Access to Basic Education in Nigeria: Implications for the Attainment of Millennium Development Goals By 2015

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Abstract
Nigeria is part of the global community committed to attaining the millennium development goals of eradicating illiteracy and promotion of gender equality by 2015. Individuals need to have access to primary and junior secondary education to enable them to read, write and understand themselves and the environment. There is need for individuals to continue learning which introduces them to different kinds of knowledge, skills, values and norms and improve them to contribute to the betterment of their communities. The primary and junior secondary school levels seem to be a vehicle that can serve the above purpose. Lack of access to education can contribute to persistent inequality, prejudice, poverty and other social vices. This paper focused on access to primary and junior secondary education. It traced the historical antecedent of basic education in Nigeria, discussed access to primary and junior secondary school, highlighted and discussed the challenges of quality access to education in Nigeria. Factors that could help improve access to basic education in Nigeria were also highlighted. The study recommends that there is need for re-orientation of parents in Northern Nigeria on the value of western education for their children, especially the girl child. Education reformers and managers should ensure equity and spread in the establishment of schools and distribution of resources between urban and rural communities.

Key words: Access, Challenges, Junior secondary, Primary school, Quality education, Nigeria.
Introduction

Education is imperative for social and economic development of any nation. Most countries across the globe have recognised education as critical for social and economic development. UNESCO (2008) sees education as a vital instrument for transformation and a formidable tool for empowerment of individuals. In other words, education is seen as a formidable instrument and an indispensable tool for national development because no nation of the world ever attained meaningful development without education leading to it. With low education, an individual is likely to have limited economic and social opportunities. Lack of access to education or exposure to the wrong kind of education can contribute to persistent inequality, prejudice and renewed armed conflicts, a vicious cycle that is difficult to break (UNESCO, 2011). Organisation for Economic Cooperation and Development OECD's (2008) study on factors that determine growth showed that the underlying long-term growth rates in OECD economies are dependent on maintenance and expansion of knowledge via effective and efficient education.

In December 1948, United Nations Organisation (UNO) adopted the Universal Declaration on Human Rights. These rights by the declaration were guaranteed as an inalienable heritage of every human being (Nwagwu, 2008). Article 26 of the Declaration states as follows:

- Everyone has the right to education. This shall be free at least at the elementary and primary stages;
- Elementary education shall be compulsory while technical and professional education shall be more generally available; and
- Parents have the prior right to choose the kind of education that shall be given to their children.

In realisation of education as a critical tool for social development of the individual, the world leaders met in Jomtien, Thailand in 1990 to assess the extent of implementation of the right to education which was proclaimed by the United Nations in 1948. This became imperative since it was agreed that developing nations have fallen short of expectation in meeting the obligations owed to people. Leaders of the developing nations agreed to achieve Education for All (EFA) by 2015. Education for all is targeted at:

- attaining universal literacy;
- empowerment of women via education;
- equalisation of educational opportunities for girls;
- efficient delivery of early child care education; and
- expansion of education and empowerment of out of school children.
The issue of education for development must start with access to education. Access to education must be given priority attention if the goal of education for all is to be attained in Nigeria.

Nigeria is among the countries of the world that signed agreements which justified the issue of basic education. These international education agreements are the Jomtien (1990) Declaration and framework for action on basic education for all, the New Delhi 1991 Declaration on the E-9 countries calling for massive reduction of illiteracy within the shortest possible time span, the Ouagadougou (1992) pan-African Declaration on the education of the girl child and women, the Amman Re-affirmation (1995) calling for the forceful pursuit of the Jomtien declaration on basic education for all, the Durban (1998) statement of commitment to the promotion of education for all and the OAU Decade of education in Africa (1997-2006) on inter-African cooperation on education with a strong emphasis on the vigorous pursuit of basic education (Emetarom, 2000:321). Paragraph 7 of the Dakar Framework for Action on EFA defines the EFA goals which the governments, organisations, agencies, groups and associations represented at the World Education Forum (2000) pledged themselves to achieve. They are:

i. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

ii. ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;

iii. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes (Ahmed, 2012).

The world conference on EFA in Jomtien Thailand in 1990 in its Declaration and framework for Action, stressed that basic education should be available to all. Emphasis was on access to education, equity, quality and efficiency.

