



Transforming Education in Niger State (TENS II) Programme

A STRATEGY TO REDUCE THE CHALLENGE OF OUT-OF-SCHOOL CHILDREN

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



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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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This document and other data in relation to the TENS II Programme on which it is based are
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MRL® Public Sector Consultants Ltd, October 2024.

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**Speaker of the Niger State House of Assembly
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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

A portrait of Dr. Jonathan Kujamah Wasa, a man with short dark hair, wearing a light blue patterned traditional Nigerian shirt and a matching cap. He is looking directly at the camera with a neutral expression. The background is slightly blurred, showing a blue cloth and some greenery.

Dr. Jonathan Kujamah Wasa
Permanent Secretary

Ministry of Basic and Secondary Education

Source: MRL® Public Sector Consultants Ltd

Preface

The education sector in Niger State had long been the focus of numerous interventions, ranging from Government-led initiatives to international aid programmes, all aiming to enhance access to quality education. Over the years organisations such as the United States Agency for International Development (USAID), the UK's Department for International Development, and most recently, the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, have played pivotal roles in addressing some of the State's educational challenges. Each of these interventions has brought unique perspectives and resources to the effort, targeting a broad spectrum of barriers that hinder educational progress. Despite these efforts, several deeply rooted issues persist within the education system in Niger State. These barriers have collectively contributed to making Niger State a focal point for understanding the problems. This highlights the need for ongoing, focused efforts to change the situation and create lasting improvements in the education sector not only in Niger State but nationally.

The purpose of this report is to provide a detailed, qualitative analysis supported by quantitative data based on a comprehensive Education Census of the multifaceted challenges facing Niger State's education system. Through a thorough examination of the problems, this report seeks to emphasise the major challenges within the education system such as, poor infrastructure, insufficient teachers, financial constraints, security concerns, students and parental perception, with the intention, of putting forward recommendations with cost effective implementable solutions. These recommendations aim to inform future policy decisions and offer strategic solutions that can effectively address the root causes of the educational crisis in Niger State.

By focusing on both immediate and long term solutions, this report aspires to guide the State Government and its partners in designing a comprehensive framework that will foster educational quality, it also aims to ensure that Niger State can overcome its current challenges and serve as a model for educational reform in similar contexts in Nigeria.

A portrait of Dr. Hadiza Asabe Mohammed, a woman with glasses, wearing a colorful patterned headscarf and a pink shawl. She is smiling slightly and looking towards the camera.

Dr. Hadiza Asabe Mohammed
Honourable Commissioner

Ministry of Basic and Secondary Education

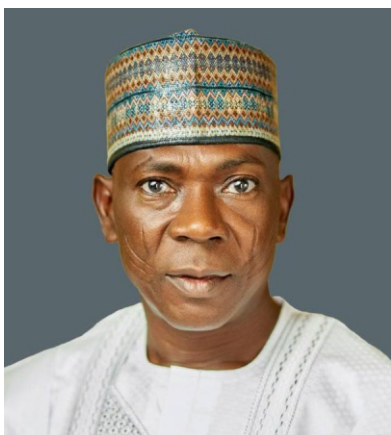
Source: MRL® Public Sector Consultants Ltd

Acknowledgements

The success of this report, which outlines the TENS II Programmes Approach to the Problems in Education System, would have not been possible without the invaluable contributions and support of many individuals and organisations. We extend our sincere gratitude to all the stakeholders whose active engagement and commitment have been central to the development of the TENS II Programme. We would like to acknowledge the strategies' of high-level stakeholders, His Excellency Governor Mohammed Umaru Bago, the Honourable Commissioners, Permanent Secretaries, Directors and other Senior officials from across Ministries, Agencies and Departments for their leadership, guidance and continued support in ensuring the smooth delivery of the TENS II Programme to date. Their influence and expertise have been instrumental in shaping the decisions that were made during this phase of the Programme.

Additionally, we express our appreciation to the TENS II Committee and the TENS II Technical Team members for their ongoing collaboration and dedication. Their involvement has been key to ensuring that the deliverables, such as, the Education Census, Geo-mapping and Verification exercise, Focus groups interviews, Out of school children, the Nomadic assessment report, Entrepreneurship Strategy were successfully delivered.

Special thanks to those who have participated in this process, helping to identify schools and ensure that the necessary buy-in was achieved at the critical stages of the TENS II Programme. Their insights provided a deeper understanding of how to facilitate strong relationships between the stake holders and the programme. Finally, we are grateful to the entire TENS II team for their hard work, professionalism and commitment to achieving the goals of this Programme. Without the collective effort of all involved this report would have not been possible.



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INTRODUCTION



¹ <https://www.worldbank.org/en/topic/education/overview> views it as:



1. Introduction

Out-of-School Children are a significant and multifaceted challenge in Sub-Saharan Africa. Nigeria is no exception. According to the UNESCO Institute for Statistics Global Education Monitoring Report Team (2022), the population of children in the region who are not enrolled in formal education increased by 20 million between 2009 and 2021. Nigeria alone accounts for almost half of this increase, seeing its out-of-school population nearly double from 10.5 million in 2010 to 19.7 million in 2021 (Punch Editorial Board, 2023). According to the United Nations International Children's Education Fund (UNICEF), Nigeria's Out-of-School Children are now in the region of 20m (UNICEF, 2024), the highest in the world, with Niger State accounting for an estimated 640 thousand of these (NBS, 2022).

Focusing on Niger State, these trends in school attendance rates have been driven by several factors, including socio-economic disparities, political instability, and cultural barriers. The interplay of these issues has made it particularly difficult to address the Out-of-School Children challenge in Niger State. The complexity of these intertwined factors makes it challenging to develop and implement effective, sustainable solutions. Additionally, limited resources, governance issues, and the need for coordinated efforts across different sectors and regions further complicate the problem.

The State has benefitted from a series of educational interventions to address and improve the issue of access to quality education to reduce the number of Out-of-School Children ranging from government-led initiatives to international aid and grant programmes (Arah & Yahaya, 2024; Usman, 2024; World Bank, 2024). The notable interventions include those from the United States Agency for International Development (USAID), the UK's Department for International Development (DFID), and the World Bank Better Education Delivery Services for All (BESDA). More recently, the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project (Williams et al., 2019; World Bank, 2024), each bringing different perspectives to address the educational challenges in the State directly or indirectly aimed at reducing this issue. Notwithstanding, this issue is affecting the social and economic development of the State and requires urgent attention.

1.2 Background to the Report

This report is one of the key deliverables of the Transforming Education in Niger State (TENS II) Programme. The Programme aims to rebuild, transform and ultimately sustain an education system suitable for the 21st Century, of which the Out-of-School Children are a key component.

The TENS II Programme, whilst an independent initiative under the leadership of **His Excellency, the Executive Governor of Niger State – Mohammed Umaru Bago**, recognises the previous work undertaken in the education sector under the Transforming Education in Niger State (TENS) by MRL® Public Sector Consultants Ltd, the University of Cambridge (Faculty of Education and Cambridge Judge Business School), and the Institute for Leadership and Management (ILM), now known as the Institute of Leadership. It must be noted that the TENS Programme only completed Phase I of three Phases undertaken between November 2015 and December 2018. Unfortunately, the inability of the previous administration to complete TENS has left the education sector in a deplorable state, requiring urgent attention and the declaration of a 'State of Emergency' in the sector as stipulated in the report, *'Overarching and Specific Recommendations on the Way Forward in the Education Sector in Niger State, Federal Republic of Nigeria'*, November 2024.

The TENS II Programme is led by the Ministry of Basic and Secondary Education, with support from the following key ministries: the Ministry for Tertiary Education, the Ministry for Budgeting and Planning, the Ministry for Pastoral and Nomadic Affairs, and the Ministry for Communication Technology and Digital Economy. Other ministries include the Ministry for Local Government and Chieftaincy Affairs, the Ministry for Homeland Security, the Ministry of Rural and Community Development, the Ministry of Land and Survey, the Ministry of Youth and Sports Development, the Ministry of Science and Technology, the Ministry of Women Affairs and the Ministry of Small and Medium Enterprises.





1.3 Purpose of the Report

The out-of-school report highlights the challenges of Out-of-School Children in Niger State, the causes and explores comprehensive, multifaceted solutions designed to target the economic, social, cultural, and political dimensions simultaneously.

The interventions have been proposed to reduce the financial burden of education on families while incentivising school attendance. Other examples include community-driven initiatives that raise awareness about the importance of education while working collaboratively with community leaders to make school curricula contextually relevant and locally inclusive.

The proposed solutions further insist that the Niger State government must allocate a portion of the education budget to address the issue of Out-of-School Children and ensure the creation of robust legal frameworks that protect education and children's rights.

1.4

Transforming Education in Niger State Programme (TENS II)

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.

> 1.4.1 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.

> 1.4.3 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.

> 1.4.3 The Aim

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



1.4.4 Core Deliverables

As aforementioned, the current out-of-school report is a deliverable of the TENS II Programme shown as item five (5). The other 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.

4



A report exploring the use of digital technologies for education under the Digital Futures Education Initiative (DFEI).

7



Leadership and field training for various personnel, such as enumerators, Education Administrators, and Education Quality Assurance Officers.

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.

5



A report with recommendations addressing the issue of Out-of-School Children using the primary data collected to explore further insights.

TENS II

8

A new Logo for TENS II Programme.

9



An interactive TENS II Programme Website.

3



A report exploring the problems and implementable solutions for Nomadic Education.

6



An Entrepreneurship Education Strategy for the Ministry of Basic and Secondary Education in Niger State.



TENS II is not a traditional aid programme; instead, it is a legacy programme by His Excellency Mohammed Umaru Bago to benefit the State. The aim is to make education a priority, politically relevant and with benefits to improve the lives of individuals and future generations. The TENS II Programme is designed to deliver a series of interventions through different stages that will improve educational quality, increase access to learning and strengthen the overall educational infrastructure at all levels of education in Niger State.

1.4.5 Funding of the TENS II Programme

The TENS II Programme is currently funded by the Niger State Government with plans underway to attract additional funding from international agencies, such as the Foreign, Commonwealth & Development Office (FCDO), the Qatar Foundation, the Education Development Trust, the World Bank, USAID, and Canada Aid to mention a few. While it is acknowledged that international funding streams are limited due to significant unrest in the world, i.e., wars, e.g., Ukraine and Russia, Israel and Palestine, Sudan, geo-political instability, cost-of-living crisis, the climate crisis and increased polarisation, to mention a few, tremendous efforts will be made. Funding will also be sought from non-governmental organisations (NGOs) in the

education sector, corporate establishments, businesses, philanthropists, communities and alumni members of schools and institutions and other potential revenue streams.

This funding approach is being adopted due to the enormous capital investment required, to address the issue of Out-of-School Children, and other prevalent issues relating to infrastructure, the renovation and rebuilding of schools, the provision of basic facilities, such as toilets, furniture, libraries, science laboratories, sports and recreational facilities, boundary walls and other security measures including skilled and able security guards.

1.4.6 The scope of TENS II

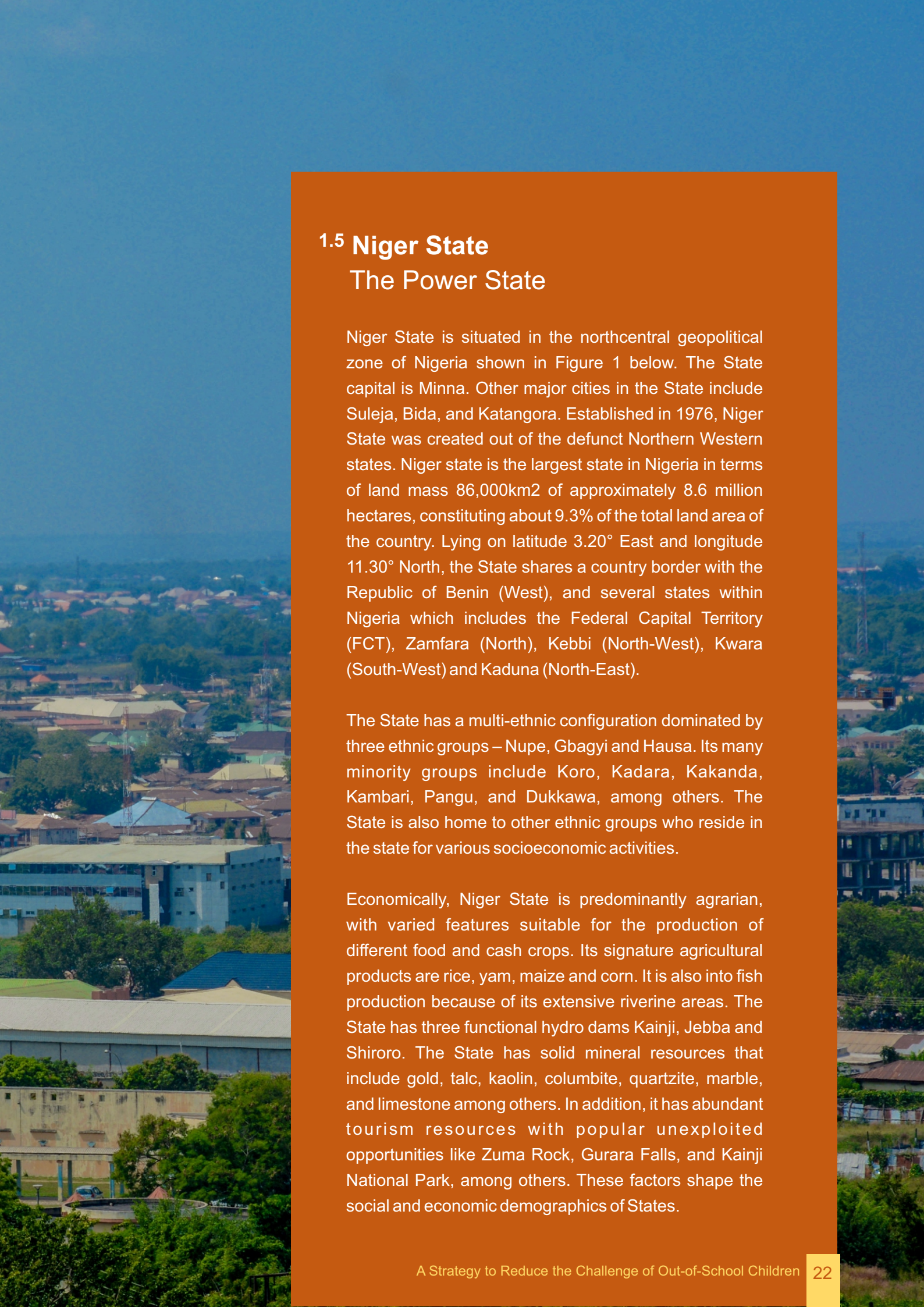
The TENS II Programme will be delivered in phases. Phase I focused on identifying the problems within the education sector and defined groups, such as nomadic and Out-of-School Children, conducting an Education Census across the 25 LGAs, and identifying key stakeholders. Furthermore, given the high level of unemployment amongst the youths in the State,

