COMPARATIVE ANALYSIS OF KADUNA STATE GOVERNMENT AND UNICEF'S BASIC EDUCATION INTERVENTION STRATEGIES

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DECLARATION

I declare that the work in the dissertation entitled Comparative Analysis of Kaduna State Government and UNICEF BASIC EDUCATION INTERVENTION STRATEGIES has been performed by me in the Department of Public Administration under the supervision of Prof. A. A Anyebe, Prof. A Odoh and Dr. H. Yerima. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was presented for another degree or diploma at any university.

SUKU, Andrew Bobai _____ _____

Sign **Date**

CERTIFICATION

This dissertation entitled COMPARATIVE ANALYSIS OF KADUNA STATE GOVERNMENT AND UNICEF'S BASIC EDUCATION INTERVENTION STRATEGIES by SUKU, Andrew Bobai meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) of Ahmadu Bello University, and is approved for its contribution to knowledge and literacy presentation.

Prof. A. A. Anyebe Chairman, Supervisory Committee	_____ **Sign**	_____ **Date**
Prof. A. Odoh Member, Supervisory Committee	_____ **Sign**	_____ **Date**
Dr. H. Yerima Member, Supervisory Committee	_____ **Sign**	_____ **Date**
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Prof. A. A. Joshua Dean, Postgraduate School	_____ **Sign**	_____ **Date**

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ABSTRACT

The Universal Basic Education programme (UBE) launched by president Olesegun Obasanjo is a significant milestone in trading the problems militating against basic education in the country. Critically, however, its scope does not include girl-child education specifically as it does to adult and non-formal education. This has led to the UBE being a gender neutral intervention with dire consequences for universal enrolment, retention and completion. Using primary and secondary sources of data collection this research assesses UNICEF's Integrated Growth and Development (IGD) intervention strategies, vis-à-vis the Kaduna State Universal Basic Education programme.

Approaching it from the girl-child enrolment, we analyzed how the empowerment and service delivery strategies of the IGD have impacted on girl-child enrolment in the focal schools in Kaduna state. Using frequency tables and multiple regression technique, and complemented by systematic observation, the findings indicate that there has been significant improvement in enrolment in all the focal schools, though not up to the 20% envisaged by UNICEF. We recommend the adoption of more rational policy development process similar to the one used by the UNICEF, the devolution of more responsibilities to community based stakeholders and the encouragements to voluntary organizations to set up schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The role of education in the progress and development of any human society is a decisive one. In fact, some analysts may claim that the condition of educational delivery of a society is directly representative of the level of development in that society (Audu, 1999: 45). As such, we can understand how the more developed societies of the world are also the more educationally developed. A country's educational system provides the means through which relevant ideas are transferred from one generation to another. These ideas provide the tools through which humans interact productively with their environment.

The Nigerian government accepts, it would seem, this linkage between education and development. To demonstrate the importance that the country attaches to education, the 1999 Constitution of the Federal Republic of Nigeria, explicitly provides in Section 18 (1) that "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels". Subsection (3) provides that: "Government shall strive to eradicate illiteracy and to this end, Government shall as and when practicable provide (a) free, compulsory and universal primary education". (FGN, 1999:13)

The mere fact of its incorporation in the constitution as one of the Fundamental Objectives and Directive Principles of State Policy is to underscore the important place reserved for educational delivery in Nigeria. Accordingly, various governments since independence have attempted to operationalize this ideal through the enactment of

various policies and programmes in education. An example of these interventions includes the establishment and takeover of schools, at all levels, from regional governments and missionaries. Others involve the restructuring of the education tree from the 7-5-2-3 system to the 6-3-3-4 system and to the recent 9-3-4 system. A more vigorous recent attempt at reorganizing primary education was the Universal Primary Education (UPE) and its successor, the Universal Basic Education (UBE) and the Education for All (EFA) as articulated in the Dakar Framework of Action (2000).

