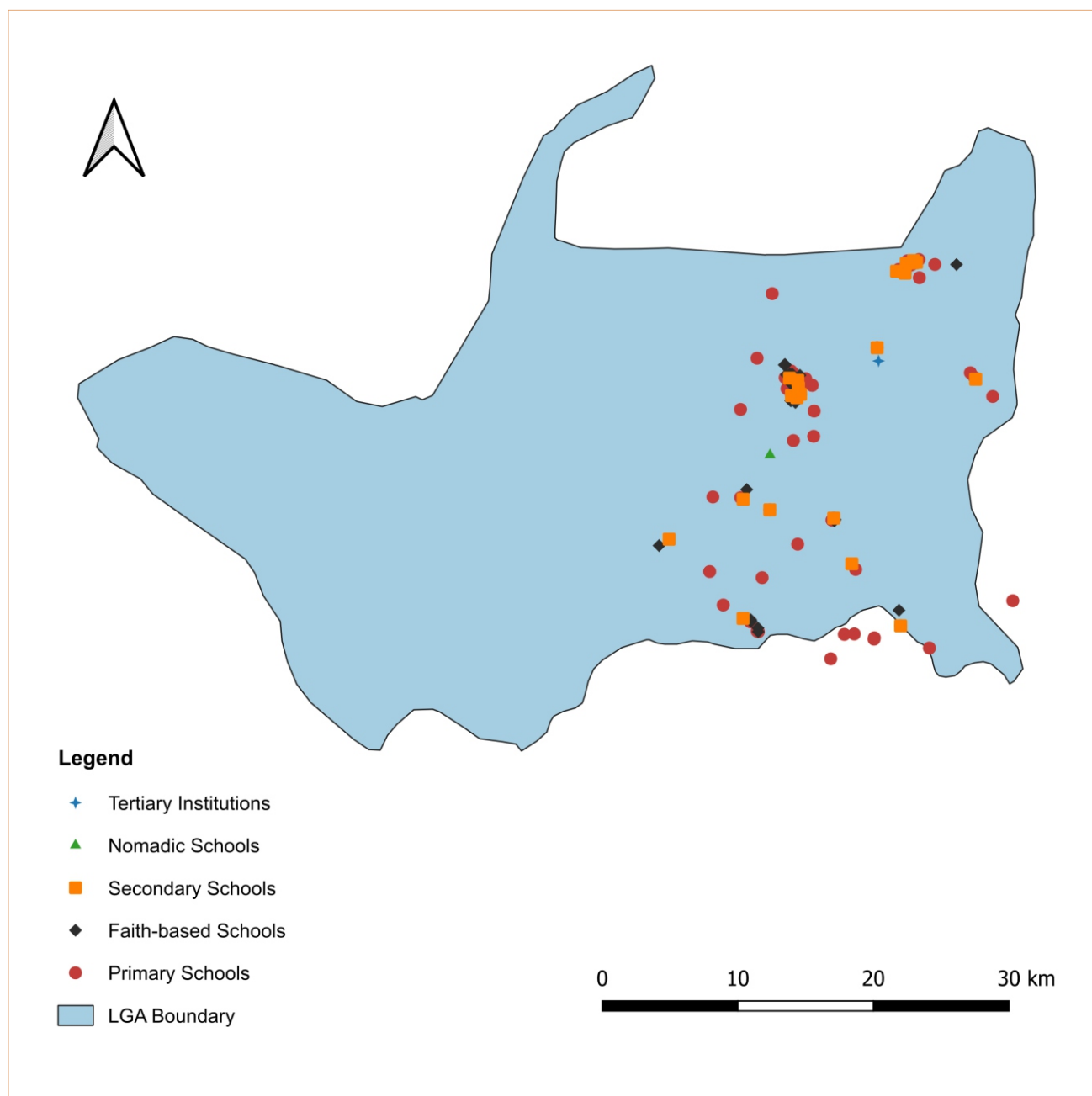


Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

4.25 Wushishi Local Government Area

Wushishi LGA in the Niger North Region has 117 GPS points mapped. The analysis indicates that 58 per cent of the schools are primary, 18 per cent are secondary, tertiary and nomadic schools both account for 1 per cent of points mapped each, while 22 per cent of schools are Arabic/Islamic schools. There is one tertiary institution in Wushishi LGA which is the Niger State Polytechnic Zungeru.

Figure 25: Location of Schools and Educational Institutions in Wushishi LGA



Source: MRL[®] Public Sector Consultants Ltd, 2024; GRID3 Data Hub, 2024

5

CONCLUSION

The School Mapping and Verification exercise carried out under the Transforming Education in Niger State (TENS II) Programme marks a significant milestone in the ongoing efforts to reform and strengthen the educational infrastructure in the State. By leveraging advanced Geographic Information Systems (GIS) and cutting-edge data collection technologies, the exercise has successfully provided a detailed and accurate snapshot of the state's educational landscape. Over the course of this exercise, thousands of educational institutions, ranging from pre-primary to tertiary levels, were systematically identified, verified, and mapped across all 25 Local Government Areas (LGAs).

One of the primary accomplishments of this initiative has been the accurate geolocation and documentation of schools and institutions, many of which were previously unaccounted for. This comprehensive mapping provides critical data that will enhance planning, resource allocation, and policy-making decisions aimed at improving access to quality education. Furthermore, the verification process has shed light on discrepancies between official records and the actual number of operational schools, highlighting issues such as duplicate entries, incomplete information, and inaccuracies in school categorisation. The systematic identification and rectification of these errors ensure that the data generated is reliable and reflects the true state of educational infrastructure in Niger State.