the role of entrepreneurship in the delivery of the curriculum was also explored.

Subsequent phases of the TENS II Programme will focus on solutions through various initiatives to address the problems identified.





The background of the page is a photograph of a cityscape, likely Minna, the capital of Niger State. The image shows a mix of residential buildings, some with red-tiled roofs, and larger commercial or institutional structures. There are green trees interspersed among the buildings. The sky is a clear, bright blue. A large, solid orange rectangular box is overlaid on the right side of the image, containing the text for this section.

1.5 Niger State

The Power State

Niger State is situated in the northcentral geopolitical zone of Nigeria shown in Figure 1 below. The State capital is Minna. Other major cities in the State include Suleja, Bida, and Katangora. Established in 1976, Niger State was created out of the defunct Northern Western states. Niger state is the largest state in Nigeria in terms of land mass 86,000km² of approximately 8.6 million hectares, constituting about 9.3% of the total land area of the country. Lying on latitude 3.20° East and longitude 11.30° North, the State shares a country border with the Republic of Benin (West), and several states within Nigeria which includes the Federal Capital Territory (FCT), Zamfara (North), Kebbi (North-West), Kwara (South-West) and Kaduna (North-East).

The State has a multi-ethnic configuration dominated by three ethnic groups – Nupe, Gbagyi and Hausa. Its many minority groups include Koro, Kadara, Kakanda, Kambari, Pangu, and Dukkawa, among others. The State is also home to other ethnic groups who reside in the state for various socioeconomic activities.

Economically, Niger State is predominantly agrarian, with varied features suitable for the production of different food and cash crops. Its signature agricultural products are rice, yam, maize and corn. It is also into fish production because of its extensive riverine areas. The State has three functional hydro dams Kainji, Jebba and Shiroro. The State has solid mineral resources that include gold, talc, kaolin, columbite, quartzite, marble, and limestone among others. In addition, it has abundant tourism resources with popular unexploited opportunities like Zuma Rock, Gurara Falls, and Kainji National Park, among others. These factors shape the social and economic demographics of States.

Given its geographical location, the State is annually confronted with the challenge of flooding. Areas in Jebba and Mokwa axis of the State are the worst hit. This has seasonal and serious negative effects on the education of children within these communities. In recent times, the State has become a hotbed of kidnapping and cattle rustling in local government areas contiguous to Kebbi, Zamfara, and Kaduna States. There are also issues of insecurity from terrorism and banditry and many schools are now empty because of the forced evacuation of whole communities while many others are serving as camps for security agencies. These factors contribute to many children being out of school.

Figure 2 Kainiji Dam in Borgu Local Government



1.3 Local Government Areas

The State comprises 25 Local Government Areas (LGAs) divided into three Geopolitical Zones, Zones A, B, and C, each consisting of 8, 9, and 8 LGAs. The 25 LGAs are divided into 274 wards.

Table 1 shows the Local Government Areas (LGAs) in Niger State, classified by their administrative zones along with the number of wards in each LGA.

Table 1 Niger State Local Government Areas (LGAs) and wards

Zones	Local Government Area	Number of Wards
A	Agaie	11
	Bida	14
	Edati	10
	Gbako	10
	Katcha	11
	Lapai	10
	Lavun	12
	Mokwa	11
B	Agwara	10
	Borgu	10
	Kontagora	13
	Magama	11
	Mariga	11
	Mashegu	11
	Rijau	10
	Wushishi	10
	Rafi	11
C	Bosso	10
	Chanchaga	11
	Gurara	10
	Munya	10
	Paikoro	10
	Shiroro	15
	Suleja	10
	Tafa	10

Source: Niger State Government, Nigeria 2020



1.5.1 The Structure of the State

The State is administered through three tiers of Government: State, Local, and Emirate Councils. At the State level, there are three levels of authority. First is the Government, which is elected on a party basis and headed by the Executive Governor of the State. The Governor is assisted by a Deputy Governor, Special Advisers, a Secretary to the Government, a Head of Service, and the Commissioners who head each Ministry. These officers form the 'executive' arm of government responsible for the State's day-to-day administration. The legislature forms the second part of the government, membership of which is also elective on a party basis and is represented by the State House of Assembly, headed by a Speaker of the House, Deputy Speaker, Majority and Minority leaders, Party leaders known as the principal officers, and representative members from each local govern-

ment constituency. The legislature is organised around committees with a chairman as the head of each committee. Third is the Judiciary, which is the independent arm of government and is headed by the Chief Judge of the State.

The Local Government Area is headed by a Chairman who heads the local government council. The council consists of Councillors and an administrative secretary assigned by the Local Government Service Commission. This forms the Executive Council at the LGA level. The 25 LGAs in the state are each divided into districts and wards, each with its District Head while villages are headed by village heads throughout the State. Finally, there are eight Emirate Councils, with the Etsu Nupe, a first-class chief as Chairman, Niger State Councils of Chiefs.



2

THE EDUCATION SYSTEM IN NIGERIA



2.1 A Historical Perspective

The education system in Nigeria is below expectations for its per capita income, despite some progress over the last decade. Millions of children do not attend preschools, millions of school-age children are out of school, school quality is below average, there is increased illiteracy, and there are huge educational disparities across income groups, genders, and regions (UNICEF, 2024).

These regions are divided into North and South. Dating back to history, Nigeria has never met the targets of international proclamations such as the sustainable development goals (SDG) on education (Oleribe & Taylor-Robinson, 2016). These goals include Sustainable Development Goal 4 which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Oleribe & Taylor-Robinson, 2016), the Universal Declaration of Human Rights (Article 26) which focuses on ensuring that everyone has the right to free and compulsory education at the elementary and fundamental stages (Okunloye,

2018), the United Nations Convention on the Rights of the Child (Article 28) which state that all everyone recognises the right of the child to education and shall take steps to make it available and accessible (Achilihu, 2010), and the Education for All (EFA) Movement that represents a global commitment to provide quality basic education for all children, youth, and adults by 2015 (Umo, 2014). This has been significantly considered as the contributory cause to overall under-development (UNDP, 2021).

The problems of education in Nigeria have been identified as two-fold: mismanagement of human and capital resources and lack of access to educational opportunities (UNESCO, 2015). Most importantly, there is a significant disparity between the educational curriculum and the competencies required for future success. These challenges are more prominent in the Northern region, where Niger State is centrally located (Adelakun & Ogbede, 2023; Adeleke, 2024).

The Nigerian educational system has undergone major structure changes over the last 30 years:

1960

Prior to and following independence in 1960, the Nigerian Educational System at the primary and secondary levels mirrored the British system, i.e., 6 years of primary education and 5 years of secondary and 2 years of higher level / A Levels.

1973

In 1973, the educational system was updated to the 6-3-3-4 (6 years primary, 3 years junior secondary, 3 years of senior secondary, and 4 years tertiary education), similar to the American system.



1982

In 1982 the first National Policy on education was developed and adopted. Since this period, the educational system has witnessed a lot of changes and modifications at various levels.

The following section gives a narrative of the educational system in Nigeria which also applies to Niger State. This narrative is presented to give an overview of the education system in Nigeria as it relates to Niger State.



2.2 Primary Education

Primary education in Niger State usually begins at the age of six. However, children as young as three attend school independent of pre-school arrangements, which is usually provided by private providers. Students usually spend six years in primary school and graduate with a school-leaving certificate. Subjects taught at the primary level are Mathematics, English language, Islamic knowledge Studies, Bible Knowledge, Science and Hausa-Fulani. On completion of primary school, primary school children are required to take a Common Entrance Examination to qualify for admission into Federal

and State Government schools. The Universal Basic Education (UBE) came as a replacement to Nigeria's universal primary education scheme of the 6-3-3-4 system of primary education. The 9-3-4 system of education was designed in conformity with the Millennium Development Goals (MGDs) and the Education for All (EFA) policy initiative.

The specific objectives of the UBE as stipulated in the guidelines of the Federal Ministry of Education include:

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
- The provision of free Universal Basic Education for every Nigerian child of school age.
- Reducing drastically the incidence of drop-out from the formal school system (through relevance, quality and efficiency)



- Catering to the learning needs of young persons who for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education, and
- Ensuring the acquisition of the appropriate level of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning' (FME, 2011).

The UBE was a response to the demands of the EFA goals, which projected education as a basic human right. In addition, the 1999 constitution also gave priority to education and spelt out the framework for achieving educational advancement. The constitution stipulates that:

*“Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide; free, compulsory and universal primary education; free secondary education; free university education; and free adult literacy programme”
(Constitution of Federal Republic of Nigeria, 1999, section 18[3]).*



The UBE has been hailed as a more effective scheme to realise the EFA goals and move Nigeria away from the bottom rank regarding the literacy rate of poor countries in the world. Furthermore, the UBE has a broader objective than the UPE. Whilst not all children attend school, the UBE was intended to be compulsory to give the government more direct control to address gender and regional disparity in education across the nation. By making the first nine years of schooling for school aged children compulsory, both girls and boys and all social strata have equal opportunity to education irrespective of region or religious affiliations. The compulsory nature of the UBE program is also intended to enforce communal participation, including parental involvement, local commitment, and participation of all levels of government (Obanya, 2002; Ogunide, 2022). However, since its implementation, this has not necessarily been achieved, especially in the Northern parts of the country. Niger State is no exception.

The UBE is intended to ensure “complete ownership” by bringing everybody together to realise education for all citizens (Ogunide, 2022). Furthermore, the UBE scheme made provision for the education of the most disadvantaged groups of children, including

the poor, girls, nomadic and Out-of-School Children (street children and Almajiri), and those with disabilities. UBE also recognised the benefit of early childhood education as the guidelines stipulated initiatives for promoting and achieving early education (Lawal, Aliyu, & Umar, 2024). Whilst the UBE is considered a more aggressive approach to eradicating illiteracy than previous schemes in Nigeria, it also appears that some of the failures of the UPE still beleaguer the UBE scheme (Lawal et al., 2024; Ogunide, 2022). These factors include lack of adequate planning needed to correspond to the level of targeted outcomes, inadequate supply of teachers, inaccurate projection of the population of enrollees, and inadequate financial resources supporting the system which are apparent in Niger State and many others (Daura & Audu, 2015).

Although the UBE program has generated increased enrolment over the years, evidence has revealed that Nigeria's education system has declined over the last ten years. Nigeria currently has the highest number of children out of school in the world, and the education system continues to suffer from low-quality education as millions of children continue to be left out of school and many others remaining





are subject to a severely dilapidated education environment (UNICEF, 2024).

The UBE scheme involves 6 years of primary School and 3 years of junior secondary school, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but assessed through continuous assessment. The scheme is monitored by the Universal Basic Education Commission (UBEC) and has made it free and a right of every child in Nigeria. The UBEC Law Section 15 defines UBE as early childhood care and education. The law stipulates 9-years formal schooling, adult literacy and non-formal education, skill acquisition programmes and the education of special groups such as nomads and migrants, the girl child and women, Almajiri, street children and disabled individuals.