Other interventions include the Unity Schools Programme, Nomadic Education Programme, Adult and Non-Formal Education Programme, the various agreements signed between the Federal Government and the Academic Staff Union of Universities (ASUU) on the one hand, and Senior Staff Association of Nigerian Universities (SSANU) and other staff unions of tertiary institutions on the other. The Petroleum Technology Development Fund (PTDF) and the Education Tax Fund (ETF) interventions in the education system are all noticeable. On the whole, few will doubt that there has been massive investment by all tiers of government in the educational sector of Nigeria since 1960.

Notwithstanding all these efforts, a lot still requires to be done to improve the educational system to a satisfactory level. Commentators on the educational system in Nigeria seem to be in agreement as to the decline in educational standards generally. Audu (1999), Suleiman (2001), Nnoli (2001), Mohammed (2001) gave accounts of the various dimensions of the crises facing Nigeria's educational system. This situation subsists in spite of the country's commitment to several international conventions and agreements. The agreements include Education for All Conference in Jomtien, Thailand,

1990; World Conference on Education, Dakar, Senegal 2000, the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW); the Millennium Declaration, 2000 and the UN Fourth World Conference on Women in Beijing, 1995. Consequently, every effort should be made to realize the objectives of these Conventions. Nigeria like other signatories should therefore be seen to be aspiring to achieve these various objectives. The Universal Basic Education (UBE) programme which was launched in 1999, (after UPE before it) was a bold attempt at addressing basic education issues. "The long neglect of the basic education sub-sector by successive governments had resulted to the near total collapse of the education system and had led to limited access to, poor retention in, and poor quality of basic education in the country" (Tahir,2008:192). Arising from the foregoing, the illiteracy level was unacceptably high, school infrastructure was dilapidated, teachers were ill-equipped and poorly motivated and school dropout increased at an unimaginable rate, while basic education funding declined progressively. Thus, the launching of the UBE was supposed to mark a turning point in enrolment, retention and completion among pupils of school going age.

The policy, however, appeared to have been designed, approved and implemented without serious attention given to some salient issues in basic education delivery in Nigeria. Opeke (2000), Ayodele (2008), and Osokoya (2008) severally note the gender imbalance in the basic education sub-sector. Osokoya (2008:68), for instance, notes; "that majority of Nigerian women (girls, too) live in extreme (educational) deprivation in spite of their very important position in national development". But the UBE programme did not seem to take cognizance of this important fact. The UBE thus, appeared to develop its strategies for improving basic education in Nigeria on the assumption that boys and girls

are faced with the same problems. This is quite contrary to evidence available, which indicates that gender imbalances in basic education exist in, especially the northern parts of Nigeria (UNICEF, 2008). This is the result of certain factors that militate against girl education. As such, any strategy for improvement must contend with this challenge.

Though "the UBE Law has been adjudged as one of the best legal instruments on basic education at the (last) UNESCO General Conference in Paris, France in 2005" (Tahir, 2008:195), it doesn't reflect this gender dimension. This particular shortcoming in basic education policy can harbor fatal consequences on the actualization of the policy's objectives. Inequality in education associated with gender appears to have been taken for granted in the UBE Law, as it is assumed that both males and females would have equal opportunities. An explanation for this flawed assumption may well lie in the way the UBE strategies were developed. Being primarily, an initiative of the federal government, the top-down character of policymaking generally in Nigeria, it would seem have affected its formation. As such, while recognizing the important role of stakeholders – community, teachers, parents, academics and NGOs, it accords them very peripheral role in the programme. Accordingly, community-based structures for basic education delivery appear moribund in many local governments and communities, with the consequence that important issues that can promote improved basic education in Nigeria, like girl-child education, are given scant attention.