*The New Lexicon Websters Encyclopedia Dictionary of English Language (1993)* defined access as the state of being accessible. It is being easy to be reached. Therefore, access to education implies that education should be within the reach of every citizen of the country. Access to education is the supply of education to all who requires it. Ehiametalor (2005) sees access to education as the opportunity to participate in education sector whether formal or informal. In the words of Obanya (2001), access to education is making education physically, socially and economically available to all. Access to education has two major dimensions. These are:

* opportunity to benefit from educational provisions available in one's community, state or country, irrespective of the person's social-economic
background, sex, ethnic origin, political affiliation, religion and intellectual capacity; and

- opportunity not only to enroll or be admitted into an educational institution or school but also to receive the best quality education available (Ornoregie, 2011:8).

Basic education, according to the Nigerian National Policy on Education (NPE) 2004, is the education given to children 0-15 years of age. It covers early childhood education and education of children 0-5 years and 9 years of formal schooling consisting of 6 years of free primary education and 3 years of Junior Secondary School (JSS). Nigeria has, since independence, given some attention to basic education in different forms. The free primary education in the old Western Region of Nigeria which was adapted to other parts of the country before the military takeover of power is well documented. The Universal Primary Education (UPE) of 1976 and the Universal Basic Education (UBE) was launched on the 30th of September, 1999. The universal basic education programme is an attempt to address two major issues:

- Using the prevailing universal definition of basic education and adapting the concept to Nigeria's current realities and developmental aspirations; and

- Rejoining the global community by keeping its commitment to promote education for all (Obanya, 2001:2).

The universal basic education is Nigeria's strategy for achieving education for all and the Millennium Development Goals (MDGs) number 1 and 2 as well as National Economic Empowerment and Development Strategies (NEEDS). Nigeria's commitment to universal basic education is driven by her desire to meet both the EFA and the MDGs by 2015. Access to education lies at the heart of development. Sustained access to education is critical to long term improvement in productivity, reduction of poverty and inequality and empowerment of women. Universal access to education is well provided for in the Child's Right Charter (CRC) (1989) and Nigerian Child's Right Act. Convention to Eliminate Discrimination Against Women (CEDAW) (1982) article 1 and the MDG 3 uphold the right of equity of access and forbid the child being discriminated against on the basis of gender with respect to access to educational opportunities. Access to education implies facilitating all school age children to be enrolled into the educational system particularly at the basic level because it is viewed as a right of the child (Aladeselu, 2011). The UBE Act 2004 is the most recent demonstration of Nigerian government's commitment to increasing access to education for her citizen irrespective of age and gender.
Measuring Access to Education

Enrolment rates are the main indicator for measuring access to education. The two indicators usually employed are Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER). Educationists are also interested in Net Attendance Ratio (NAR), retention ratio within a given level, completion rates and level of transition rates. The gross enrolment ratio is the ratio of total enrolment regardless of age to the population of the age group (boys and girls) officially corresponds to the level of education (UNESCO, 2011). The GER reflects the total number of persons enrolled at a given level of the education system, irrespective of the age group divided by the number of the age group that corresponds to the particular level. For primary school, the GER is the proportion of the total number of pupils enrolled in primary 1-6, irrespective of age, expressed as the population of 6-11 years old in the country. The GER could sometimes be swollen due to enrolment of persons outside the school age either through repetition of school years or late start in schooling (Okebukola, 2008). A report by UNESCO (2006) shows that Nigeria had gross enrolment ratio of 95% in primary school, being the least among selected countries of the world. In Nigeria, there is automatic transition policy of pupils from primary school to junior secondary school at the end of primary six.