Unfortunately, the stated objectives of UBE have not been matched with sustained actions in terms of investment of resources to improve education in Nigeria. Education levels in the 21st century remain low and disappointing due to neglect and disruptions in the educational sector. As a result, the country continues to maintain a bottom-rank position in most international measures of socio-economic status. The major consequence of this neglect is that more children in Nigeria are now out of school than any other nation (UNESCO, 2021).

2.3 Secondary Education

Students spend six years in Secondary School that is three years of JSS (Junior Secondary School), and three years of SSS (Senior Secondary School). By Senior Secondary School Class 2 (SS2), students are taking the GCE O' Levels exam, which is not mandatory, but most students take it to prepare for the Senior Secondary School Examinations. The Senior Secondary School Exam, the West African Examination, is taken in the last year of high school (Ss3).

The Federal Republic of Nigeria is made up of thirty-six States and the Federal Capital Territory (FCT). There are about two Federal Government Colleges in each state. These schools are funded and managed directly by the Federal Government through the Ministry of Education with the teachers and staff employed by the government. Teachers at the Federal Government schools must possess a bachelor's degree in education or in a particular subject area, such as Mathematics, Physics etc. These schools were initially intended to be model schools carrying and maintaining the ideals of secondary education in Nigeria.

Admission to a Federal Government College is based on merit, determined by the National

Common Entrance Examination taken by all final year elementary school pupils. Tuition and associated fees are considered very low in comparison to Federal Government Colleges and private schools. State owned secondary schools are funded by each state government, such as Niger State and are not comparable to the Federal Government Colleges. Although education is supposed to be free in most state-owned institutions, students must purchase books and uniforms.

Teachers in state-owned institutions usually have a National Certificate of Education (NCE) or a bachelor's degree. These schools are often understaffed due to low state budgets, lack of incentives and irregularities in payment of staff salaries. Private secondary schools in Nigeria tend to be quite expensive with average annual fees averaging from four to six thousand dollars (\$4000.00 - \$6000.00) per term. These schools have smaller classes (approximately twenty to twenty-five students per class), modern equipment and a school environment comparable to international school standards. Teachers in these institutions all possess at least a bachelor's degree in a specific course area and are regularly sent on workshops and various training programmes.



2.3.1 The 9-3-4 System

The introduction of 9-3-4 system of education in Nigeria, students are required to enter secondary school after spending a minimum of nine years of primary education and passed a prescribed national entrance examination. The students must spend a minimum period of six years in secondary school. During this period, students are expected to spend three years in Junior Secondary School and three years in Senior Secondary School. The General Certificate of Education Examination (GCE) was replaced by the Senior Secondary Certificate Examination (SSCE). The SSCE is conducted at the end of the Secondary School studies in May/June. The GCE is conducted in October/November as a supplement for those students who did not get the required credits from their SSCE results.

The standards of the two examinations are the same. A body called the West African Examination Council (WAEC) conducts both the SSCE and GCE. A minimum of seven subjects and a maximum of nine are registered for the examination by each student with Mathematics and English Language taken as compulsory subjects. A maximum of nine grades are assigned to each subject from A1, A2, A3 or A1, B2, B3, B4, (Equivalent to Distinctions Grade); C4, C5, C6, or B4, B5, B6,

(Equivalent to Credit Grade); P7, P8 or D7, D8, E (Just Pass Grade); F9 (Fail Grade). Credit grades and above is considered academically adequate for entry into any University in Nigeria. In some study programs, many of the universities may require higher grades to get admission. The Federal Government policy on education is adhered to by all secondary schools in Nigeria. Six years of elementary school is followed by six years of secondary school. Senior Secondary school consists of the SS 1, SS 2, and SS 3 which is equivalent to the 10th, 11th and 12th Grade. The Senior Secondary School Examination (SSCE) is taken at the end of the SS 3. The West African Examination Council (WAEC) administers both exams. Three to six months after a student has taken the SSCE examination, they are issued an Official transcript from their institution. This transcript is valid for one year, after which an Official transcript from the West African Examination Council is issued.

The National Examination Council is another examination body in Nigeria that administers the Senior Secondary School Examination (SSCE) in June/July and the General Certificate of Education Examination (GCE) in December/January. Students often take both WAEC and NECO examinations in SSS 3.



2.4 Higher Education

The government has majority control of university education. The Federal Government of Nigeria has adopted education as an instrument for national development. As of 2024, there were over 270 universities in Nigeria, two of which were founded within the first half of the year. Of the total count, 149 were private, while state and federal universities added up to 63 and 62, respectively (Statista, 2024).

In addition to the number of universities, there are several Federal and State-owned Polytechnic Colleges respectively. These were established to train technical, middle-level manpower. The English Language is the medium of instruction. The Academic Year is from October to September. First year entry requirements into most universities in Nigeria include a minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings; Minimum cut-off marks in Joint Admission and Matriculation Board Entrance Examination (JAMB) of 200

and above out of a maximum of 400 marks are required. Candidates with minimum of Merit Pass in National Certificate of Education (NCE), National Diploma (ND) and other Advanced Level Certificates minimum qualifications with minimum of 5 O/L Credits are given direct entry admission into the appropriate undergraduate degree programs.

Duration of undergraduate programmes in Nigerian Universities depends largely on the programme of study. For example: Social Sciences /Humanity related courses 4 Years (two semester sessions per year), Engineering/Technology related courses 5 Years (two semester sessions per year), Pharmacy 5 Years (two semester sessions per year), Medicine (Vet/ Human) 6 Years (and have longer sessions), Law 5 Years (two semester sessions per year). Niger State universities and technical colleges follow the format set by the Federal government.



Nigerian Universities are generally grouped into the following:

2.4.1 First Generation Universities

Five of these Universities were established between 1948 and 1965, following the recommendation of Ashby Commission set up by the British Colonial Government to study the needs for university education for Nigeria. These universities are fully funded by the Federal Government. They were established primarily to meet the manpower needs of Nigeria and set basic standards for university education in the country. These universities have continued to play their roles in manpower development and provisions of standards, which have helped to guide the subsequent establishments of other generations and state universities in Nigeria. Examples include the University of Ibadan, Amadu Bello University, University of Nigeria, Nsukka, the University of Lagos and the Obafemi Owolowo University Ile Ife, and the University of Maiduguri.

2.4.2 Second Generation Universities

With the increasing population of qualified students for university education in Nigeria and the growing need for scientific and technological developments, setting up more universities became imperative. Between 1970 and 1985, 12 additional universities were established and located in various parts of the country. Examples include the University of Benin, the University of Jos, the University of Calabar, University of Ilorin. During this period, the Federal University of Technology was established in Minna, Niger State in 1983.

2.4.3 Third Generation Universities

The need to establish universities to address special areas of Technological and Agricultural demand prompted the setting up of 10 additional universities between 1985 and 1999.

2.4.4 State and Private Universities

State Universities

Pressures from qualified students from each state who could not readily get admission to any of the Federal Universities continue to mount on state governments. To address the situation, some State Governments have invested in establishing universities within their states. In Niger the state universities are Ibrahim Babangida Badamasi University and Abdulkadir Kure University. There is also the College of Education, Minna.

Private Universities

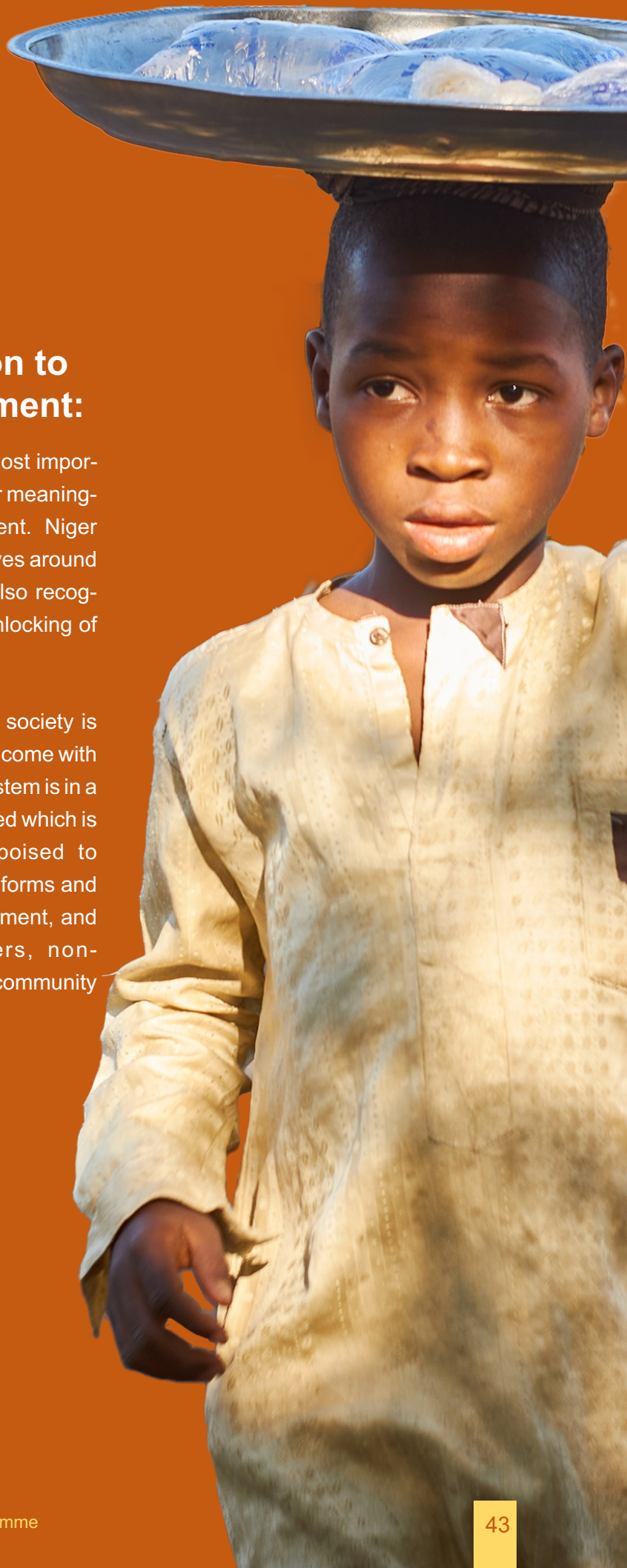
Furthermore, in recognition of the need to encourage private participation in the provision of university education, the Federal Government established a law in 1993 allowing the private sector to establish universities following strict guidelines prescribed by the Government. Examples of private universities include Afe Babalola University Ado-Ekiti, American University of Nigeria, Babcock University and Nile University. In Niger State, there is El-Amin University and Newgate University both in Minna, and Edusoko University, Bida.

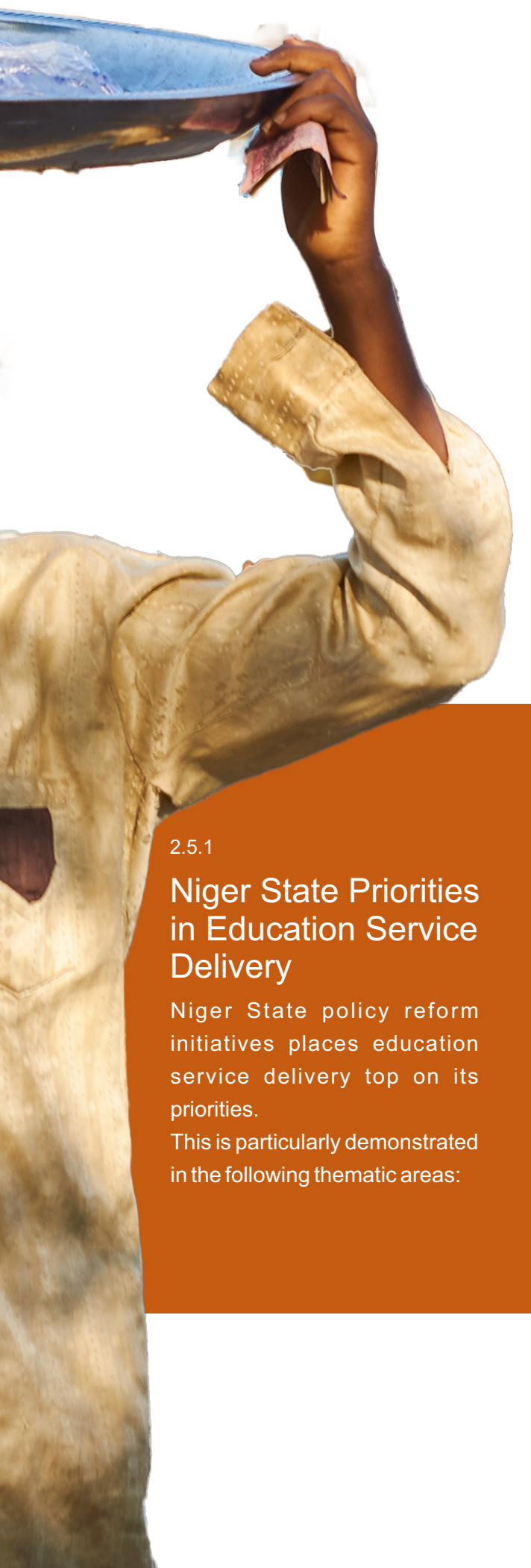


2.5 Importance of Education to Socio-economic Development:

In all societies, education is noted to be the most important tool for the liberation of the human mind for meaningful living, economic growth and development. Niger State's human capital development plan revolves around this paradigm. The state development plan also recognises education as an essential tool for the unlocking of the economic potential of the State.