UNICEF has initiated a programme of intervention that uses community-based structures to improve basic education, particularly, that of the girl-child. The Integrated Growth and Development (IGD) programme seeks to, among others, reduce the number of out of school girls by 30% in the focal local governments. Some of the structures to be

utilized to achieve this include Mothers' Club, School-based Management Commitees (SBMC). These are structures that can decisively assist in solving our basic education problems at the grassroots. For instance, the SBMC's are supposed to mobilize community efforts towards the running of schools. The Mothers' Club is intended to empower women towards getting involved in educational issues, particularly of girl-children, as a concerned and interested voice.

Against this background, the point of departure for this study is the examination of how these strategies adopted by UNICEF can provide good paradigm for strengthening the UBE programme in Kaduna State. What are the strategies adopted by UNICEF? How relevant are these strategies in promoting girl-child education in the state? What lessons can be learned? What are the implications of these lessons on the UBE? How can these strategies be mainstreamed into public basic education programming?

1.2 Statement of the Problem

In Nigeria, the crisis that bedevils our educational system is self-evident. In complaining about this crisis, Ali (1994: 424) opines that: "When we talk about the falling standard of education all over the federation, we must not forget that at the moment, there is hardly any standard left standing". He goes further to insist that this scenario is more applicable to the Northern parts of the country, where a state was reported to have produced only 20 students who passed in the Senior Secondary School Examination conducted by the West African Examinations Council (WAEC).

Ali (2007:3) notes that "in Nigeria, there is a national gender disparity in basic education enrolment, retention and completion against girls". Another document claims

that in Nigeria, of the eighty-one per cent (81%) of girls enrolled in primary schools, approximately thirty per cent (fifteen for boys) will drop out before completing even a basic education (IDR/CAPP, 2007). The average Nigerian girl child ends up with two years less education than the average boy does. According to the report, in total, there are 8.1 million children out of school, of whom 4.3 million are girls. In Kaduna State, which is the focus of this research, pupil's enrolment in public primary schools as at February, 2008 was 866,496. Of this number (866,496), 393,904 are girls (45.5%), while 472,592 (54.5%) are boys (KSUBEP, 2008). Clearly, a significant gender gap exists in general enrolment for girls in the State. The Kaduna State Gender Parity Index (GPI) is, for instance, less than the GPI for Nigeria, in most indicators. The Gender Parity Index (GPI) for primary school gross enrolment ratio for Kaduna State is 0.898 as against 0.922 for Nigeria (KSUBEP, 2008). Evidently, an educational problem (gender imbalance) exists that should be addressed through interventions because the problem becomes even more pronounced as these girls progress in school. The transition to Junior Secondary School is less for girls than for boys (GPI of 0.984 compared to 1.140).

This problematic scenario exists despite evidence of various interventions, programmes and projects by governments at various levels to remedy the situation. (Abbas, 2003; Ezewu et al 2003; Emenayo et al 2003; Alabi, 2005). The Joint Admissions and Matriculation Board (JAMB) as reported by Obanya (2004) aptly illustrates that the gender gap that begins in the primary school becomes a gender gulf at the tertiary level. Clearly, it seems that our expectations of the UBE have not been met. Ten years after its launch and five years before the end of the target year of MDG Declaration, Nigeria is yet to achieve universal enrolment. This indicates that certain

unforeseen problems are still hindering the effectiveness of the programme. Part of the explanation for this may well lie in the scope of the programme. Inspite of generous evidence that suggest low girl participation in school, the UBE programme doesn't focus on it. This may well be the result of the top-down approach of the UBE.

UNICEF's IGD on the other hand, approaches the challenge of basic education in Nigeria by adopting a clear gender agenda. Based on the extensive analysis carried out, it isolates girl-child education for special attention. Through special strategies, it seeks to improve girl's participation and ultimately, universal education.