This exercise has also revealed several important trends in the distribution of educational institutions. For instance, the data indicates significant disparities in the availability of schools in rural versus urban areas, with many rural and nomadic communities remaining underserved. This geographical imbalance calls for targeted interventions to address the educational needs of these remote areas, particularly in the provision of adequate infrastructure, qualified teachers, and appropriate learning materials. The challenges facing nomadic education require innovative approaches that can bridge the gap between traditional schooling models and the mobile lifestyles of nomadic populations. The TENS II Programme's commitment to addressing these challenges is evident in its focus on developing specialised strategies to support nomadic and out-of-school children.



The findings of the School Verification exercise also underscore the importance of ongoing collaboration between key stakeholders, including the Niger State Ministry of Basic and Secondary Education, the Niger State Ministry of Tertiary Education, and other relevant government agencies. The success of this exercise can be attributed to the concerted efforts of these entities, alongside local community leaders and educational officers who facilitated the fieldwork and provided crucial insights into the locations and conditions of schools across the state. This collaborative approach should continue to be a cornerstone of future educational reforms, as it ensures that the voices of local communities are heard and that solutions are tailored to the specific needs of each region.

Looking ahead, the data and insights gathered from this exercise will play an instrumental role in driving the implementation of the TENS II Programme's broader goals. The detailed geographic maps and verification reports provide a strong foundation for the state government's efforts to improve the quality of education, expand access to learning opportunities, and ensure that no child is left behind, regardless of their location or background. The availability of accurate school location data also opens opportunities for integrating digital technologies into education delivery, such as the use of e-learning platforms, which can further expand access to education in remote areas.



Moreover, the findings from the verification process will contribute to the development of robust monitoring and evaluation systems that will track the progress of educational initiatives and measure their impact on learning outcomes. The data will enable policymakers to identify gaps in service delivery, assess the effectiveness of educational interventions, and make informed decisions about resource allocation. This evidence-based approach is essential for ensuring that the state's limited resources are used efficiently and that investments in education yield maximum benefits for students and communities alike.

The TENS II Programme's vision for transforming education in Niger State is ambitious but achievable. By creating an inclusive and equitable education system that meets the needs of all students—whether they live in urban centres or remote nomadic communities—the programme is laying the groundwork for long-term social and economic development. Education is a key driver of progress, and by

ensuring that every child has access to high-quality education, the state is investing in the future of its citizens and building a foundation for sustainable growth.

Notwithstanding the foregoing, on key recommendation has emerged. During the School Mapping and Verification exercise, the team relied on a master list of schools to determine the number and locations of educational institutions across Niger State. However, a major challenge encountered was the lack of a single, reliable, and up-to-date master list. Currently, lists of schools can be obtained from various Ministries, Departments, and Agencies (MDAs), such as the Ministry of Basic and Secondary Education, the Ministry of Tertiary Education, and the Niger State Universal Basic Education Board (NSUBEB). Each of these MDAs maintains its own list, leading to discrepancies in the representation and number of schools listed across the different agencies.



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RECOMMENDATIONS

To address this issue, it is recommended that the Niger State Government take steps to develop a centralised, unified, and regularly updated master list of all schools and educational institutions in the state. This master list should consolidate data from all relevant MDAs and be maintained by a central coordinating body, such as the Ministry of Basic and Secondary Education. This will ensure consistency and accuracy in the information regarding the number, location, and status of schools in the state.

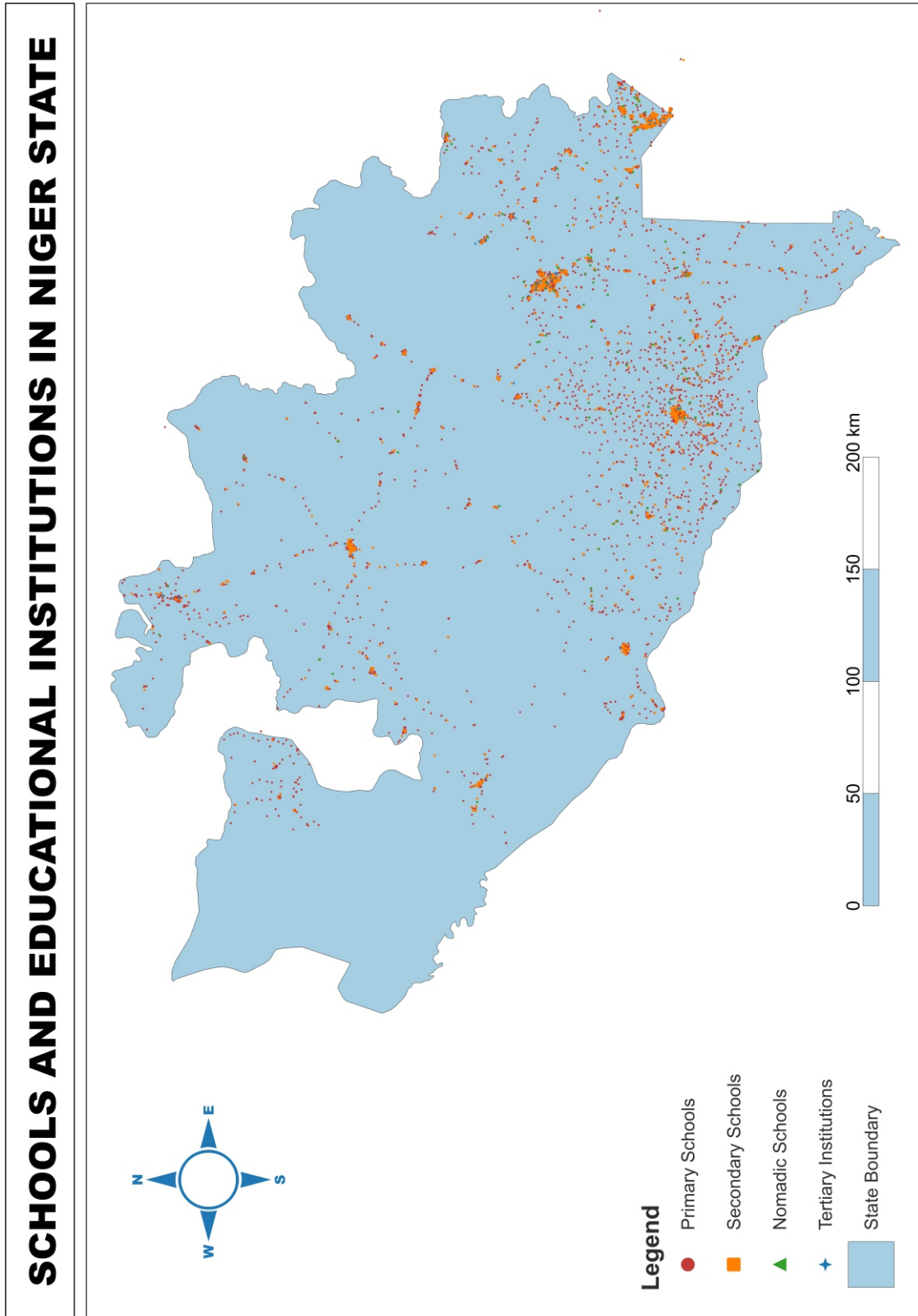
Such a master list will also enhance future educational planning, monitoring, and evaluation efforts, ensuring that all stakeholders are working with the same data. Additionally, it will facilitate more effective resource allocation and policymaking to improve educational outcomes across the state.