This is based on the axiom that an educated society is better equipped to address the challenges that come with social change. Unfortunately, the education system is in a deplorable state, and urgent attention is required which is recognised. Niger State government is poised to addressing these challenges through policy reforms and coordinated implementation, increased investment, and partnerships with development partners, non-governmental organisations, philanthropist, community initiatives and other fund-raising opportunities.





2.5.1

Niger State Priorities in Education Service Delivery

Niger State policy reform initiatives places education service delivery top on its priorities.

This is particularly demonstrated in the following thematic areas:



Access and Equity

Ensuring that every child has equal access to quality basic education, regardless of their geographical location, socio-economic status, or gender.



Infrastructure Development

Investing in the construction and renovation of school buildings, classrooms, and other educational facilities to create conducive learning environments.



Inclusive Education

Investing in the construction and renovation of school buildings, classrooms, and other educational facilities to create conducive learning environments.



Quality Education

Enhancing the quality of teaching and learning through improved teacher training, curriculum enrichment, and the provision of adequate teaching materials.



Technology Integration

Incorporating technology into education to enhance instructional methods, improve digital literacy, and prepare students for the digital age.

Furthermore, in 2025 Education is set to be one of the government's topmost priorities in addition to health and water.

THE OUT-OF-SCHOOL CHILDREN PHENOMENON



5.1 Introduction

The term "Out-of-School Children" as used in this document, refers to school-age children (6 – 15 years) who meet the criteria outlined below. These criteria have been adapted from the definition contained in the BESDA Programme Appraisal Document (The World Bank, 2017: 35-36).

Have never enrolled in school or dropped out early from school for early marriage, domestic chores, or economic activity on behalf of their parents (or family), among other reasons.

Almajiri children who are preadolescent to early-teen learners who attend residential Islamic religious schools common throughout Northern Nigeria, that have only one curriculum, the Qur'an, and led by a teacher (Mallam) who is responsible for the learners. Learners are predominantly male, with many of them having been brought by their parents from other villages to the school, but urban spread has made it possible to have girls as learners, participating as day students and rarely going beyond the elementary grade of schooling. Learners are assessed only on their mastery of the Qur'an, so the Almajiri schools are classified as informal schools that fall outside the mainstream structure of education.

Internally displaced children given the recent conflict across several states in Northern Nigeria and the continued uncertain security situation in the region.



These children are not enrolled in formal education institutions, are deprived of the opportunity to access quality education and risk missing out on valuable learning experiences and skill development.

3.1

Out-of-School Children Profile in Niger State

In the context of Niger State, the Out-of-School Children phenomenon has remained a significant challenge, with the number on a rapid increase. Despite efforts to improve access to basic education in the State, many children remain out of school. Data from various sources, including the Niger State Universal Basic Education Board (SUBEB) and the reports of key educational surveys, indicate that a notable percentage of primary and junior secondary school-age children in the State are not enrolled in formal education.

A review of the profile of Out-of-School Children was undertaken as part of the TENS II Programme. This review relied on both quantitative and qualitative methodologies to assess the features of the issue including the population of Out-of-School Children in the Niger State and its 25 LGAs and the factors that drive the phenomenon in the State. The quantitative assessment aimed to estimate the

population of Out-of-School Children in each LGA in Niger State was based on both primary and secondary data sources. The data was obtained respectively from the outcomes of the TENS II Education Census and projected population data from the National Population Commission (NPC).

The qualitative assessment aimed to identify the factors that influence the existence of Out-of-School Children in the State. Data for this assessment was obtained from primary sources through a series of interviews and focus group discussions that were conducted across several LGAs in the State with stakeholders from the education sector. These stakeholders included government officials in the sector, school administrators, teachers, students, parents, and religious and community leaders.





3.2 Out-of-School Children by Numbers

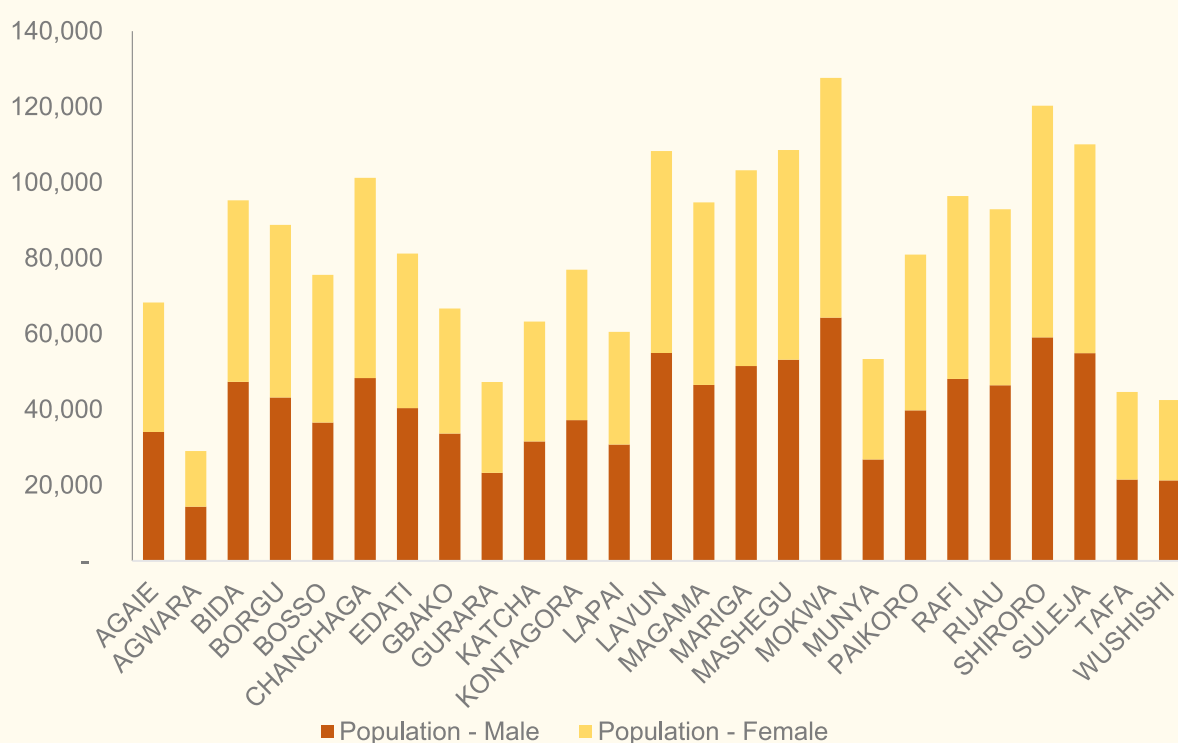
Niger State has the 10th largest population of Out-of-School Children among the states in Nigeria with an estimated 640 thousand children categorised as out-of-school (National Bureau of Statistics, 2022). This data is available at the State level with LGA level data unavailable due to well-documented challenges of obtaining reliable and accurate data in Nigeria. To guide the Niger State government's vision for the education sector and to ensure effective targeting of relevant interventions, this report has undertaken the exercise of estimating the population of Out-of-School Children in each LGA of the State.

Population projections from the National Population Commission (NPC) indicate that there are a total of 2.03 million school-age children (6 – 15 years) in Niger State.

Within this age group, the population of females is slightly greater than the population of males with females accounting for 50.5 percent of school-age children. Mokwa LGA has the highest population of school-age children (127,649), although there are slightly more males in this age group in the LGA compared to females.

Agwara LGA has the least population of children (29,017) in this age group with slightly more females than males. Overall, six LGAs have a greater population of males than females in this age group including Gbako, Lapai, Lavun, Mokwa, Munya and Wushishi.

Figure 1 : Population of School-age Children in Niger State

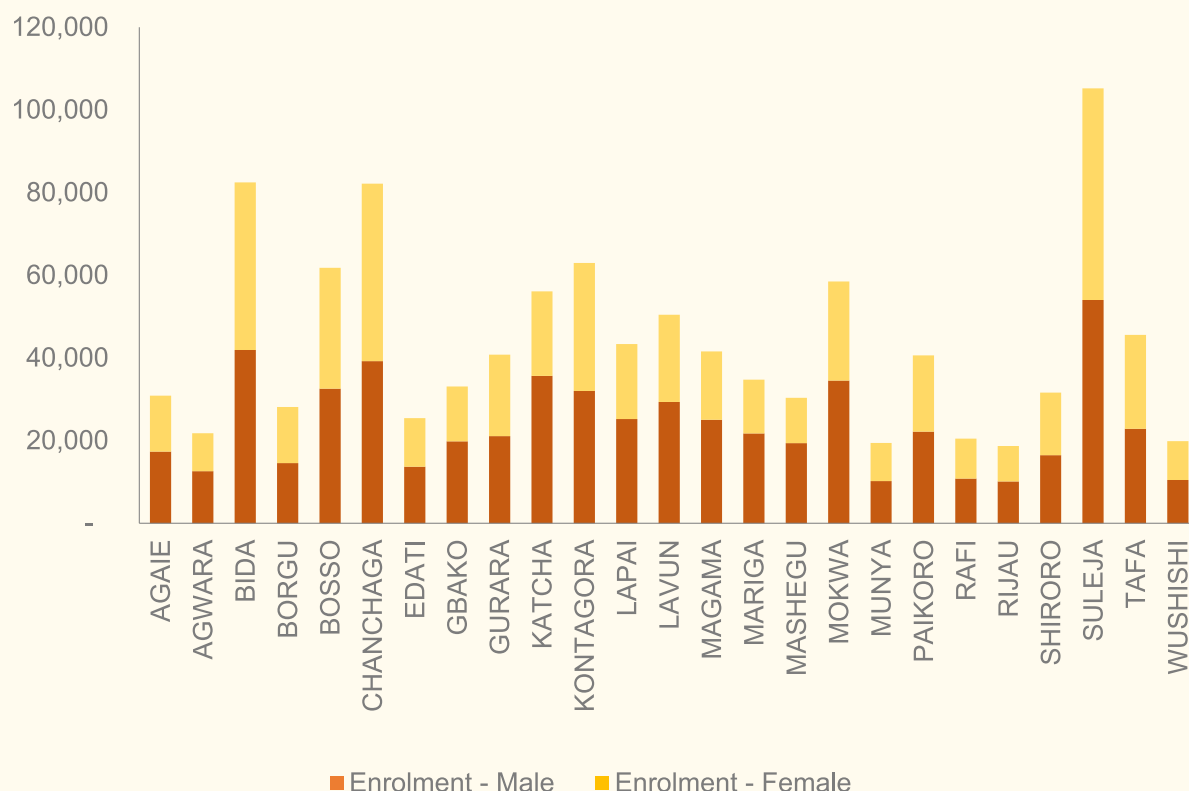


Source: National Population Commission (2022)

School enrolment figures were obtained from the TENS II Education Census. The figures indicated that a total of 1.085 million pupils and students are enrolled in schools across the State, with the number of enrolled males exceeding that of females. In terms of proportion, 55 percent of

enrolees are male while 45 percent are female. Suleja LGA has the highest enrolment with 105,204 pupils and students while Rijau LGA has the least enrolment with 18,693 pupils and students.

Figure 2 : Enrolment in Basic and Senior Secondary Schools in Niger State



Source: MRL® Public Sector Consultants Ltd (2024)

It must be highlighted that the Census had an 85 percent coverage and, as such, the level of enrolment should be higher than stated if all schools were covered. This assertion is supported by the most recent enrolment data from the Universal Basic Education Commission (UBEC) which indicated that in 2022 more than 1.2 million pupils and students were enrolled in basic and secondary schools in the State. Thus, it is reasonable to anticipate 2024 school enrolment figures that are greater than or at least equal to the 2022 figure. However, this report has

relied on the Education Census data because it provides a breakdown of enrolment by LGA, unlike the UBEC data which only has aggregate figures for the entire State.