Arising from the foregoing, the following research questions are raised:

i) What strategies has UNICEF adopted for promoting girl-child education in Kaduna State?

ii) What are the essential characteristics of the selected strategies?

iii) How relevant have these strategies been in promoting girl-child education in the Focal schools in the state?

iv) Have these strategies succeeded in increasing girl-child enrolment in the focal schools of the state?

v) What aspect of the gender education strategies adopted by UNICEF is novel and relevant for adoption by the UBE?

vi) How can they be mainstreamed into government practices in Nigeria?

1.3 Objectives of the Study

The main objective of this study is to examine the relevance of the gender strategies adopted by UNICEF in promoting basic education delivery in Kaduna State, as they differ from the UBE. Specifically, this work has the following objectives:

i) identify the strategies adopted by UNICEF in addressing the problem of low girl-child participation in basic education in Kaduna State;

ii) present the characteristics of the selected strategies adopted in the focal schools by UNICEF;

iii) examine the relevance of these strategies in improved girl-child enrolment in the focal schools;

iv) assess the effectiveness of these strategies in increased girl-child enrolment in to be focal schools;

v) present the unique aspects of the policy; and,

vi) recommend ways these government processes specifically, and Nigeria generally.

1.4 Significance of the Study

Development, however defined, is a sought after condition for all humanity. In fact, it is claimed that, the 'raison d'être' of the state is the achievement of development. Thus, the effectiveness of a state is assessed on the basis of how much development is achieved. Defining development however, is not all straightforward matter. Going into a lengthy explanation of the contending concepts at this point will not be necessary. Suffice it to say that development refers to movement of a society from point A to point B, where point B is quantitatively and qualitatively better than point A.

Nigeria like all other nations of the world aspires to be developed. The various mechanisms through which this sought after condition is to be realized is manifested in different government programmes. Some of these are the Millennium Development Goals (MDGs). Vision 20;20;20, National Economic Empowerment and Development Strategy (NEEDS), the Universal Basic Education (UBE) and presently, the Seven Point Agenda. All these programmes are actually packages of priorities about how to overcome the present underdeveloped condition of Nigeria. How these, and other programmes have so far fared is graphically captured by Kwanashie (2005: 60).

> Nigeria has in the last two decades experienced persistent crises of development. Political, social and economic crises have to varying degrees and at various times constituted serious constraints to the development of the nation. Ethnic, religious and communal conflicts have dislocated the lives of many and created major disruptions of the social and economic life of the nation…. It is generally accepted that Nigeria must be reformed. The contending forces in the country today agree that the Nigerian state as presently constituted is not sustainable and needs to be urgently reformed. The crises which affected a large majority of developing countries in the 1980s resulted in the reappraisal of development strata around the world. There is global consensus on the need to restructure most "Third World" economies to make them better aligned with the various structural, institutional, and behavioral which have taken place in the world economy.

The foregoing presentation elucidates explicitly the urgency of development in Nigeria. A useful way of achieving development, is through the promotion of basic education. The extent to which education at all levels is promoted or hindered is crucial to the achievement of development, because education provides the necessary skills and capacity for the nation. (Audu, 1999). This is said to span from childhood through to adolescence, and then much later at the early adulthood when the child is expected to

make informed decisions about the various challenges she/he will have to be confronted with in later life. These include crucial issues such as career choices to prepare them ahead for the task of nation building, participation in development endeavors to enhance development and ensure sustainability in its entire ramification.

All these cannot be achieved until the study of the general environment in which girl-child basic education is carried out. The extensive and intensive study of the factors operating to hinder or facilitate girl-child education will promote greater understanding and awareness among stakeholders. This, in turn, will promote a capacity for design of effective instruments for addressing the situation. In the nutshell, studying basic education delivery, with particular interest on the girl-child, in Kaduna State will enhance capacities for policy design and implementation and consequently, the promotion of education in Nigeria. Hopefully, it will assist in the process of national development. This study, which seeks to explore the strategies used by development partners in promoting basic education, is therefore significant. Particularly from the point of view of filling what appears to be a yawning gap in the UBE as it relates to a seeming lack of attention for the girl-child. The insights from this study will be critical and timely, particularly now that the Seven Point Agenda is being aggressively executed. The overall significance of this work is that, being a study in development, it will provide critical ingredients in moving Nigeria to be among the top 20 economies by the year 20:20:20.