In conclusion, the School Mapping and Verification exercise has provided Niger State with a comprehensive and invaluable tool for educational planning and reform. The insights generated from this process will guide the

implementation of the TENS II Programme's strategic objectives and support the state's broader vision of a transformed education system that empowers students, strengthens communities, and drives positive change. The path forward will require sustained commitment from all stakeholders, but with the solid foundation laid by this exercise, Niger State is well-positioned to achieve its goals and create a brighter future for its students.



Appendix 1: Map of Niger State Showing the Location of All Schools



Appendix 2: List of Duplicate Schools

A. Public Schools [1]

School Code	State	LGA	School Name	Community	Location	School Level
26010051	Niger	Agatie	Evuntagi Primary School, Evuntagi	Evuntagi	Rural	Primary Only
26010118	Niger	Agatie	Mal. Muhammadu Babba Day Secondary School Agaiae	Agaie	Urban	Primary Only
26010123	Niger	Agatie	Mawogi Primary School, Mawogi	Mawogi	Rural	Primary Only
26030270	Niger	Bida	Anguwan Wambai Center of Excellence	Bida	Urban	Primary Only
26030050	Niger	Bida	Center of Excellence Primary School, Ndazabo Bida	Bida	Urban	ECCDE and Primary
26030090	Niger	Bida	Government Model Primary School, Gra Bida	Bida	Urban	ECCDE and Primary
26040232	Niger	Borgu	Borgu Junior Secondary School	New Bussa	Urban	Secondary
26040004	Niger	Borgu	Government Day Secondary School, Pissa	Pissa	Urban	Secondary
26040069	Niger	Borgu	Junior Day Secondary School, Wawa	Wawa	Rural	Secondary
26040075	Niger	Borgu	Kitoro Junior Secondary School, New Bussa	New Bussa	Urban	Secondary
26050349	Niger	Bosso	Government Army Day Secondary School	Military Cantonment	Urban	Secondary
26050198	Niger	Bosso	Model Primary School Tudun Fulani	Tudun Fulani	Urban	ECCDE and Primary
26060017	Niger	Chanchaga	Kwasau Primary and Secondary, D/Kura	Minna	Urban	ECCDE and Primary
26080027	Niger	Gbako	Daakpan Universal Basic Education Primary School, Daakpan	Dakpan	Rural	Primary Only
26080283	Niger	Gbako	Government Junior Secondary School Shabalegbo	Shabalegbo	Rural	Secondary

A. Public Schools [2]

School Code	State	LGA	School Name	Community	Location	School Level
26090267	Niger	Gurara	Central Primary School Tufa	Tufa Town	Urban	ECCDE and Primary
26090262	Niger	Gurara	Col. John Yahay Madaki Model Number and Primary School Gawu- Babangida	Gawu- Babangida	Urban	ECCDE and Primary
26090051	Niger	Gurara	Government Day Secondary School Diko	Diko	Rural	Secondary
26090052	Niger	Gurara	Government Day Secondary School Gawu Babangida	Gawu	Rural	Secondary
26090226	Niger	Gurara	Junior Secondary School Bonu	Bonu	Rural	Secondary
26090103	Niger	Gurara	Saifuddeen Model Islamic Science College G- Babangida	Gawu- Babangida.	Urban	Secondary
26090115	Niger	Gurara	Tufa Central Primary School, Tufa	Tufa	Rural	ECCDE and Primary
26090160	Niger	Gurara	Zabeidna Primary School, Zabeidna	Kabo	Rural	Primary Only
26110016	Niger	Kontagora	Day Secondary School, Sabon Kasuwa Kontagora	Kontagora	Urban	Secondary
26110093	Niger	Kontagora	Rafin Gora Primary School, Rafingora	Kontagora	Rural	Primary Only
26130335	Niger	Lavun	Dokotigi Primary School	Dokotigi	Rural	Primary Only
26130327	Niger	Lavun	Jikanagi Primary School	Jikanagi	Rural	Primary Only
26130337	Niger	Lavun	Junior Secondary School Eyagi Sodangi	Eyagi Sodangi	Rural	Secondary
26130326	Niger	Lavun	Swajija Primary School	Swajija	Rural	Primary Only
26140174	Niger	Magama	Ibelu Heroes Academy	Ibeto	Urban	Secondary
26140059	Niger	Magama	Ibili Bado Primary School	Ibili Bado	Rural	Primary Only
26140125	Niger	Magama	Tungan Raha Primary School	Tungan Raha	Rural	Primary Only