The population of Out-of-School Children in the LGAs and the State was obtained by subtracting the enrolment figures from the school-age population. The results indicated an estimated total of 952,119 Out-of-School Children in the State. As envisaged based on the datasets, the population of female Out-of-School Children is

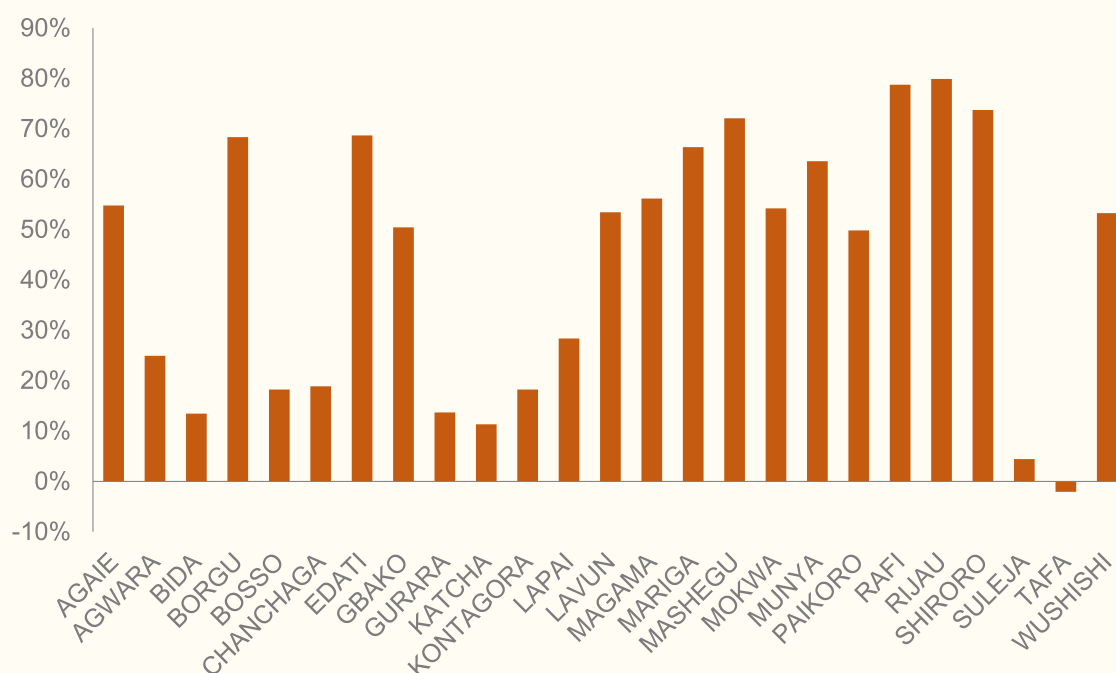
greater than that of male, given the higher school-age population and lower enrolment levels of girls in the State. It must be stated, however, that these numbers could be potentially lower given the limitations of the school enrolment data that have been stated above. Nevertheless, this provides a helpful guide on the distribution of Out-of-School Children among LGAs and an indication of the scale of the challenge.

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Figure 3: Proportion of Out-of-School Children to School-age Population (Percentages)



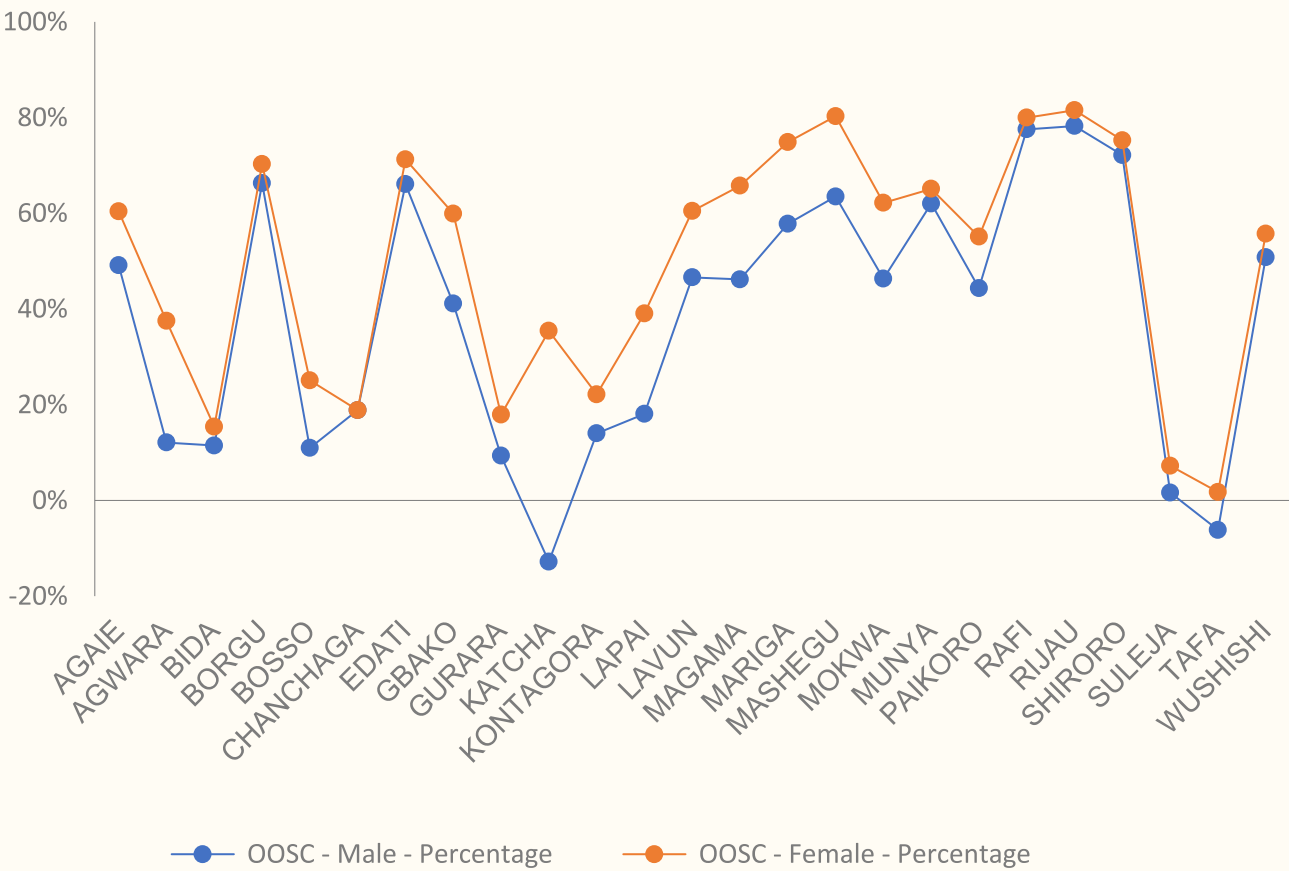
Source: National Population Commission (2022), MRL® Public Sector Consultants Ltd (2024)

Comparing the number of Out-of-School Children to school-age population indicates that 52 percent of school-age girls in the State are out of school. This is contrasted against 41 percent of boys that are out of school and an overall 47 percent out of school ratio.

Among the LGAs, Shiroro has the highest population of Out-of-School Children with 88,692

while Suleja has the least with 4,891. Tafa LGA presents a unique case as the data suggests that there are no Out-of-School Children in the LGA. However, this further highlights the limitations with the dataset that has been used and emphasises the advisory nature of this report. Notwithstanding, the results provide a reasonable guide for planning as afore mentioned.

Figure 4: Percentage of Male and Female Out-of-School Children in Niger State

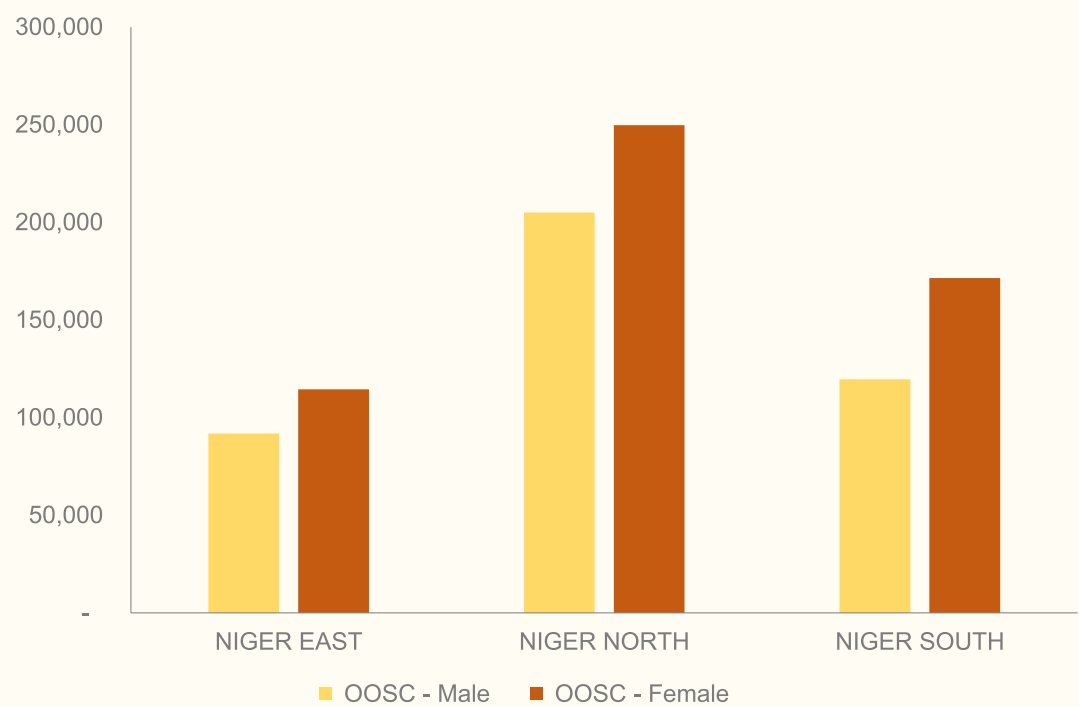


Source: National Population Commission (2022), MRL® Public Sector Consultants Ltd (2024)

Further review of the proportion of Out-of-School Children to school-age population shows that Rijau LGA has the overall highest proportion of children that are out of school while Suleja has the least. When disaggregated by gender, both Rijau LGA and Rafi LGA have the highest

proportion of boys that are out of school and Rijau LGA has the highest proportion of girls that are out of school. On the other hand, Suleja LGA has the proportion of boys that are out of school while Tafa has the least proportion of girls that are out of school.

Figure 5: Population of Male and Female Out-of-School Children in Niger State Senatorial Zones

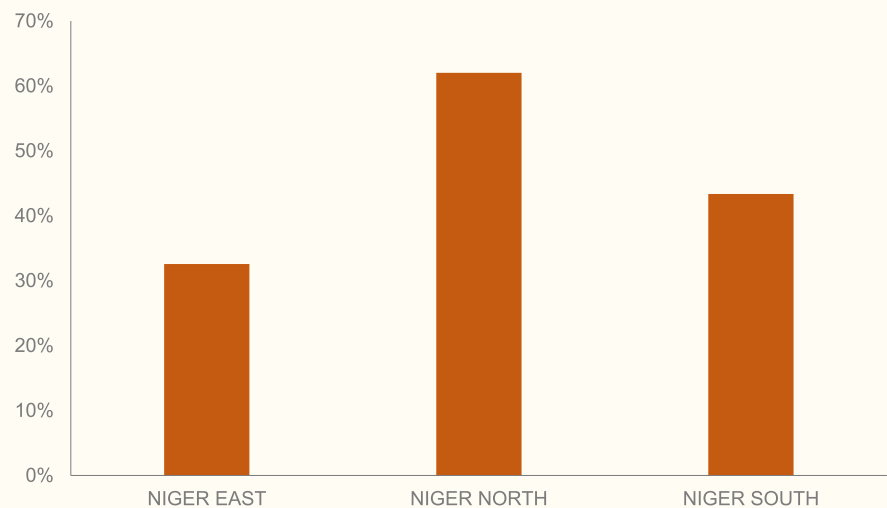


Source: National Population Commission (2022), MRL® Public Sector Consultants Ltd (2024)

These trends in Out-of-School Children have also been aggregated at the regional level by senatorial zones. Niger North Zone (Zone C) has the highest total school age population (733,274) and least enrolment levels (278,516). Consequently, this zone has the highest concen-

tration of Out-of-School Children with 454,758 as well as the largest proportion of Out-of-School Children to school-age population with 62 percent. When disaggregated by gender, Zone C continues to demonstrate the highest male and female out-of-school trends among all zones.

Figure 6 : Percentage of Out-of-School Children in Niger State Senatorial Zones
Out-of-School Children - Percentage



Source: National Population Commission (2022), MRL® Public Sector Consultants Ltd (2024)

The foregoing analysis highlights several key features of the character of the Out-of-School Children phenomenon in Niger State. These are outlined below.

3.2.1 Gender

An obvious gender disparity exists in the character of Out-of-School Children in the State as a greater percentage of Out-of-School Children are girls, with the trend evident across all but one LGA (Chanchaga). Girls comprise a slightly greater percentage of school-age children but have notably lower enrolment levels in basic education. These two trends interact in consonance to create the significant bulge observed in the population of out-of-school girls.

3.2.2 Regional Disparities

The data also highlights disparities in the locational and regional distribution of Out-of-School Children. The Niger North senatorial zone accounts for nearly half of all Out-of-School Children (48 percent) and nearly half (47 percent) of all out-of-school girls in the State. This zone also has the lowest school enrolment rates in the State despite having the highest school-age population in Niger State.

3.2.3. Rural-Urban Disparities

The data further highlights disparities between the population of Out-of-School Children in urban and rural areas. Out-of-School Children proportions are much lower LGAs that have a significantly larger urban population when compared to those with more rural characteristics. Bida, Chanchaga, Bosso, Kontagora, Suleja and Tafa LGAs all have Out-of-School Children proportions below 20 percent driven by their significantly higher total enrolment figures.