1.5 Scope and Limitations of the Study

This Work attempts an assessment of strategies for promoting basic education adopted by UNICEF. The justification being that the crisis of girl-child education is still

very pronounced in the northern part of Nigeria (IDR/CAPP, 2007). Kaduna State, which is located in this region, also shares this malaise. Even though girl-child access to education has improved yet, she lags behind the male child, because of her gender. Even in terms of girl-child access, enrolment rates are evidenced in the just concluded FGN (2003) REPORT. In it, gender difference in primary gross enrolment rates for girls stood at 12% in 2001 when compared to 7% in 1990. It is evident that despite of series of instruments in the forms of declarations and statements, both internationally and at national levels, the development of education has padded through and is still going along the same trend (Dantata, 2004: 128). Thus, the Universal Basic Education (UBE) programme, which was launched in 1999 seeks, among others, to promote education universally for both boys and girls in Nigeria. One of the objectives of the programme is achieving full enrolment for all children of school going age. This will partly require that innovative approaches be developed to address the peculiar needs of the girl-child. As it stands, the UBE doesn't provide this. Thus, we are interested in how UNICEF approaches the issue. Accordingly, we will be looking at the strategic interventions other bodies are engaged in to find out if there are lessons that can be transferred to the UBE programme of state government. Though basic education in Nigeria includes Early Child Care, Primary, Non-Formal, Adult Literacy and Junior Secondary education, this study is concerned with the primary school component (Class 1 – 6) of girls. The reason being that, the UBE recognizes others, but ignores the special needs of girls, thus not making any specific provision for them. Now that UNICEF has focused on girl-child education promotion, it will be interesting to examine the strategies they have developed and how it has impacted in the focal schools of Kaduna State.

The years covered by the study are 1999–2010. These years were chosen for this work on the belief that the current attempt at regenerating basic education commenced in 1999. As such, examining the varied strategies adopted to achieve this objective will in no small way throw light on the possible future direction of the UBE programme. The Integrated Growth and Development (IGD) programme of UNICEF, 2002-2007 also fall within this scope.

The limitations of this work are mainly in terms of coverage. The study covers only one state, out of the thirty-six in the country. This has serious consequences for the general applicability of the findings across Nigeria. This study acknowledges this limitation, but notes that cross-regional studies also have their problems especially as it relates to depth of analysis. The timeframe for this study is also another limitation. Though the study adopts a ten year span, most of the field work was carried out in the last few year of the research work. This is to say that the applicability of its findings should safely not be over-extended too much into the future.

The limitation of our methods of data collection is also acknowledged. There is no data generating system that is foolproof, as each has its own advantages and disadvantages. Some of the findings of this work will need further confirmation though intensive and extensive research.

On the whole, a work of this nature that seeks to assess the strategies of UNICEF for addressing basic education problems through an innovative approach, deals with both quantitative and qualitative data. Thus, our data analysis method is largely a mixture of both quantitative and qualitative-descriptive in nature, but complemented by the use of frequency tables and standard deviation analysis to test the hypotheses.

1.6 Research Hypotheses

The following hypotheses are advanced;

H0. Empowerment strategies adopted in UNICEF's IGD has significantly enhanced girl-child enrolment in the focal schools of Kaduna State

H1. Empowerment strategies adopted in UNUCEF's IGD has not significantly enhanced girl-child enrolment in the focal schools of Kaduna State

H0. UNICEF's adoption of innovative service provision strategy in the focal schools has significantly encouraged girl-child enrolment in the focal state.

H1. UNICEF's adoption of innovative service provision strategy in the focal schools has not significantly encouraged girl-child enrolment in the focal state.