A. Public Schools [3]

School Code	State	LGA	School Name	Community	Location	School Level
26150242	Niger	Mariga	Hayyin Sarkin Noma Primary School.	Beri	Rural	Primary Only
26150238	Niger	Mariga	Kibana Primary School	Kibana	Rural	Primary Only
26160045	Niger	Mashegu	Eddan Primary School, Eddan	Eddan Manigi	Rural	Primary Only
26160154	Niger	Mashegu	Nassarawa Mulo Primary School, Nassarawa Mulo	Mulo	Rural	Primary Only
	Niger	Mokwa	Batagi Nomadic Primary School, Batagi	Batagi	Rural	Primary Only
	Niger	Mokwa	Chiji Primary School, Chiji	Chidi	Rural	Primary Only
	Niger	Mokwa	Dakpan Tika Primary School, Dakpan Tika	Dakpan Jika Bokani	Rural	Primary Only
	Niger	Mokwa	Dukun Primary School, Dukun	Dukun	Rural	Primary Only
	Niger	Mokwa	Kpakogi Primary School, Kpakogi	Kpakogi Via Takuma	Rural	Primary Only
	Niger	Mokwa	Kpege Nursery Primary School Mokwa	Mokwa	Rural	ECCDE and Primary
	Niger	Mokwa	Kudu Bido Primary School, Kudu	Kudu	Rural	Primary Only
	Niger	Mokwa	Lemafu Primary School, Lemafu	Lemafu Via Jebba North	Rural	Primary Only
	Niger	Mokwa	Local Education Authority Kpaki Primary School, Kpaki	Kpaki	Rural	ECCDE and Primary
	Niger	Mokwa	Local Education Authorityders Nursery And Primary School	Jebba North	Rural	Primary Only
	Niger	Mokwa	Turathul Islamiyya Primary School, Jebba	Jebba North	Rural	Primary Only
	Niger	Mokwa	Ube Nomadic P.S Yelwan Bokani	Yelwan Bokani	Rural	Primary Only

A. Public Schools [4]

School Code	State	LGA	School Name	Community	Location	School Level
	Niger	Mokwa	Ungwar Hausawa Nursery And Primary School Mokwa	Mokwa	Rural	ECCDE and Primary
	Niger	Mokwa	Universal Basic Education Bukka Primary School, Bukka Tifini	Bukka	Rural	Primary Only
	Niger	Mokwa	Universal Basic Education Kpaki Primary School, Kpaki	Kpaki Along Gbete Road	Rural	Primary Only
	Niger	Mokwa	Universal Basic Education Kusoko Primary School, Kusoko Tako	Kusoko Tako	Rural	Primary Only
	Niger	Mokwa	Universal Basic Education Nomadic Primary School, Yelwan Bokani	Yelwan Bokani Makera	Urban	Primary Only
	Niger	Mokwa	Universal Basic Education Tyabo Primary School, Tyabo	Tyabo	Rural	Primary Only
	Niger	Mokwa	Upe Kpakogi Primary School	Kpakogi Village	Rural	Primary Only
	Niger	Mokwa	Upe Kusoko Primary School	Kusoko Village	Rural	Primary Only
26190065	Niger	Paikoro	Day Secondary School Kwakuti	Kwakuti	Rural	Secondary
26190086	Niger	Paikoro	Feri Primary School, Feri	Feri	Rural	Primary Only
26190090	Niger	Paikoro	Gabadna Primary School, Gabadna	Gabadna	Rural	ECCDE and Primary
26190143	Niger	Paikoro	Kama Primary School, Kama	Kama	Rural	Primary Only
26190169	Niger	Paikoro	Lupma Primary School, Paiko	Lupma	Rural	Primary Only
26190246	Niger	Paikoro	Tudun-Wada Primary School Kaffin Koro	Urban	Urban	Primary Only
26220301	Niger	Shiroro	Pina Universal Basic Education Primary School	Pida Kuta	Rural	Primary Only
26230256	Niger	Suleja	Government Day Secondary School Kwankwashe	Kwankashe	Rural	Secondary

B. Private Schools [1]

School Code	State	LGA	School Name	Community	Location	School Level
26030114	Niger	Bida	Jibril Memorial	Bida	Urban	ECCDE and Primary
26030118	Niger	Bida	Jofegan Academy	Bida	Urban	ECCDE and Primary
26030267	Niger	Bida	Unity International School 2	Bida	Urban	ECCDE and Primary
26040082	Niger	Borgu	Mainstream Energy Solution Ltd, Staff School Township, New Bussa	New Bussa	Urban	ECCDE and Primary
26040097	Niger	Borgu	Nepa Staff Secondary School (Mainstream), New Bussa	New Bussa	Urban	Secondary
26050044	Niger	Bosso	Best Model School	Minna	Urban	ECCDE and Primary
26050357	Niger	Bosso	Liwaul Hamdi Secondary School	Tudun Fulanin Gabas	Urban	Secondary
26050267	Niger	Bosso	Sucess Academy	Minna	Urban	ECCDE and Primary
26050310	Niger	Bosso	Upper Niger River Basin Development Authority Staff School	R/Yashi	Urban	ECCDE and Primary
26060633	Niger	Chanchaga	Benir De Dieu School	Minna	Urban	ECCDE and Primary
26060543	Niger	Chanchaga	Fun House Preparatory School	Minna	Urban	ECCDE and Primary
26060534	Niger	Chanchaga	Gateway School Minna	Minna	Urban	ECCDE and Primary
26060511	Niger	Chanchaga	Life Hope Academy Jss Schoo	Minna	Urban	Secondary
26060563	Niger	Chanchaga	Madarasatul Ulum Deen Wal Adabil Islamiya	Minna	Urban	ECCDE and Primary
26060121	Niger	Chanchaga	Mana Schools	Sauka Kahuta	Urban	ECCDE and Primary
26060514	Niger	Chanchaga	Spring Citadel International School	Tunga Minna	Urban	Secondary
26090002	Niger	Gurara	Al-Furqan Islamic Academy Nursery and Primary	Izom	Rural	ECCDE and Primary
26090263	Niger	Gurara	Gifted Prime School Gawu Lambata	Gawu/Lambata	Rural	ECCDE and Primary
26090254	Niger	Gurara	St. John Vianneys Catholic Secondary School	Gawu	Rural	Secondary