3.3

Drivers of Out-of-School Children Trends in Niger State

The challenge of Out-of-School Children in Niger State is the outcome of many interconnected factors that have prevailed over the years. These factors include:

3.3.1 Perception of the Value of Formal Education

The data collected during the interviews and focus group discussions highlights that the attitude of parents towards formal education is a key determinant of a child's attendance in school. Respondents repeatedly expressed the opinion that the inability of many parents to transmit a healthy appreciation of the value of formal education to their children is a key driver of the scale of the Out-of-School Children phenomenon. One of the examples advanced in support of this assertion for this situation is the tendency among parents in many rural communities to insist that their children be involved in economic activities like farming during school hours. School-age children who get involved in this practice would have over time been observed to prioritise engagement in economic activities over school attendance and learning.

Additionally, many parents are unable to function as effective role models for education to their children due to their own lack of formal education. This situation is compounded by the absence of successful role models for formal education within the communities where these children live. Several respondents pointed out that children are privy to the status of individuals that had gone through the formal education system but still struggle to be gainfully employed or to eke out sustainable livelihoods due to unfavourable economic conditions in the country. The respondents suggested that this creates a feedback loop that further diminishes the value of schooling and subtly suggests to the children that they might be better off seeking opportunities outside the walls of the schools.





3.3.2 Poverty

Poverty has remained a root cause of the high number of out-of-school children in Niger State. Many families in the State face severe economic challenges, leading to their prioritising needs that have to do with survival over education-related expenses. The study showed that many parents are unable to afford basic items such as school uniforms and books, resulting in their children struggling to attend or remain in school. The poor economic situation of families is also a key factor that drives the decision of parents to involve their children in farming and other economic activities during the school term and school hours.

This situation is exacerbated by the challenges faced by the state govern-

ment in fulfilling its obligations to provide learning materials and uniforms free-of-charge to the students as stipulated by the Universal Basic Education (UBE) policy. Consequently, school administrators have resorted to levying parents to fund running costs. These levies usually range from a minimum of 500 naira for PTA levies to as much as 6,000 naira or more for admission fees, with the parents also expected to provide uniforms and schoolbooks for their wards. Several respondents observed that this is a significant financial strain for many parents who are unable to meet these obligations resulting in their children being kept out of school.





3.3.3 Distance to Schools

Some localities have only a single school serving as many as ten (10) communities. In places where this occurs, the school is mainly attended by the children in the host community, while those who live in other communities attend less often do not attend at all. These spotty attendance records are linked to transportation access issues as many children in the remote communities find it difficult to travel the long distances between home and school. Walking to school is usually the primary transportation

option due to the generally poor transportation infrastructure provision in these locations. In cases where other options exist (such as motorcycles), parents are unable to afford the cost and, thus, consign their children to either walk to school or skip attendance entirely.





3.3.4 Cultural Norms

The study further highlighted the impact of sociocultural gender perspectives on the character of the Out-of-School Children phenomenon. For instance, boys are more likely to be required to engage in economic activities like farming when compared to girls. On the other hand, several respondents highlighted the disproportionate impact of early marriage practices on the education of the girl child. This is usually predicated on traditional perspectives that affirm the kitchen as the end of the girl

child and consider any investment in further education as wasted. The study found that such decisions to marry off these girls are often made by their parents, guardians or other authority figures in the community, with no input or choice of refusal granted to the girls. Marriage usually signals the end of formal education as these school-age girls are required to drop out of school to start a family and take care of the home.





3.3.5 Literacy Levels

Respondents observed that some students lack the relevant literacy and numeracy capabilities for their respective levels of education, with these gaps in literacy and numeracy strongly linked to what they referred to as “poor foundations at lower levels of education”. In other words, students were poorly equipped for the rigours of their current level of education due to the poor quality of learning received at lower levels. This is more acutely observed among students in senior secondary school

as a significant proportion struggle to complete basic reading and mathematics exercises. Thus, they are unable to reliably progress through the levels and experience confidence issues that result in them dropping out of school.





3.3.6 Inadequate Infrastructure and Facilities

Respondents pointed out the generally poor quality of school infrastructure and facilities, an observation that is corroborated by data collected during the TENS II Education Census. Their input, however, provided relevant perspective on the negative impact of poor-quality school infrastructure on student motivation and attendance. In essence, the lack of essential infrastructure and facilities serves as a demotivator for both teachers and students who must endure long

school hours in sub-optimal learning conditions. The schools also lack relevant learning materials such as books and laboratory equipment, which reduces the quality of education on offer. This has led to students preferring to be engaged in other activities rather than attend classes in less-than-ideal conditions.





3.3.7 Insufficient Teachers

Teachers that participated in the focus group discussions and interviews decried the low population of teachers in schools in rural areas and associated challenges of effectively managing the large student population in their classrooms. Teachers also noted that the high teacher-student ratio negatively impacted their capacity to teach effectively, which is a factor in student disengagement and dropout rates.





3.3

Effect of Out-of-School Children on Educational and Socio-economic Development

The prevalence of Out-of-School Children in Niger State is having and will continue to have detrimental effects on both the educational and socio-economic development in State. Some of the specific effects are:



3.4.1

Human Capital

Out-of-School Children miss out on crucial skill development and knowledge acquisition, limiting their potential to contribute to the state's workforce and economy.

3.4.2

Cycle of Poverty

Education remains a potent means for breaking the shackles of poverty. Thus, in contexts where people lack access to education, poverty will remain endemic as individuals with limited education opportunities struggle to engage in meaningful jobs and activities that provide them with income. Unfortunately, many Out-of-School Children regularly beg in the streets, around the State relying on the kind donations of others.



3.4.3

Social Inequality

Education is an equaliser in the social structure as it empowers the recipients with skills and opportunities to climb the social ladder. The prevalence of Out-of-School Children will, therefore, widen existing social disparities, contributing to inequalities in access to opportunities for improved livelihood and well-being.

3.4.4

Increasing insecurity and social vices

The prevalence of Out-of-School Children is a major contributor to the increase in social unrest, banditry and insecurity across the State. This is due to the uneducated are susceptible to social ills and are easily recruited into gangs and anti-social groups as these groups of children lack the requisite education to make informed choices that benefit the larger society.

3.5

The need to address the issue of Out-of-School Children

A strategy to address the Out-of-School Children phenomenon in Niger State is crucial for several reasons:

- **Human Capital Development:** Education is a vital tool for developing a skilled and knowledgeable workforce for economic growth and sustainable development.
- **Inclusive Growth:** Reducing the number of Out-of-School Children will promote equity, ensuring that all children have equal access to quality education, thereby creating opportunities.
- **Social Cohesion and Stability:** Providing quality education to the myriads of children who are out of school will empower them with relevant social and life skills for social cohesion and stability across the State.
- **Long-term Benefits:** Addressing Out-of-School Children will improve socio-economic indicators and overall well-being, breaking the cycle of poverty.



3.6

Strategic Alignment with State Vision

The Niger State developmental plans underscore the need to eradicate poverty and strengthen social cohesion through the provision of quality education for all. This strategy to address Out-of-School Children aligns with the State vision as it encompasses the following:

1

Awareness and Advocacy

Raising awareness about the importance of education and dispelling misconceptions.

Community Engagement

Collaborating with local communities to address cultural and societal educational barriers.

2

3

Infrastructure Enhancement:

Building and renovating schools in underserved areas to improve access.

Scholarships and Incentives

Providing financial support to families, especially those facing economic challenges.

4

5

Infrastructure Enhancement:

Building and renovating schools in underserved areas to improve access.

Generally, this strategy aligns with Niger State's vision for basic education development as it targets promoting equitable access to education, enhancing education quality, and ensuring that no child is left behind. Furthermore, it reflects the state's commitment to providing inclusive, quality education for all its residents, in line with agreed national and international development goals, more specially, Goal 4 of the United Nations Sustainable Development Goals – *'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*.

In conclusion, addressing the Out-of-School Children phenomenon through a comprehensive strategy is not only imperative but also a strategic investment in Niger State's future prosperity and sustainable development.

4

THE OUT-OF-SCHOOL STRATEGY



4.1 Aim and Objectives

The Out-of-School Children Strategy for Niger State is designed with the overarching aim of

"ensuring inclusive, equitable, and quality education for all children in the State."

The specific objectives are as follows: -

1

To increase school enrolment.

2

Enhancing education quality, and

3

Reducing the prevalence of Out-of-School Children across the State.

4.2 Driving Principles

The following principles underlie the development of the strategy.

1

Equity and Inclusion

The strategy is guided by the principle that every child, regardless of his/her background, deserves access to quality education.

2

Community Engagement

Collaboration with local communities is pivotal in addressing cultural, economic, and social barriers to education. The strategy shall, therefore, be guided by the principle of close collaboration with the communities in the execution of critical activities towards improving enrolment, retention and completion.

3

Quality Education

The strategy prioritises improving teaching methods, curriculum, and infrastructure to provide meaningful learning experiences. It also prioritises teacher development and training to deliver learning activities effectively.

4

Sustainability

The Strategy is designed to be sustainable, focusing on long-term impact and lasting change through the development of a realistic Out-of-School Children Action Plan.

5

Resource Allocation and Efficiency

The implementation of the Out-of-School Children Strategy will not be feasible except on the foundation of adequate resource allocation and efficient utilisation, as specified as part of the TENS II Programme. Thus, the implementation of the strategy shall be anchored on transparent resource allocation that prioritises the funding of critical projects and activities consistent with the State's accountable governance system defined as part of the TENS II.

4.3 Performance Targets, Scope, and Major Components:

Enrolment Enhancement

The aim is to increase primary and junior secondary school enrolment rates incrementally by 25% in 2025, 50% in 2026, and 75% in 2027. Whilst these targets are ambitious, with the implementation of the various initiatives to address the issue of Out-of-School Children and improved security in the State, a minimum cumulative increase of 45% should be achieved over the next three years.

Community Outreach and Awareness

Community-based campaigns will be conducted to raise awareness on the benefits of education and the consequences for children out-of-school.

Scholarships and Incentives:

The re-introduction of scholarships and other incentives to ensure that children from low-income families have access to quality basic education.

Infrastructure Development:

The target is to renovate all schools in underserved areas through several initiatives, such as the Adolescent Girls Initiative for Learning and Empowerment (AGILE) Project, NSSUBEB Intervention Project, the SMART Schools Programme, and the proposed Schools Building and Renovation programme which will provide new classrooms and newly established and fully equipped learning centres.

Teacher Capacity Building:

The initiative shall seek to provide, expand and institutionalise professional development opportunities for teachers at the Niger State Professional Teachers Development Institute (NSPTDI) to enhance their instructional skills.

Data-driven Interventions:

The interventions articulated in the strategy shall utilise data to identify areas with high Out-of-School Children rates and tailor interventions for each applicable LGA as required.



A photograph of three children in a rural setting. On the left, a girl with a large, rounded, metallic-looking headpiece and a blue shirt looks towards the camera. In the center, a boy in a purple and yellow shirt looks directly at the camera. On the right, another boy in a red shirt smiles. The background shows a clear sky, some trees, and a person in the distance.

4.4 Key Roles and Implementation Agents:

State Ministry of Basic and Secondary Education

The Niger State Ministry of Basic and Secondary Education (MOB&SE) shall oversee the overall implementation of the Strategy, coordinate activities, and allocate resources. The Ministry shall also undertake monitoring and evaluation of the activities working closely with the Niger State Universal Basic Education Board (NSUBEB).

Local Government Education Authorities

The Local Government Education Authorities shall collaborate with communities to address localised challenges, monitor progress, and ensure effective implementation at the grassroots level to encourage school attendance by Out-of-School Children.

School-Based Management Committees (SBMCs):

The SBMCs shall actively engage parents, community and religious leaders, and other stakeholders to ensure ownership and participation in education-related initiatives to encourage Out-of-School Children to attend schools.

State Ministry of Basic and Secondary Education

The Niger State Ministry of Basic and Secondary Education (MOB&SE) shall oversee the overall implementation of the Strategy, coordinate activities, and allocate resources. The Ministry shall also undertake monitoring and evaluation of the activities working closely with the Niger State Universal Basic Education Board (NSUBEB).



Non-Governmental Organisations (NGOs):

Non-governmental organisations (NGOs) shall partner with the Ministry of Basic and Secondary Education to provide technical expertise, resources, and support in implementing specific strategy components.

Teachers

Teachers shall actively participate in capacity-building programmes and deliver quality instruction to encourage enrolment and retention. Teachers will also promote awareness of the importance of education and engage parents and communities in their children's learning.

Community and Religious Leaders

Community and religious leaders shall mobilise community members, promote awareness, and actively advocate for education as a priority.



4.5 Implementation Approach

The implementation of the Strategy will follow a phased approach in line with TENS II Programme.

Assessment and Planning

Conduct a comprehensive assessment of Out-of-School Children in Niger State to establish the number, identify the barriers, and develop a detailed action plan to address the phenomenon.

Resource Allocation

Conduct a comprehensive assessment of Out-of-School Children in Niger State to establish the number, identify the barriers, and develop a detailed action plan to address the phenomenon.

Capacity Building

Train teachers in effective teaching methodologies and community engagement strategies, especially for children who have been out of school.