Table 1: Male/ Female Primary School Enrolment in the Six Geopolitical Zones in Nigeria in 2008

<table>
<thead>
<tr>
<th>Zones</th>
<th>No. of Schools/o/o</th>
<th>Male: No/o/o</th>
<th>Female: No/o/o</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>North-East(N.E)</td>
<td>879 1(92.3)</td>
<td>2,283,480(59)</td>
<td>1,584,096(41)</td>
<td>3867576</td>
</tr>
<tr>
<td>North-West(N. W)</td>
<td>12132(92.4)</td>
<td>2,465,723(57.2)</td>
<td>1,501,117(37.8)</td>
<td>3996840</td>
</tr>
<tr>
<td>North-Central(N .C)</td>
<td>10,076(88.3)</td>
<td>2,142,735(57.6)</td>
<td>1,602,797(42.8)</td>
<td>3745532</td>
</tr>
<tr>
<td>South-East(SE)</td>
<td>5007(87)</td>
<td>1,078,593(55.60)</td>
<td>860,050(44.4)</td>
<td>938643</td>
</tr>
<tr>
<td>South-West(S. W)</td>
<td>7032(65.5)</td>
<td>1,304,580(49.5)</td>
<td>1,332,787(50.5)</td>
<td>2637367</td>
</tr>
<tr>
<td>South-South(SS)</td>
<td>5463(81)</td>
<td>1,609,438(49.7)</td>
<td>1,631,077(50.3)</td>
<td>3240515</td>
</tr>
<tr>
<td>Federal Capital Territory, Abuja</td>
<td>432(99)</td>
<td>102,605(52.2)</td>
<td>94,048(47.8)</td>
<td>96654</td>
</tr>
<tr>
<td>Total</td>
<td>48933</td>
<td>10,987,154(56)</td>
<td>8,605,972(44)</td>
<td>19,593,126(93)</td>
</tr>
</tbody>
</table>

Source: Adapted from Oghi11vb11, 2008
From table 1, the total number of public primary schools enrolment is 19,593, 126(93%). Three political zones namely North-East, North-West and North-Central have below 44.3% female enrolment, the national percentage. In the male-female enrolment for the northern zones, there is great difference but for southern zones, the male-female enrolment is almost balanced.

Records by the Federal Ministry of Education on school enrolment between 2003-2008 indicate that there are major disparities in access to primary and junior secondary education in Nigeria. The rural areas are at great disadvantage than the urban areas, with the northern states being worse off than the country. Some northern states like Jigawa, Sokoto, Kebbi, Katsina and Yobe have primary school net attendance ratio of less than 25%. Worse still is Borno state which has 17% of children who have never attended school (Federal Ministry of Education, 2010), while some southern states like Akwa-Ibom, Anambra, Cross River, Delta, Edo, Lagos, Iino, Ogun, Osun, Oyo and Rivers have net attendance ratio of 80%.

For junior secondary school, Zamfara State had the lowest girls' enrolment of 22.09% followed by Sokoto with 22.71%; Katsina had girls' enrolment 24.74%; Jigawa 28.04% and Yobe 29.35%. In 2005, the national average primary school enrolment in Nigeria was 43%, with Lagos state having the highest proportion or girls' enrolment (60.45%) at junior secondary school, followed by Abia state with girls' enrolment of 56.37%.

Table 2: Population Census and Primary and Junior Secondary School Enrolment in Nigeria

<table>
<thead>
<tr>
<th>Age Group</th>
<th>6-11years</th>
<th>12-14years</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level</td>
<td>Primary</td>
<td>Junior Sec. School,</td>
</tr>
<tr>
<td>Census Figure</td>
<td>23.0million</td>
<td>10.0million</td>
</tr>
<tr>
<td>School Enrolment</td>
<td>22.2million</td>
<td>3.62million</td>
</tr>
<tr>
<td>Out of School</td>
<td>0.8million</td>
<td>6.4million</td>
</tr>
<tr>
<td>% out of School</td>
<td>3.4%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Source: Adapted from Nwagwu, 2008

For primary school, out of a census figure of 23 million, 22.2 million representing 96.53% are in school. For junior secondary school, out of a census figure of 10.0 million, only 3.62 million representing 36% students are in school. The table indicates some improvement in primary school enrolment but the percentage out of school children of 64% for junior secondary school is worrisome. The high
The proportion of children out of school for junior secondary school poses serious dangers to the attainment of education for all and the universal basic education programme which may deter the realisation of the millennium development goal by 2015. Despite the automatic transition from primary level to junior secondary level, only 36% of children are in school at the JSS level. This clearly shows that not many of children who complete primary school continue to junior secondary school. As at 2010, the total number of children out of school in Nigeria was reported as 8649620.0 with male population of 4023402.0 representing 40% and female is 46,26218.0 representing 46% (World Bank, 2010). The ratio of female-male enrolment in primary school in Nigeria is 87.5%. Primary school enrolment for male % gross is 99.2 and for female% gross is 86.8. The% Net for male is 64.5 and for female % Net is 58.2. The overall% Gross primary school enrolment in Nigeria for 2010 is 93.1 while the overall% Net is 61.4 (EFA Global monitoring Report, 2011).