1.7 Operational Definition of Terms

For the purposes of this study, the meaning of the following terms shall apply:

i. EMPOWERMENT – This refers to all activities initiated and executed by UNICEF which is aimed at energizing and strengthening structures and organs of promoting basic education achievement in the Integrated Growth and Development programme.

ii. ENROLMENT – This is the total number of girls that are attending school in a given year.

iii. SERVICE PROVISION – This are consumables and other inputs needed to facilitate effective teaching and learning in schools.

iv. GIRL-CHILD – refers to all those female children below the age of 12 years.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter explores existing literature on the theme of girl-child education in Nigeria. At a point in time when the emphasis on development is not only a domestic but also an international point of concern, the state of knowledge about the phenomenon should be examined. This is particularly more so, given the fact that some of the factors hindering effective promotion of girl-child education appear to be regional in character. Against this background, exploring research that has specifically focused on how NGOs and government have organized intervention in girl–child education promotion will be important. While at that, establishing that the problem actually exist from available research will also be useful.

Extensive documentary and library search was undertaken. Large amount of materials are available on the education of the girl–child in Nigeria, some that are relevant for this work were selected for review. The selection was on the basis of the material being about Nigeria, and if it is current and useful for our study. The internet was also explored using GOOGLE. Catch words “compare”, “girl–child education”, “Nigeria”, and “NGO” were used to search. Large volumes exist on these themes. Most of what is available however, duplicates library materials accessed. Others had only the abstract available. In other not to have an unmanageable work, a few of these were selected for inclusion. Though the problems militating against girl-child education are fairly well recognized, it appears that research on the activities of NGOs in this area has not been sufficiently covered.

The Rationalist model of analysis is selected as the theoretical framework for this work. Public policy making is best undertaken when rationality is pursued in its processes. This work approaches its thematic agenda from the point of view of the search of rationality being decisive in formulating instruments for goal achievement. Because we feel the main differences between the two approaches – UNICEF and government -- are in terms of extent of rational processes, the broad outline as well as utility of this model is presented in this chapter.

2.2 Definition of Girl-Child

The concept of the girl-child is a difficult one to define. This is because the term relates to the legal and socio–cultural background of diverse categories of people. This provides an explanation as to why Doherty (1995:16) makes the following observation.

> Firstly to whom does the term "girl-child" refer? The ages which constitute childhood in Nigeria, tend to ambiguous being determine by social, cultural, economic and legal factors. Because the term "child" for the purposes of this article includes "adolescent", the definition provided by the United Nations Convention on the Rights of the Child as "all those below the age of 18 years unless national law grants majority (sic) at an earlier age", will be adopted. The constitutional age of majority (Sic) in Nigeria is 18 years although a review of the legislation relating to children reveals that what may constitute legal age varies depending on the different circumstances being legislated for.

The author goes further to highlight the confusion that can arise within certain cultural milieu. Where a particular culture allows for early marriage would it be appropriate to refer to a young girl who has married with her parents consent and

therefore, lawfully, as a child or an adult, it is asked. This background provides vivid examples of how the concept of the girl-child can be misunderstood or misinterpreted.

Adelola (2008:11:118) similarly explores the question: Who is a (girl) child? The author then comes to this conclusion:

> The (girl) child is defined as an individual (female) who is between the ages 0-18 years of age (United Nations Convention, 1980). This therefore means that most adolescents are children when the age criterion is applied. However, if some other criteria are applied, individuals considered as children may be adults. Such criteria include cultural and shouldering of responsibilities, e.g in the Nigerian extended family system, a 17 year old girl may take on the role of a mother to her siblings in case of the death of their mother. In some cultures for instance, a child becomes an adult once the secondary sexual characteristics like menstruation, breast development in girls and growth of beard, and deepening of voice in boys, are noticeable. The most popular criteria of defining a child, which is acceptable to the nations of the world, remains the chronological criterion of 0-15 years.