Infrastructure Development

Begin renovation projects and the building programme as identified in areas to create conducive learning environments using data from the TENS II Education Census 2024.



Awareness Campaigns

campaigns to raise awareness about the benefits of education and the risks of Out-of-School Children. The awareness campaign to be undertaken in line with a dedicated communication action plan targeted specifically for Out-of-School Children.

Community Engagement

Collaboration with local leaders should be undertaken to address cultural norms and promote education as a collective responsibility.

The Niger State-specific Out-of-School Children Strategy is envisioned to be a catalyst for positive change to drive the State towards its vision of providing equitable and quality education to all children. The implementation of the action plan shall be hinged on the core principles of collaboration, innovation, commitment to inclusivity, and transparency in resource allocation and utilisation. Ultimately, the strategy will create a foundation for sustainable development, empowerment of communities, and shaping of a brighter future for a **New Niger**.

5

METHODOLOGY





5.1 Introduction

The successful implementation of the Out-of-School Children Strategy in Niger State requires a comprehensive and systematic methodology that encompasses various aspects, including research, planning, resource allocation, collaboration, and communication.

The following outlines the steps and activities required for effective implementation commencing January 2025 through to December 2027.

1

Needs Assessment and Research:

Conduct a comprehensive assessment of Out-of-School Children demographics, its prevalence and root causes in Niger State. Gather data on communities with high Out-of-School Children rates, socio-economic challenges, and cultural barriers. Analyse existing research, reports, and data related to education.

2

Framework Design and Development:

Design a comprehensive framework that outlines the goals, objectives, strategies, and key activities. Develop a detailed action plan with timelines, responsibilities, and performance indicators for each component. Allocate resources based on the identified needs, including budget, personnel, and materials.

3

Capacity Building and Training:

Develop training modules for teachers, community leaders, and other stakeholders on effective teaching methods, community engagement, and awareness campaigns. Conduct workshops and training sessions to equip stakeholders with the necessary skills and knowledge.

4

Infrastructure Development:

Collaborate with relevant agencies to identify priority areas for infrastructure development. Develop plans for constructing and renovating schools, classrooms, and other educational facilities. Allocate resources and oversee the construction process to ensure timely completion.

5

Advocacy and Communication Strategy

Develop a comprehensive communication strategy to raise awareness about the importance of education and the consequences of Out-of-School Children. Create engaging advocacy materials, including brochures, posters, and multimedia content. Collaborate with local media outlets to disseminate messages and reach a wider audience.

6

Partnership and Collaboration:

Identify potential partners, including non-governmental organizations (NGOs), community-based organizations, and private sector entities. Form partnerships to leverage resources, expertise, and networks for effective implementation. Collaborate with educational institutions and experts to ensure alignment with best practices.

7

Community Engagement:

Establish and empower School-Based Management Committees (SBMCs) to facilitate community participation and ownership. Engage local leaders, parents, and community members in discussions and decision-making processes. Organize town hall meetings and community workshops to gather input and feedback.

8

Monitoring and Evaluation

Develop a monitoring and evaluation framework to track progress, measure impact, and identify challenges. Collect data on enrolment rates, teacher training outcomes, infrastructure development, and other key indicators. Regularly review and assess the effectiveness of activities and adjust the plan as needed.

9

Continuous Improvement:

Regularly review and update the framework based on feedback, changing circumstances, and emerging best practices. Continuously seek opportunities for innovation and improvement in the implementation process.

The methodology outlined above emphasises data-driven decision-making, collaboration, community engagement, and a holistic approach to improving education access and quality for all children in the State. By following this comprehensive methodology, Niger State can systematically address the challenges of and Out-of-School Children achieve the objectives outlined in the strategy.

6

ANALYSIS OF THE GOVERNMENT RESPONSE INITIATIVE

To effectively analyse the government response initiatives related to addressing Out-of-School Children in Niger State, it's important to consider similar frameworks, their outcomes, success stories, implementation challenges, and how the strategy aims to build upon them:

6.2 Examples of Similar Initiatives

This initiative was aimed to increase school enrolment by targeting Out-of-School Children through awareness campaigns, community engagement, and provision of incentives for families to send their children back to school.

Initiative:

Back *to School* Campaign

Results and Success Stories

The implementation of the “Back to School” Campaign led to Increased enrolment rates in the targeted areas. It also brought about increased community awareness of the importance of education. Families were incentivised to enrol their children through scholarships, free uniforms, and educational materials.

Implementation Challenges

The implementation of the programme encountered some challenges. The major challenges were a lack of sustainability, limited scope and cultural barriers that were deep-rooted.



6.3 Benefits of the Out-of-School Children Strategy

The proposed strategy is all-compassing, well-fused and can improve upon the previous initiative by leveraging the successes and addressing its limitation. In this regard, the following are the envisaged improvements in developing this strategy:

Sustainability

The action plan will incorporate long-term activities to sustain increased enrolment rates beyond the campaign's initial period.

Partnerships

The proposed action plan will build on partnerships established through previous initiatives, leveraging the strengths and resources of different stakeholders.

Holistic Approach

The action plan will address both enrolment and education quality to ensure a comprehensive impact.

Community Engagement

Lessons from previous activities will inform activities / initiatives for effectively engaging communities and garnering their support. Community associations and leadership structures will be consulted in the implementation process to ensure effective engagement of critical community stakeholders.

Cultural Sensitivity

Incorporate culturally sensitive approaches that address gender disparities and known cultural barriers to enrolment.

Advocacy and Communication

Successful communication strategies from past initiatives can be integrated into communication plans to ensure effective messaging.

In essence, the proposed strategy aims to learn from the successes and challenges of similar initiatives by taking a more holistic approach to address the issue of Out-of-School Children. It shall build upon existing partnerships, community engagement strategies, and communication methods.

7

IMPLEMENTATION ARRANGEMENTS





Implementing a comprehensive state action plan to reduce Out-of-School requires a well-organised implementation arrangement that involves various stakeholders, ensures efficient coordination, and monitors progress. The following outlines the implementation arrangement for the State action plan:

Formation of Implementation Task Force

The action plan will incorporate long-term activities to sustain increased enrolment rates beyond the campaign's initial period.

Task Force Leadership and Coordination

Appointment of a task force leader or coordinator responsible for overall coordination, decision-making, and reporting. Organising regular meetings to review progress, discuss challenges, and plan next steps.

Subcommittees and Working Groups

Creation of subcommittees or working groups focusing on specific aspects of the action plan, such as enrolment campaigns, technology integration, community engagement, financial support, and monitoring. Assignment of subcommittee leaders and members with relevant expertise to oversee and execute activities.

Resource Allocation and Mobilisation

Allocation of sufficient financial, human, and technological resources to support the execution of various activities within the action plan. Identify potential funding sources from government budgets and external partners to ensure sustainable financing.

Engagement with Stakeholders

Engagement with relevant stakeholders, including schools, parents, community leaders, local NGOs, private sector partners, and international organisations. Fostering collaboration, information sharing, and a sense of ownership among all stakeholders.

Activity Planning and Timeline

Development of a detailed implementation plan outlining the activities, timelines, responsible parties, and expected outcomes. Alignment of the activities with the goals and objectives of the state action plan.

Awareness and Sensitisation

Conduct awareness campaigns to educate the public about the importance of education, the Out-of-School Children challenge, and the state's commitment to addressing it. Use various communication channels, including media, workshops, and community events.

Program Execution and Monitoring

Implementation of the specific activities outlined in the action plan, with subcommittees and working groups responsible for their respective areas. Development of monitoring mechanisms to track progress, assess outcomes, and identify any deviations from the plan.

Data Collection and Analysis

Gathering accurate and reliable data on Out-of-School Children statistics, enrolment rates, dropout rates, and other relevant indicators. Analysing the data to identify trends, challenges, and areas that require focused intervention.

Reporting and Evaluation

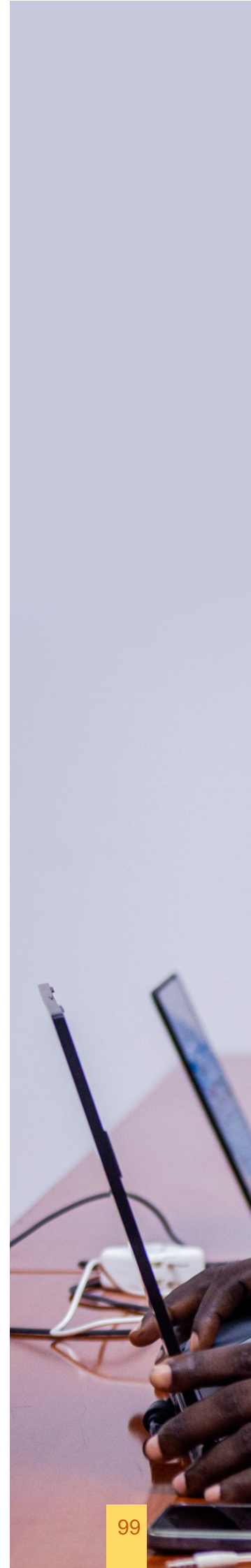
Establishing a reporting mechanism to provide regular updates on the progress of the action plan to relevant stakeholders, including government officials and donors. Evaluating the impact of implemented activities and make necessary adjustments based on lessons learnt.

Capacity Building

Providing training and capacity-building opportunities for teachers, school administrators, community leaders, and other stakeholders involved in Out-of-School Children interventions. Strengthening the skills and knowledge required to effectively address the Out-of-School Children challenge.

Feedback and Continuous Improvement

Encouraging feedback from stakeholders, including parents, students, and educators, to identify areas of improvement. Using feedback to refine strategies, enhance implementation, and ensure that the action plan remains responsive to changing needs.





8

FUNDING AND FINANCING ARRANGEMENTS



A well-defined funding and financing arrangement is essential for successfully implementing the action plan to address the Out-of-School Children challenge within the structure of the TENS II Programme working with SUBEB. This arrangement ensures that sufficient financial resources are allocated, managed, and utilised efficiently to achieve the desired outcomes of the action plan. The following outlines the funding and financing arrangement:

Budget Allocation and Resource Mobilisation

The Niger State government should allocate a specific budget for the implementation of the action plan targeting Out-of-School Children reduction through the structure of the TENSII Programme working with SUBEB. There shall also be collaboration with relevant government departments, agencies, and development partners to secure additional funding sources, grants, and donations.

Stakeholder Contribution and Public-Private Partnerships

Encouraging private sector companies, local businesses, and civil society organisations to contribute financially to the action plan. Establishing partnerships through Memoranda of Understanding (MoUs) that outline their financial commitments and areas of support in line with the TENS II Programme initiatives transform the sector.

Allocation of Funds to Key Activities

Prioritising the allocation of funds to key activities within the action plan, such as enrolment campaigns, teacher training, infrastructure improvement, technology integration, and community engagement should be undertaken.

Resource Allocation for Capacity Building

Allocating funds for capacity-building programmes to train teachers, administrators, community leaders, and other stakeholders involved in Out-of-School Children interventions.



Technology Integration and Infrastructure Improvement

Allocating funds for the integration of technology in education, including the development of digital learning materials and provision of necessary equipment. Investing in infrastructure improvement projects to create conducive learning environments for Out-of-School Children

Monitoring and Evaluation Budget

Setting aside a portion of the budget for monitoring and evaluation activities to assess the progress and impact of the action plan in line with the overarching TENS II Programme.

Community Engagement and Sensitisation

Allocating resources for community engagement activities, awareness campaigns, and workshops to raise awareness about the importance of education and Out-of-School Children's challenges.

Financial Reporting and Accountability

Establishing a system for regular financial reporting to stakeholders, including government authorities, donors, and the public. Ensuring that funds are used as intended and provide evidence of results achieved.

MONITORING AND EVALUATION



A strong monitoring and evaluation (M&E) framework is essential to track the progress, measure the impact, and ensure the effectiveness of the action plan aimed at reducing Out-of-School Children in Niger State's basic education sector. The framework provides a structured approach to gather data, analyse outcomes, and make informed decisions to improve the implementation process continually. The following outlines the components of the M&E framework:

9.1

Monitoring and Evaluation Objectives

- To measure progress towards reducing the number of Out-of-School Children.
- To assess the impact of implemented activities on enrolment, retention, and learning outcomes.
- To identify bottlenecks and challenges in the implementation process.
- To ensure accountability, transparency, and evidence-based decision-making.

9.2

Key Performance Indicators (KPIs):

- Enrolment rates of Out-of-School Children before and after implementing the action plan.
- Dropout rates and retention rates of Out-of-School Children over time.
- Percentage improvement in learning outcomes among enrolled Out-of-School Children
- Percentage increase in community engagement and awareness.
- Percentage of schools compliant with fee transparency and communication guidelines.
- Number of Out-of-School Children reached through enrolment campaigns.

9.3

Data Collection Methods

- Regular surveys and assessments to measure enrolment, dropout, and learning outcomes.
- Compilation of financial data related to the action plan's funding and expenditures.
- Monitoring of campaigns, community engagement events, and workshops.
- Documentation of school fee transparency practices and adherence to guidelines.
- Documentation of technological interventions and their impact on Out-of-School Children enrolment.