The EFA Global Monitoring Report 2010 has indicated that Nigeria is at the risk of leaving 56 million children out of school by 2015. The EFA Global Monitoring Report 2010 further noted that the gender gap in elementary level is widest in Sub-Sahara Africa, with Nigeria currently having over 10 million out of school children roaming the streets. From all indications, Nigeria may not be able to attain the MDG of universal primary education by 2015.

Available record for junior secondary school enrolment by states in Nigeria is presented below:

<table>
<thead>
<tr>
<th>Less than 30% Enrolment</th>
<th>30-40% Enrolment</th>
<th>40-52% Enrolment</th>
<th>Over 52% Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zamfara, Sokoto,</td>
<td>Ondo, Osun, Oyo,</td>
<td>Bayelsa, Benue,</td>
<td>Lagos, Abia,</td>
</tr>
<tr>
<td>Katsina, Kebbi,</td>
<td>Gombe, Borno, Kano,</td>
<td>Edo, Ekiti,</td>
<td>Anambra Akwa-</td>
</tr>
</tbody>
</table>

Source: Omorogie, 2010

Some states recorded less than 30% enrolment; these are Zamfara, Sokoto, Katsina, Kebbi, Jigawa and Yobe.
Challenges of Quality Access to Basic Education in Nigeria

Nigeria has a rapidly increasing population of about 152 million. Though, government has made some efforts to expand its basic education system, reports still indicate that its education system is unable to cover a large part of the population. The Universal Basic Education Act 2004 is the most recent demonstration of government's commitment to increasing access to education to all citizens irrespective of age and gender. Access to education has remained a critical issue in the education system, but very little effort seems to have been made which reflects access to quality education. Several factors pose as great challenges to expansion of access to education in Nigeria:

**Poor Database of Children of Basic School Age Due to Poor State of Birth Registration in Nigeria**

A major obstacle to government's achievement of 100% enrolment in Nigerian infants and children in basic education is the poor state of birth registration in the country. In Nigeria, not all births are registered. Due to high illiteracy levels, majority of women are ignorant of the implication of delivering their babies out of formal health centers where their birth can be registered. Besides, some children are born out of marriage while some are born by teenage and single mothers or displaced parents. Moreover, regulations on birth registration are not strictly adhered to by the families. More still, traditional taboos and local belief systems prevent accurate population census of Nigerian infants. Nkwopara (2011) reported that in Nigeria, an estimated number of children born annually was 5 million with urban population representing 36%, while rural population is 64%, stressing that in 2006, birth registration in urban area was 50.3% and 21.2% in rural area. In addition, MDG's monitoring reports written by Nzuki (2011), he lamented that in Nigeria, about 70% of about five million children born annually are not being registered at birth. These children, he reiterated, have no birth certificates; hence in legal terms, they do not exist. He concluded that the children's right to an identity, name and nationality is denied and their access to basic services is also threatened.

**Wrong Data**

The Federal Ministry of Education collates enrolment data obtained from schools on the registration of pupils at the beginning of the school year. Sometimes, the data is unreliable due to the difficulties in obtaining comprehensive collection and compilation of registration data from all schools. In some cases, the school authorities, in a bid to get increased financial allocation, distort enrolment figures (FGN/UNICEF/UNDP, 2006). Wrong data could lead to wrong projection which adversely affects educational plan, especially at the implementation stage.
Financial Problems