B. Private Schools [2]

School Code	State	LGA	School Name	Community	Location	School Level
26110234	Niger	Kontagora	Ahlu Yasir Science College Islam Academy	Unguan Rahama	Urban	Secondary
26110212	Niger	Kontagora	All Heroes Science School	Opp. Kontagora Club	Urban	ECCDE and Primary
26110218	Niger	Kontagora	Baptist Comprehensive School	Along Kaduna Road Kontagora	Urban	ECCDE and Primary
26110305	Niger	Kontagora	Charity School	Town	Urban	Primary Only
26110304	Niger	Kontagora	Faith School Kontagora	Town	Urban	Secondary
26110315	Niger	Kontagora	God's Heritage Academy	Kontagora	Urban	ECCDE and Primary
26110308	Niger	Kontagora	Holy Trinity Ang Comprehensive School	Town	Urban	Primary Only
26110275	Niger	Kontagora	Iqte Madarasatul Nurul Islam Tungan Gari	Village	Rural	Primary Only
26110062	Niger	Kontagora	Madarasatu Nuril Islam Unguan Tukura	Kontagora	Rural	Primary Only
26110158	Niger	Kontagora	Madarasatu Riyadul Quran	Gidan Malam Ahmed Nagwade	Urban	Primary Only
26110265	Niger	Kontagora	Maranatha Church of Christ Schools	Unguan Nassarawa	Urban	Secondary
26110086	Niger	Kontagora	Niger Vision Academy	Kontagora	Urban	ECCDE and Primary
26110099	Niger	Kontagora	Niger Vision Academy	Kontagora	Urban	Secondary
26110089	Niger	Kontagora	Perfect Primary School Kontagora	Kontagora	Urban	ECCDE and Primary
26110318	Niger	Kontagora	Shining Star Comprehensive School	Kontagora	Rural	Secondary
26110199	Niger	Kontagora	Shining Star Comprehensive School	Gra Phase I	Urban	Primary Only
26110189	Niger	Kontagora	Tahafizul Quran	Unguan Mahauta	Urban	ECCDE and Primary

B. Private Schools [3]

School Code	State	LGA	School Name	Community	Location	School Level
26110307	Niger	Kontagora	Zummunice Emmanuel Comprehensive	Town	Urban	Secondary
26110183	Niger	Kontagora	Zumratul Mumin Comprehensive School	Opp. First Bank Kontagora	Urban	ECCDE and Primary
26110213	Niger	Kontagora	Zumunci Emmanuel Comprehensive School	Tudun Wada Sagi	Urban	Secondary
26120295	Niger	Lapai	Madarasatul Muhammad Kobo Islam School Lapai	Lapai	Urban	Primary Only
26120292	Niger	Lapai	Saint Mary National School, Lapai	Lapai	Urban	Secondary
26140185	Niger	Magama	Himma International School	Ibeto	Urban	Secondary
26140179	Niger	Magama	Nizamiyya Nursery and Primary School	Ibeto	Urban	Secondary
26140116	Niger	Magama	Talbelu Junior Secondary School Ibeto	Ibeto	Rural	Secondary
26150254	Niger	Mariga	Gods Favour Nursery and Primary School	Bobo	Rural	ECCDE and Primary
26160237	Niger	Mashegu	Bayetin Nursery/Primary School	Ibbi	Rural	ECCDE and Primary
26160236	Niger	Mashegu	Ipolochi Nursery/Primary School	Twafu	Rural	Primary Only
26160270	Niger	Mashegu	Kwatachi Progressive Nursery and Primary School S	Sabon Pagi	Rural	ECCDE and Primary
26160121	Niger	Mashegu	Kwatachi Progrssive Secondary School	Kwatachi	Rural	Secondary
26160209	Niger	Mashegu	U.M.C.A Bayetin Nursery/Primary School, Egbian Ibbi	Egbian[Ibbi]	Rural	ECCDE and Primary
	Niger	Mokwa	Diocese of Kutigi Anglican School	Sunti Kusogi	Rural	Primary Only
	Niger	Mokwa	New Era Premium Royal Heritage Academy Primary School	Mokwa	Urban	ECCDE and Primary
	Niger	Mokwa	U M C A Nhatsu Group of School, Mokwa	Mokwa	Urban	ECCDE and Primary
26190180	Niger	Paikoro	Nakowa International Nursery and Primary	Kaffi Koro	Rural	ECCDE and Primary