On her part, Okunnu (2009) believes that the "global definition of the girl–child covers zero to 15 years of age". This standard, she believes, is consistent with internationally accepted definitions of girl–child. Ponte (2006:1), however, has a different perspective: "I propose to define girl-children as a socially constructed category around female persons between 0 – 18 years".

All the definitions of girl-child so far advanced, will appear to emphasize the age criteria for determining who the girl–child is. And from available definitions proffered, it seems that the authors hold the view that any female child of age 0 –15-18 can be considered a girl–child. Thus, while cultural physiological and other factors can affect

our range, it is widely accepted, as evidenced above, that the girl-child can be identified using the above age criteria.

2.3 Girl-Child Education in Developing Countries

The problem of low level girl-child educational achievement relative to boys in developing countries has been highlighted by several studies. The World Bank Technical Report: Girls and Schools in Sub-Saharan Africa (1995) notes:

> Female education is recognized as one of the critical pathways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that although there have been improvements in female participation, girls and women access to education remains limited in several countries across the region. It is evident that, once enrolled, girls are more likely to drop out of school than boys; that their educational achievement is poorer than that of boys and that few girls for math or science–related fields of study.

In this segment of this research work, we shall explore the situation in a few of the developing countries, not necessary in Africa. In Nepal as part of its, work to promote girl–child education and the achievement of Education for All, the United Nations Educational, Scientific and Cultural Organizations (UNESCO) office in Kathmandu undertook a series of research in an effort to implement its project under the banner of "Winning Peoples Will". A concentrated series of research activities identified many of the perceived barriers to the education of dalit girl-children:

- Parents and guardians generally illiterate, with little awareness of the importance of education, particularly for girl children.

- Financial constraints including avoidance of dalit government scholarship because of the stigma attached.
- Pull factors of domestic responsibilities, coupled with ability to earn money from 13-14 years of age.
- Difficulty to reconcile situation at home with need to study, i.e no parental support, densely populated houses with bad lighting.
- Peer pressure from non-school going friends
- Lack of aspiration as the only professional option is the traditional sweeping job.
- Parents and guardians unable to follow the school application process.
- Discrimination or the perception of discrimination, by higher caste peers and teachers at school.
- Finances drained by other sources (religious festivals and in some cases, alcohol) rather than education of children.

Many of the causal factors affecting school enrolment were deeply entrenched social problems related to the dalit caste and associated financial and empowerment issues. These require long term, sustainable initiatives to help develop the perception of women within the community. Nepal's approach to education however, is changing and recent development towards increasing child-friendly education, and inclusive schooling are encouraging. Nepal's Tenth National Development Plan (2002–2007) focuses on the need for poverty alleviation and looks upon education as a pivotal factor in this initiative. There is very real need for such an approach in a country where 19% of school age children do not attend school. That figure jumps to 40, at secondary level (MOES school data, 2003) (www3.unesco.org/iyep/report)

Naturally, the problems of school enrolment and school attendance in Nepal are more pronounced in some communities and the figures vary according to gender, location and social status. The archaic caste system has left its mark on education, and continues to influence it today. Traditionally confined to the elites, education has only recently been recognized as a fundamental right and in many areas this attitude has yet to become the norm when considering girl-children. The education of women has a considerable influence on society, resulting in healthier, more empowered children. However, girls are required to fulfill a vital role within the home and are often unable to attend school as well as complete their domestic tasks. Often considered 'temporary property", as girls move to a husbands home after marriage, it is not thought to be economically sound to invest in their future. (www3.unesco.org).