Nigeria is known as one of the poorest countries in the world with low per capita income. The amount of fund made available to education determines the content and method of instruction and the buoyancy of the education system. In addition, Nigeria is the second least country with highest number of illiterates. Most of the poor people are rural dwellers who cannot afford even two square meals for their children let alone giving the education of their children a priority. Additionally, education is on the concurrent legislative list with the states and local governments assigned the responsibility for basic education. As a result, the major burden of implementation of all aspects of the universal basic education lies on the states and local governments; although, the Federal Government assists states to fund UBE through the dedication of 2% of its Consolidated Revenue. Despite this effort of government, reports have shown the financial constraints still pose as serious problem to UBE effective programme implementation. This situation has been buttressed by Ahmed (2012) who noted that the current funding of UBE programme in Nigeria is grossly inadequate and cannot meet up with the demands of ICT-driven programmes so that children can aspire to international best practices. He maintained that the present low level of budgetary allocation to basic education by most states and local governments for the provision of infrastructures, instructional materials and capacity building is inadequate to meet the target commitment such as EFA and MDGs. Ahmed lamented that the exit of Education Trust Fund (ETF) now Tertiary Education Trust Fund (TETF) from basic education funding has depleted the total resources available to the basic education sub-sector by at least N220bn. Worried about poor allocation to education in the country, Education Rights Campaign called on FGN to increase allocation to education by adhering to 26% recommended by UNESCO (Education Sector Status Report, May, 2003). This financial barrier is the greatest challenge to access to quality education in Nigeria.

Gender Discrimination/Gender Stereotyping

Gender discrimination is another barrier to access and equity in education. Some families in Nigeria are still discriminating against the female child in terms of education. Given the limited resources available to them, they prefer to send the male child to school and ask the female child to wait or force them into early marriage. They believe that it is better and more profitable to educate the male child. To them, the female child is another man's property who will soon get married. So, educating her is a waste of money. Asiyai (2010), in her study, reported that gender discriminating factors inhibit inborn talents in a child from showing up, limits the development of identified talents, denies the individual the
opportunity of maximum utilisation of identified talents and slows down the pace of national development. Gender equality in education is critical for improved standard of living, progress and national prosperity. Furthermore, gender stereotyping has denied people access to education in Nigeria. For example, in the Eastern Nigeria, girls are encouraged to go to school while boys are sent to learn different trades to prepare for their future roles as bread winners. In most states in the northern part, boys are encouraged to go to school while girls remain at home restricted from being seen. This gender stereotyping is a serious threat to access to education by boys and girls, who ought to contribute to societal development.

**Government Attitude towards Education**

Successive governments in Nigeria seem to demonstrate negative attitude towards education, especially primary education. Government does not accord education the priority it deserves. This is indicated by the poor budgetary allocation to education and treatment given to the Nigerian Union of Teachers (NUT). The poor teacher remuneration and motivation tend to impact negatively on quality access to education.

In addition, Nigerian government has not been able to employ teachers to match the number of students enrolled in schools. As a result of inadequate recruitment of teachers, in some schools, the few available teachers face the problem of trying to cope with overpopulated classroom sizes. This situation seems to have hindered expansion of access to quality education in Nigeria.

**Inadequate Infrastructure and Learning Facilities**

Most schools in Nigeria are dotted with inadequate infrastructural facilities. The classrooms are not enough to accommodate the pupils. In some schools, the teacher/pupils ratio is 1:80. A major issue that tends to pose as stress to public school teachers in Nigeria is handling large class sizes. More still, there are not enough seats and desks for pupils. Arubayi (2003) reported that inadequacy of classrooms and accessible roads impeded pupils’ access to schools in some communities in the Niger-Delta states of Nigeria. He maintained that availability of libraries, electricity, water, toilet and recreational facilities hindered effective learning: enrolment of the primary school age pupils into schools dropped while attrition from the schools increased tremendously. Private primary schools became the main source of quality education for Nigerian children.

Ikoya & Onoyase (2008), in their study, reported that approximately 53% of UBE schools in Nigeria lacked fundamental structures that would guarantee effective implementation of UBE with only 20% of UBE schools having the
required structures in sufficient quality and quantity and only 26% of UBE schools having some of the structures. Universal Basic Education reported the enrolment of 2,523,029 students in 6,330 schools in 2006. Overcrowded classrooms were reported as 75,725 classrooms/pupils ratio nationally. The case is worse in some states like Gombe with 680 classrooms for 115,078 students. In Ekiti State, a study by Adeyemi & Adu (2008) revealed that 41.85% of primary schools do not have library, 66.50% pupils have chairs and lockers while 33.44% of pupils do not have chairs and lockers and as such, they sit on the floor during lesson. The shortfall in the number of classroom was 559. The insufficiency of classrooms, overcrowded classrooms and inadequate seating furniture are threats to quality access to basic education in Nigeria.