B. Private Schools [4]

School Code	State	LGA	School Name	Community	Location	School Level
26190296	Niger	Paikoro	Rehoboth Academy Korokpa	Korokpa	Rural	ECCDE and Primary
26190233	Niger	Paikoro	Stephen-Diamond International School Paiko	Paiko	Urban	Secondary
26190224	Niger	Paikoro	Topmost Heritage Academy	Tungan Mallam	Rural	Secondary
26200084	Niger	Rafi	Nurul Islam Academy(Msms) and Tahafizul Quran Pandogari	Pandogari	Rural	ECCDE and Primary
26230055	Niger	Suleja	Blessed Kids Academy	Paulosa- Rafin Sanyi	Urban	ECCDE and Primary
26230051	Niger	Suleja	Blessed Kids Academy	Paulosa- Rafin Sanyi	Rural	Secondary
26230597	Niger	Suleja	Great Zion International Academy	Suleja	Urban	Secondary
26230235	Niger	Suleja	Intelligentsia Educational Academy	Agwan Gwari Kwamba	Urban	Secondary
26230276	Niger	Suleja	Lemmyto Loyal Academy	Kwankwashe	Urban	ECCDE and Primary
26230733	Niger	Suleja	Mamra Intentional School	Suleja	Urban	Secondary
26230623	Niger	Suleja	Melody International School Suleja	Osato Kwamba	Urban	ECCDE and Primary
26230627	Niger	Suleja	One God Specialist School	Suleja	Urban	Secondary
26230332	Niger	Suleja	Our Ladys Nursery and Primary School	Suleja Town	Urban	ECCDE and Primary
26230679	Niger	Suleja	Royal Dave Academy	Suleja	Urban	ECCDE and Primary
26240304	Niger	Tafa	De Preeminent Knowledge Model School J S S	Kauraka	Rural	Secondary
26240335	Niger	Tafa	Highflyers Montessori, Ijah	Ijah	Urban	Secondary
26240290	Niger	Tafa	J S S Inspiration Mission Academy	New Dakwa	Rural	Secondary
26240292	Niger	Tafa	J S S Pilot International Academy	Gauraka	Rural	Secondary
26240147	Niger	Tafa	Mercy International School, Dakwa	Dakwa	Rural	ECCDE and Primary

Appendix 3: Wards That Were Not Covered During the TENS II Education Census

S/N	LGA	Ward
1	Borgu	(a) Babanna (b) Dugga (c) Kabe/Pissa (d) Shagunu (e) Konkoso
2	Paikoro	(a) Kwagana (b) Adunu (c) Ishau
3	Rafi	(a) Kuserki South (b) Kuserki North (c) Kakuri (d) Kundu
4	Shiroro	(a) Bassa/Kukoki (b) Allawa (c) Kwaki/Chukuba (d) Kurebe/Kushaka (e) Gurmana (f) Galkogo (g) Gijiwa/Kato (h) Manta
5	Wushishi	(a) Akare (b) Tukunji/Yemigi

Appendix 4: List of Closed Down Schools

S/N	State	LGA	School	Reasons For Closure
1	Niger	Mariga	Dinalko Primary School	Banditry
2	Niger	Mariga	Dutsin Magaji Primary School	Banditry
3	Niger	Mariga	Dogon Dawa Primary School	Insecurity
4	Niger	Mariga	Kurigi Primary School	Insecurity
5	Niger	Mariga	Unguan Kolo Primary School	Insecurity
6	Niger	Mariga	Madimbu Primary School	Banditry
7	Niger	Mariga	Madimbu Nomadic School	Banditry
8	Niger	Mariga	Gana Primary School	Insecurity
9	Niger	Mariga	Magogi Primary School	Insecurity
10	Niger	Mariga	Galma Primary School	Insecurity
11	Niger	Mariga	Galma Tasha Primary School	Banditry
12	Niger	Mariga	Tungan Danjuma Primary School	Banditry
13	Niger	Mariga	Kwanan Maje Primary School	Insecurity
14	Niger	Mariga	Marugu Primary School	Insecurity
15	Niger	Mariga	Uraga Primary School	Insecurity
16	Niger	Mariga	Ma'undu Primary School	Insecurity
17	Niger	Mariga	Kakuza Primary School	Insecurity
18	Niger	Mariga	Kunai Primary School	Insecurity
19	Niger	Mariga	Dusai Primary School	Banditry
20	Niger	Mariga	Maruba Primary School	Insecurity
21	Niger	Mariga	Sansama Primary School	Banditry
22	Niger	Mariga	Kwanje Primary School	Insecurity
23	Niger	Mariga	Rikwanje Primary School	Insecurity
24	Niger	Mariga	Daguzu Primary School	Insecurity
25	Niger	Mariga	Neja Primary School	Insecurity
26	Niger	Mariga	Faransi Primary School	Insecurity
27	Niger	Mariga	Tudun Mangoro Primary School	Insecurity
28	Niger	Mariga	Mashaye Primary School	Insecurity

S/N	State	LGA	School	Reasons For Closure
1	Niger	Mashegu	Kizhi Primary School	Banditry
2	Niger	Mashegu	Gwaji Primary School	Banditry
3	Niger	Mashegu	Faje Primary School	Banditry
4	Niger	Mashegu	Dutsin Magaji Primary School	Banditry
5	Niger	Mashegu	Lifari Primary School	Banditry
6	Niger	Mashegu	Tabani Primary School	Banditry
7	Niger	Mashegu	Basa Primary School	Banditry
8	Niger	Mashegu	Mulera Primary School	Banditry
9	Niger	Mashegu	Pozli Primary School	Banditry
10	Niger	Mashegu	Poto Primary School	Banditry

S/N	State	LGA	School	Reasons For Closure
1	Niger	Munya	J. S. S. Gini	IDP
2	Niger	Munya	J. S. S. Kuchi	IDP
3	Niger	Munya	Luwi Primary School	IDP
4	Niger	Munya	Mudungo Primary School	IDP
5	Niger	Munya	Akopma Primary School	IDP
6	Niger	Munya	Akope Kona Primary School	IDP
7	Niger	Munya	Tsohon Dangunu Primary School	IDP
8	Niger	Munya	Jesso Primary School	IDP
9	Niger	Munya	Jesso 'B' Primary School	IDP
10	Niger	Munya	Igu Galuwi Primary School	IDP
11	Niger	Munya	Shape Nomadic Primary School	IDP
12	Niger	Munya	Sabon Gida Primary School	IDP
13	Niger	Munya	UBE Wuloto Primary School	IDP
14	Niger	Munya	UBE Kapana Primary School	IDP
15	Niger	Munya	UBE Dnako Primary School	IDP
16	Niger	Munya	UBE Kango Primary School	IDP