9.4

Data Sources

- State Universal Basic Education Board (SUBEB) records and enrolment databases.
- Schools' records on enrolment, dropout rates, and learning outcomes.
- Financial reports and expenditure documentation.
- Community engagement reports and feedback from stakeholders.
- Monitoring reports from workshops, campaigns, and technology interventions.

9.5

Frequency of Monitoring

- Continuous monitoring for ongoing campaigns, community engagement, and technology integration.
- Continuous monitoring of teaching and learning activities.
- Comprehensive assessments are conducted annually to measure enrolment, dropout, and learning outcomes.

9.6

Responsibility and Accountability

- The State Universal Basic Education Board (SUBEB) oversees the overall M&E process.
- Subcommittees responsible for specific activities within the action plan contribute data and reports.
- External evaluators or independent monitoring teams may be engaged for objective assessments.



9.7

Data Analysis and Reporting

- Analyse collected data to assess progress against set KPIs and objectives.
- Produce regular progress reports to update stakeholders on achievements and challenges.
- Identify trends, gaps, and areas requiring adjustments or improvements.

9.8

Feedback and Continuous Improvement:

- Review findings from M&E to inform decision-making and adjust strategies as needed.
- Use feedback to refine implementation, address challenges, and optimise interventions.
- Share lessons learned and best practices within the SUBEB and relevant stakeholders.



9.9

Evaluation and Impact Assessment

- Conduct periodic evaluations to assess the impact of the action plan on reducing Out-of-School Children.
- Evaluate the effectiveness of individual interventions, such as enrolment campaigns, fee transparency efforts, and technology integration.

9.10

Stakeholder Engagement

- Involve key stakeholders, including government officials, educators, parents, community leaders, and civil society organisations, in the M&E process.
- Seek their input, feedback, and insights to comprehensively understand progress and challenges

10

PARTNERSHIPS





Collaborative Partnerships will be key to Uniting efforts for Out-of-School Children. This Strategy recognises the need to address the challenge of Out-of-School Children, which requires joint efforts from government bodies, non-governmental organisations (NGOs), educational institutions, community leaders, parents, donor agencies, international organisations, and the private sector. If these entities unite their resources, expertise, and shared commitment, a lasting impact will be created to reduce the number of Out-of-School Children significantly.

11

SUSTAINABILITY





Sustainability is a critical aspect of any successful initiative, ensuring that the impact of efforts extends well beyond the initial implementation period. The TENS II Programme recognises the importance of developing a sustainability action plan to maintain progress and ensure long-term positive outcomes. The TENS II Committee should work with SUBEB to develop a sustainability plan to support the implementation of the proposed action plan for reducing out-of-school children in the State.

12

SUMMARY





The Ministry of Basic and Secondary Education will develop the Action Plan for Reducing Out-of-School Children to address the challenge of Out-of-School Children in line with this strategy document. The plan will be based on collaboration, innovation, and sustainable strategies. Its major aim is ensuring every child can access quality basic education as part of the New Niger.

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APPENDIX A: POPULATION OF SCHOOL-AGE CHILDREN (6 – 15 YEARS) IN LGAS IN NIGER STATE

Appendix A: Population of School-age Children (6 – 15 years) in LGAs in Niger State

LGA	Senatorial Zone	Male	Female	Total
Agaie	Niger South	34,060	34,223	68,283
Agwara	Niger North	14,347	14,670	29,017
Bida	Niger South	47,338	47,956	95,294
Borgu	Niger North	43,219	45,573	88,792
Bosso	Niger East	36,550	39,039	75,589
Chanchaga	Niger East	48,330	52,930	101,261
Edati	Niger South	40,389	40,829	81,219
Gbako	Niger South	33,649	33,076	66,724
Gurara	Niger East	23,255	24,014	47,270
Katcha	Niger South	31,600	31,647	63,247
Kontagora	Niger North	37,192	39,790	76,981
Lapai	Niger South	30,750	29,767	60,517
Lavun	Niger South	54,964	53,363	108,327
Magama	Niger North	46,519	48,231	94,750
Mariga	Niger North	51,508	51,738	103,246
Mashegu	Niger North	53,166	55,434	108,601
Mokwa	Niger South	64,292	63,357	127,649
Munya	Niger East	26,817	26,531	53,348
Paikoro	Niger East	39,811	41,123	80,934
Rafi	Niger North	48,092	48,349	96,441
Rijau	Niger North	46,431	46,507	92,938
Shiroro	Niger East	59,101	61,193	120,294
Suleja	Niger East	54,898	55,197	110,095
Tafa	Niger East	21,510	23,138	44,648
Wushishi	Niger North	21,256	21,252	42,508
Total		1,009,046	1,028,927	2,037,973

Source: MRL® Public Sector Consultants Ltd, Oct 2024

APPENDIX B: ENROLMENT IN PUBLIC AND PRIVATE BASIC AND SENIOR SECONDARY SCHOOLS IN NIGER STATE

Appendix B: Enrolment in Public and Private Basic and Senior Secondary Schools in Niger State

1. LGA	Senatorial Zone	Male	Female	Total
Agaie	Niger South	17,322	13,549	30,871
Agwara	Niger North	12,610	9,169	21,779
Bida	Niger South	41,905	40,569	82,474
Borgu	Niger North	14,574	13,544	28,118
Bosso	Niger East	32,543	29,250	61,793
Chanchaga	Niger East	39,209	42,945	82,154
Edati	Niger South	13,696	11,730	25,426
Gbako	Niger South	19,815	13,253	33,068
Gurara	Niger East	21,085	19,714	40,799
Katcha	Niger South	35,647	20,434	56,081
Kontagora	Niger North	31,984	30,972	62,956
Lapai	Niger South	25,193	18,146	43,339
Lavun	Niger South	29,341	21,092	50,433
Magama	Niger North	25,031	16,518	41,549
Mariga	Niger North	21,741	13,004	34,745
Mashegu	Niger North	19,402	10,928	30,330
Mokwa	Niger South	34,508	23,959	58,467
Munya	Niger East	10,183	9,258	19,441
Paikoro	Niger East	22,153	18,461	40,614
Rafi	Niger North	10,804	9,677	20,481
Rijau	Niger North	10,108	8,585	18,693
Shiroro	Niger East	16,454	15,148	31,602
Suleja	Niger East	54,006	51,198	105,204
Tafa	Niger East	22,840	22,732	45,572
Wushishi	Niger North	10,453	9,412	19,865
Total		592,607	493,247	1,085,854

Source: MRL® Public Sector Consultants Ltd, Oct 2024

APPENDIX C: POPULATION OF OUT-OF-SCHOOL CHILDREN IN LGAS IN NIGER STATE

Appendix C: Population of Out-of-School Children in LGAs in Niger State

LGA	Senatorial Zone	Male	Female	Total
Agaie	Niger South	16,738	20,674	37,412
Agwara	Niger North	1,737	5,501	7,238
Bida	Niger South	5,433	7,387	12,820
Borgu	Niger North	28,645	32,029	60,674
Bosso	Niger East	4,007	9,789	13,796
Chanchaga	Niger East	9,121	9,985	19,107
Edati	Niger South	26,693	29,099	55,793
Gbako	Niger South	13,834	19,823	33,656
Gurara	Niger East	2,170	4,300	6,471
Katcha	Niger South	-4,047	11,213	7,166
Kontagora	Niger North	5,208	8,818	14,025
Lapai	Niger South	5,557	11,621	17,178
Lavun	Niger South	25,623	32,271	57,894
Magama	Niger North	21,488	31,713	53,201
Mariga	Niger North	29,767	38,734	68,501
Mashegu	Niger North	33,764	44,506	78,271
Mokwa	Niger South	29,784	39,398	69,182
Munya	Niger East	16,634	17,273	33,907
Paikoro	Niger East	17,658	22,662	40,320
Rafi	Niger North	37,288	38,672	75,960
Rijau	Niger North	36,323	37,922	74,245
Shiroro	Niger East	42,647	46,045	88,692
Suleja	Niger East	892	3,999	4,891
Tafa	Niger East	-1,330	406	-924
Wushishi	Niger North	10,803	11,840	22,643
Total		416,439	535,680	952,119

Source: MRL® Public Sector Consultants Ltd, Oct 2024

APPENDIX D: PERCENTAGE OF OUT-OF-SCHOOL CHILDREN IN LGAS IN NIGER STATE

Appendix C: Population of Out-of-School Children in LGAs in Niger State

LGA	Senatorial Zone	Male	Female	OOSC
Agaie	Niger South	49%	60%	55%
Agwara	Niger North	12%	37%	25%
Bida	Niger South	11%	15%	13%
Borgu	Niger North	66%	70%	68%
Bosso	Niger East	11%	25%	18%
Chanchaga	Niger East	19%	19%	19%
Edati	Niger South	66%	71%	69%
Gbako	Niger South	41%	60%	50%
Gurara	Niger East	9%	18%	14%
Katcha	Niger South	-13%	35%	11%
Kontagora	Niger North	14%	22%	18%
Lapai	Niger South	18%	39%	28%
Lavun	Niger South	47%	60%	53%
Magama	Niger North	46%	66%	56%
Mariga	Niger North	58%	75%	66%
Mashegu	Niger North	64%	80%	72%
Mokwa	Niger South	46%	62%	54%
Munya	Niger East	62%	65%	64%
Paikoro	Niger East	44%	55%	50%
Rafi	Niger North	78%	80%	79%
Rijau	Niger North	78%	82%	80%
Shiroro	Niger East	72%	75%	74%
Suleja	Niger East	2%	7%	4%
Tafa	Niger East	-6%	2%	-2%
Wushishi	Niger North	51%	56%	53%
Total		41%	52%	47%

Source: MRL® Public Sector Consultants Ltd, Oct 2024

CONTACT INFORMATION

For additional information on the TENS II Programme, please get in touch with our offices at

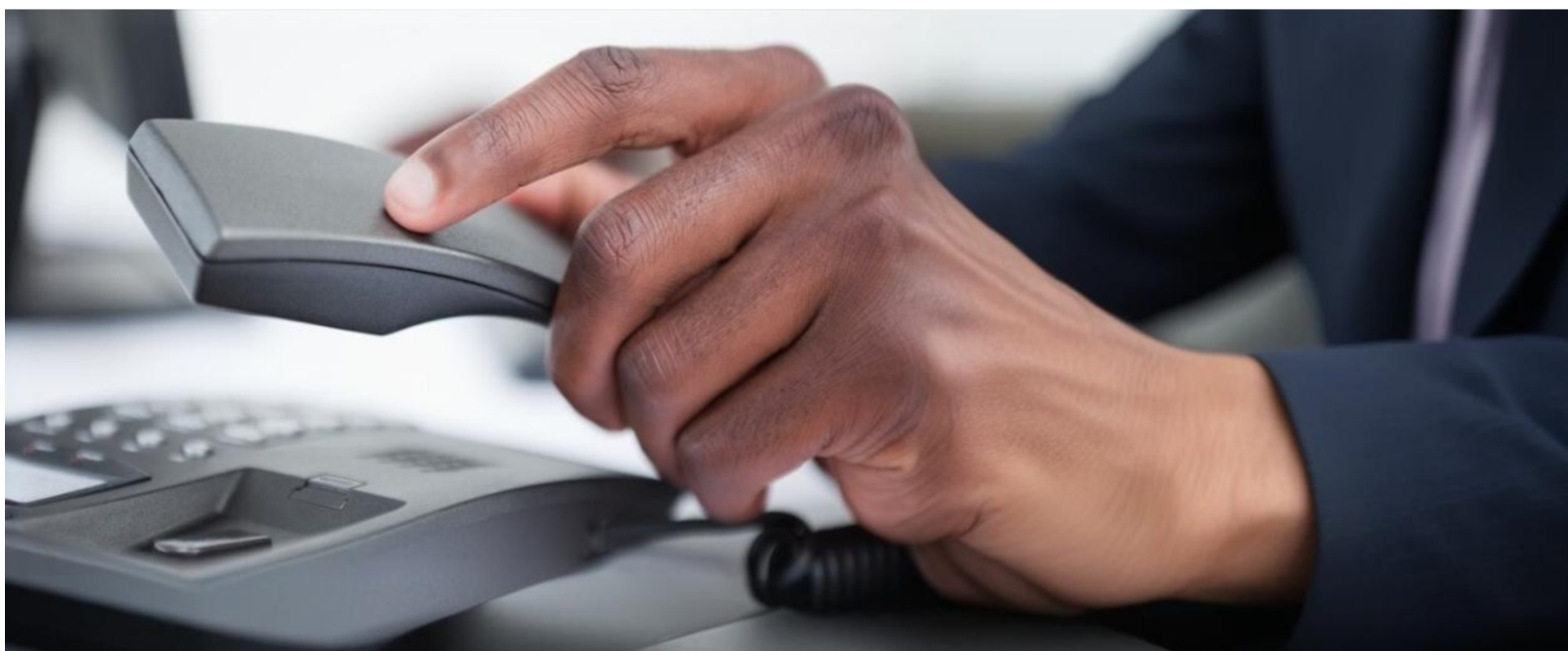
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