Poverty of the people

Nigeria is a country in Africa popularly referred to as the 'giant of Africa". Nigeria is endowed with numerous natural resources. Despite the rich resources at her disposal and huge income from oil sales, Nigeria is one of the countries of the world with high poverty rate and one of the E-9 countries with high concentration of illiterate adults. The UNDP Human Development Report (2007) reported Nigeria as having the second lowest literacy rate of 67% just ahead of India with 61%. Nigeria's record of second least literacy rate is closely linked to her poverty level. Children from the poorest households find it difficult to enroll and attend school. The case of the challenged children seems to be worse. There are no arrangements for visually impaired, hearing impaired and physically handicapped in regular schools. The only schools available to them are designated as 'special schools' and are located far from them. Besides, these special schools are very expensive and not affordable. Consequently, many of the challenged children remain permanently illiterate.

There is a close link between poverty and lack of access to education. Middle and high income countries typically have higher levels of school enrolment than low income countries. The link between poverty and education also exists in industrialised countries. For example, in the United States, Mississippi has the poorest and least educated population with 22% living below poverty level and 23% not having graduated from high school. States like Alabama, Arkansas, Kentucky, New-Mexico, Texas and Louisiana and West Virginia are states with low share of high school graduates and high poverty rates (American Community Survey, 2004).
Population Growth Rate

The population growth rate in Nigeria is very high. For primary school, the annual population growth rate is reported as 3.1% per annum while for junior secondary school, it is 3.3%. This is high. Statistics shows that in 1980, Nigeria’s population was about 68 million. By 1990, the population was 88 million. In 1996, it rose to 102 million and in 2000, it was 129 million. In 2009, the population was about 146 million and as at January 2011, it is about 152 million. The rapid population growth rate seems to hinder effective planning and access to quality education.

Measures for Addressing the Impediments to Basic Education in Nigeria via Improved Access

Nigeria can improve access to basic education via the following measures:

• Provision of adequate number of schools to cater for the ever increasing population of school age children:

• Provision of conducive school environment that is safe, comfortable, friendly and welcoming;

• Provision of adequate number of qualified teachers to match the number or students enrolled; and

• Provision of adequate classroom chairs and lockers for pupils.

Conclusion and Recommendations

Education is a critical tool for social reconstruction, societal transformation, economic and political national development. Every individual needs to be empowered with education to enhance their well-being. This study has shown that Nigeria is not likely to attain universal basic education by 2015. This is a very serious issue and consequently, access to education should therefore be a critical issue to be seriously pursued by all stakeholders in primary and junior secondary education. Based on the discussion, the study made the following recommendations:

• Government should make more commitment by building more basic schools to accommodate the growing population of primary school age children, especially in states that has been reported as having inadequate classrooms;

• Expansion in primary education should be accompanied by a concomitant increase in resources for quality assurance;

• Government should collaborate with NGOs, wealthy parents and industrial sector to ensure that conducive environment is created in schools to enhance school enrolment, attendance and completion and effective learning;
• More special schools should be built for challenged children and such schools should be located close to those who are visually, hearing, mentally and physically handicapped. In addition, their education should be free in all its ramifications;

• There is need for re-orientation of parents in Northern Nigeria on the value of western education for their children, especially the girl child;

• Adequate fund should be allocated to and actually spent on basic education;

• Support should be given to indigent parents through provision of menial jobs for them, so that they can be able to send their children to school and ensure that they complete schooling;

• Special support can be provided for children from poor homes by NGOs, multi-nationals and development agencies through school-based management committee;

• Government of Nigeria should set up measures to ensure valid and reliable data base for educational planning by registering births in traditional birth attendants centres/homes and/or for conducting house to house registration of births in disadvantaged locations; and

• Government should mount awareness campaign to sensitise people in rural areas on the importance of birth registration.

References