S/N	State	LGA	School	Reasons For Closure
1	Niger	Rafi	UBE Urakisa	IDP
2	Niger	Rafi	UBE Kerbo	Banditry
3	Niger	Rafi	Unguan Shirgi Primary School	Banditry
4	Niger	Rafi	UBE Kabiya	Banditry
5	Niger	Rafi	UBE K/Daji	Banditry
6	Niger	Rafi	UBE Tukunguna	Banditry
7	Niger	Rafi	UBE Sanbuga	Banditry
8	Niger	Rafi	CPS Uregi	Banditry
9	Niger	Rafi	UBE Biggissana	Banditry
10	Niger	Rafi	CPS Madaka	Banditry
11	Niger	Rafi	UBE Sanbaro	Banditry
12	Niger	Rafi	UBE Shana	Banditry
13	Niger	Rafi	UBE Shikara	Banditry
14	Niger	Rafi	UBE Undu	Banditry
15	Niger	Rafi	UBE K/Madaka	Banditry
16	Niger	Rafi	UBE Turuma	Banditry
17	Niger	Rafi	UBE Unguan Kurmi	Banditry
18	Niger	Rafi	UBE Rubo	Banditry
19	Niger	Rafi	Nomadic Primary School Rubo	Banditry
20	Niger	Rafi	Nomadic Primary School Hana Zuwa	Banditry
21	Niger	Rafi	UBE Natsira	Banditry
22	Niger	Rafi	Mangoro Primary School	Banditry
23	Niger	Rafi	Tugurbe Primary School	Banditry
24	Niger	Rafi	Dutse Primary School	Banditry
25	Niger	Rafi	UBE Unguan Barmo	Banditry
26	Niger	Rafi	CPS K/Zara	Military Camp
27	Niger	Rafi	UBE Ikushe	Banditry
28	Niger	Rafi	UBE Tashan Rimi	Banditry
29	Niger	Rafi	UBE Lugga	Banditry
30	Niger	Rafi	Wayam Primary School	Banditry
31	Niger	Rafi	Government Science College	Military Camp

S/N	State	LGA	School	Reasons For Closure
32	Niger	Rafi	J. S. S. K/Zara	Military Camp
33	Niger	Rafi	J. S. S. Pangu Gari	Military Camp
34	Niger	Rafi	Pangu Gari Primary School	Military Camp
35	Niger	Rafi	Aass Kagara	Military Camp
36	Niger	Rafi	UBE Ogu	Banditry
37	Niger	Rafi	UBE Rima Ta Gabas	Banditry
38	Niger	Rafi	UBE Rima Ta Yamma	Banditry
39	Niger	Rafi	J. S. S. Kundu	Banditry
40	Niger	Rafi	J. S. S. Uregi	Banditry

S/N	State	LGA	School	Reasons For Closure
1	Niger	Shiroro	Durmi Primary School	Banditry
2	Niger	Shiroro	Kukoki Primary School	Banditry
3	Niger	Shiroro	W/Anka Nomadic School	Banditry
4	Niger	Shiroro	Maranji UBE	Banditry
5	Niger	Shiroro	Masuku Primary School	Banditry
6	Niger	Shiroro	Maguga Primary School	Banditry
7	Niger	Shiroro	Magami Primary School	Flood
8	Niger	Shiroro	Kokki Primary School	Banditry
9	Niger	Shiroro	Fiya Primary School	Banditry
10	Niger	Shiroro	Beri Primary School	Flood
11	Niger	Shiroro	Kini UBE Primary School	Flood
12	Niger	Shiroro	Gavia Primary School	Flood
13	Niger	Shiroro	Kuna UBE Primary School	Flood
14	Niger	Shiroro	Manta CPS	Flood
15	Niger	Shiroro	Jikko UBE	Flood
16	Niger	Shiroro	Gungu UBE	Flood
17	Niger	Shiroro	Saminaka Primary School	Banditry
18	Niger	Shiroro	Saminaka Nomadic School	Banditry
19	Niger	Shiroro	T/Gaude Primary School	Banditry
20	Niger	Shiroro	Gyaramira Primary School	Banditry

S/N	State	LGA	School	Reasons For Closure
21	Niger	Shiroro	Unguwan Madaki Primary School	Banditry
22	Niger	Shiroro	K/Doma Primary School	Banditry
23	Niger	Shiroro	Akurugu Primary School	Banditry
24	Niger	Shiroro	Makuba Primary School	Banditry
25	Niger	Shiroro	UBE Ihuru Primary School	Banditry
26	Niger	Shiroro	Burwaye Primary School	Banditry
27	Niger	Shiroro	Kyaruwa Primary School	Banditry
28	Niger	Shiroro	Rumache Madalla Primary School	Banditry
29	Niger	Shiroro	Rumache Primary School	Banditry
30	Niger	Shiroro	Roro UBE Primary School	Banditry
31	Niger	Shiroro	Polwaya Primary School	Banditry
32	Niger	Shiroro	Zangoro Primary School	Banditry
33	Niger	Shiroro	Wutere UBE	Banditry
34	Niger	Shiroro	Bassa CPS	Banditry
35	Niger	Shiroro	Kurebe Primary School	Banditry
36	Niger	Shiroro	Ajatayi Primary School	Banditry
37	Niger	Shiroro	Unguwan Kawo Primary School	Banditry
38	Niger	Shiroro	Jiwidna UBE	Banditry
39	Niger	Shiroro	Kushaku Primary School	Banditry
40	Niger	Shiroro	Gwadara Primary School	Banditry
41	Niger	Shiroro	Lanta Primary School	Banditry
42	Niger	Shiroro	Galkogo CPS	Banditry
43	Niger	Shiroro	Galkogo Nomadic School	Banditry
44	Niger	Shiroro	Galapai UBE	Banditry
45	Niger	Shiroro	Shiroro UBE	Banditry
46	Niger	Shiroro	Makera UBE	Banditry
47	Niger	Shiroro	Kudodo UBE	Banditry
48	Niger	Shiroro	Kwaki CPS	Banditry
49	Niger	Shiroro	Chukuba Primary School	Banditry
50	Niger	Shiroro	Kacheredna UBE	Banditry

S/N	State	LGA	School	Reasons For Closure
51	Niger	Shiroro	Ajatan Kwaki Primary School	Banditry
52	Niger	Shiroro	Alan Kwaki Primary School	Banditry
53	Niger	Shiroro	Barden Dawaki Primary School	Banditry
54	Niger	Shiroro	Pai UBE	Banditry
55	Niger	Shiroro	Dnassa Primary School	Banditry
56	Niger	Shiroro	Iburo Primary School	Banditry
57	Niger	Shiroro	Iburo Nomadic Primary School	Banditry
58	Niger	Shiroro	Maigu UBE	Banditry
59	Niger	Shiroro	Sarari Primary School	Banditry
60	Niger	Shiroro	Bataron Jatau Primary School	Banditry
61	Niger	Shiroro	Lukope Primary School	Banditry
62	Niger	Shiroro	Gwassa Primary School	Banditry
63	Niger	Shiroro	Kaure Primary School	Banditry
64	Niger	Shiroro	Maikakaki UBE	Flood
65	Niger	Shiroro	Knami Primary School	Flood
66	Niger	Shiroro	Lukoma UBE	Flood
67	Niger	Shiroro	Layi UBE	Flood
68	Niger	Shiroro	Guwa UBE	Flood
69	Niger	Shiroro	Gunugu UBE	Flood

S/N	State	LGA	School	Reasons For Closure
1	Niger	Wushishi	Kpakara Primary School	Bandit Roots
2	Niger	Wushishi	Kpakara Gari Primary School	Bandit Roots
3	Niger	Wushishi	Akare Primary School	Bandit Roots
4	Niger	Wushishi	Gekun Primary School	Bandit Roots
5	Niger	Wushishi	Tukunji Primary School	Bandit Roots
6	Niger	Wushishi	Gbasakun Primary School	Bandit Roots
7	Niger	Wushishi	Dabogi Primary School	Bandit Roots
8	Niger	Wushishi	Girin Primary School	Bandit Roots
9	Niger	Wushishi	Enagi Primary School	Bandit Roots
10	Niger	Wushishi	Kache Primary School	Bandit Roots

S/N	State	LGA	School	Reasons For Closure
11	Niger	Wushishi	T/Sayyadi Primary School	Bandit Roots
12	Niger	Wushishi	T/Maisamari Primary School	Bandit Roots
13	Niger	Wushishi	T/Saminaka Primary School	Bandit Roots
14	Niger	Wushishi	Yakaji Primary School	Bandit Roots
15	Niger	Wushishi	Takalafiya Primary School	Bandit Roots
16	Niger	Wushishi	Old Kutunku Primary School	Bandit Roots
17	Niger	Wushishi	New Kutunku Primary School	Bandit Roots
18	Niger	Wushishi	Kwakwagi Primary School	Bandit Roots
19	Niger	Wushishi	Matajiya Primary School	Bandit Roots
20	Niger	Wushishi	Yemigi Primary School	Bandit Roots
21	Niger	Wushishi	Kaura Primary School	Bandit Roots
22	Niger	Wushishi	Cheji Primary School	Bandit Roots
23	Niger	Wushishi	Maje Primary School	Bandit Roots

Appendix 5: Summary of the Number of Schools Following Harmonisation of the School Verification and the Education Census Datasets

LGA	Number of Listed Schools*	ECCDE/ Primary	Secondary	Arabic/ Qur'anic	Nomadic	Tertiary	Total (excl. Tertiary)	Total (incl. Tertiary)
Agaiye	234	105	28	132	4	0	269	269
Agwara	76	73	7	29	0	0	109	109
Bida	225	214	77	28	4	4	323	327
Borgu	186	77	25	2	0	1	104	105
Bosso	340	226	77	5	12	8	320	328
Chanchaga	387	201	89	23	0	9	313	322
Edati	152	122	14	12	4	0	152	152
Gbako	285	222	20	12	4	0	258	258
Gurara	241	177	48	16	5	0	246	246
Katcha	257	213	34	4	15	0	266	266
Kontagora	320	106	54	72	0	2	232	234
Lapai	272	203	40	16	4	3	263	266
Lavun	305	298	27	0	12	0	337	337
Magama	183	125	30	13	2	0	170	170
Mariga	170	117	18	33	4	0	172	172
Mashegu	253	106	17	15	1	0	139	139
Mokwa	316	260	50	25	6	1	341	342
Munya	162	98	19	73	6	0	196	196
Paikoro	340	153	42	39	10	3	244	247
Rafi	182	66	24	126	0	0	216	216

LGA	Number of Listed Schools*	ECCDE/ Primary	Secondary	Arabic/ Qur'anic	Nomadic	Tertiary	Total (excl. Tertiary)	Total (incl. Tertiary)
Shiroro	284	127	28	6	3	6	164	170
Suleja	554	505	261	53	3	7	822	829
Tafa	296	215	69	7	5	2	296	298
Wushishi	146	68	21	26	1	1	116	117
Total	6381	4,194	1,140	901	107	52	6,342	6,394

*The number of listed schools does not include tertiary institutions

Appendix 6: Percentage Coverages

LGA	Percentage Coverage (excl. Tertiary)	Percentage Coverage (excl. both Tertiary and Arabic/Quranic Schools)
Agaie	115	59
Agwara	143	105
Bida	144	131
Borgu	56	55
Bosso	94	93
Chanchaga	81	75
Edati	100	92
Gbako	91	86
Gurara	102	95
Katcha	104	102
Kontagora	73	50
Lapai	97	91
Lavun	110	110
Magama	93	86
Mariga	101	82
Mashegu	55	49
Mokwa	108	100
Munya	121	76
Paikoro	72	60
Rafi	119	49
Rijau	127	65
Shiroro	58	56
Suleja	148	139
Tafa	100	98
Wushishi	79	62
Total	99	85



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