In Uganda, the government provides basic education free of charge through the Universal Basic Education Programme. This has led to improvements in enrolment, retention and completion rates for girls especially. But as the World Bank Technical Report (1995:16) notes;

In Uganda, poorer parents are not enrolling or are withdrawing their children when financial burden become too great. Indeed, parental difficulty in paying school fees is reported to have resulted in delays in opening schools for two consecutive years. The beginning of the school year was pushed back to allow parents raise the required fees and to allow children to work to raise their fees. Schools fees are a delicate and complex issue in Uganda and almost at par with the issue of teachers' salaries. The introduction of statutory fees at the primary level, which are more than ten times greater than the

previous fees has fueled the on-going debate, and also provides another excuse for the non-participation of girls in schools.

Though the introduction of the Universal Basic Education Programme in Uganda has attempted to resolve the problem of fees generally at the primary level, it remains a problem at higher levels. After primary education, most girls drop out of school because their parents and guardians cannot afford to pay for their secondary education, or some who choose to, pay for their boy children at the expense of their girl-children.

In the particular case of Kanungu District, girl–child education beyond primary school is lacking. Consequently, some girls are even forced into early marriages in order to get dowries to pay for their brother's education. The resulting situation is pathetic. Reproductive health problems as a consequence of early marriages include too early pregnancy, direct obstetric complications, and obstructed labour among others. The early marriages may not work, violence becomes the order of the day, poverty becomes a vicious circle in the family, characterized by poor health, lack of shelter, poor access to water and sanitation, malnutrition, disease and a high infant and maternal mortality rate (www.eldrbarry.net/ug/kdgcprog). In general, it appears that educational prospects for the girl-child in Uganda is bleak compared to the boy–child.

Research has shown too, that in many developing countries, the onset of puberty results in significant changes in school participation for girls (Beyene, 1989, Herz, 1991, Mehrah, 1995). Menarche, which is the onset of menstruation, and the most dramatic sign of girls' puberty, affects girls' socialization with family and community and may have significant impact on their education.

A study conducted in Peru intended to assess the extent to which the onset of puberty influences girls' primary school attendance and completion. The research seeks to inform donors and decision makers about the importance of addressing the constraints on girls' completion of primary education. More precisely, it aims to identify family, community and school system factors that affect girls' attendance and retention and to influence policy decisions regarding girls' education.

Provision of educational services for boys and girls in Peru has increased significantly in recent years. In 1995, the literacy rate was 83.0% for females and 94.5% for males (United Nations, 1995). No major differences exist at the preschool and early primary school level between boys and girls enrolments. However, as children progress through primary school, differences begin to emerge especially in rural areas. In 1998, in the rural areas of the Department of Ayacucho, 60.4% of boys and 49.3% of girls completed primary school.

Menarche, in Andean culture marks the transition from childhood to adulthood. In rural Peru, the beliefs and taboos associated with menstruation strongly shape girls educational experiences and future aspirations. Menarche changes a girls self perception and the way she is perceived by her family and the community. Consequently, her roles and expectations are modified with the consequence that her education is jeopardized. Formal education, also, is not accommodating to menstruating girls. Schools lack bathroom facilities, water and sanitary supplies. The prospect of sitting for long periods of time, staining their clothes with blood and being noticed and teased by boys, make adolescent girls feel anxious and uneasy. This is compounded by physical symptoms such as headache and fatigue.

Parents send conflicting messages to their daughters. On one hand, they believe girls should adhere to gender specific roles and begin to focus more attention on domestic tasks traditionally assigned to women. On the other hand, parents also report that they want their daughters to obtain an education. This confuses the girl-child. The study concludes that in Peru, menarche contributes in creating gender imbalance in education against girls. The study recommends the provision of adequate sanitary facilities and products for girls, ensuring girls safety and adapt school activities to accommodate girls needs. It also calls for training of teachers, and implementing health and sex education programmes, provision of adequate nutrition, involve community in protecting girls against violence, reduction of girls' workload and re-examine gender role expectation, amongst others.

In a study conducted on Girls and Schools in Sub-Saharan Africa by the World Bank, the gender disparity currently existing in educational access and achievement between boys and girls was identified. "The net primary enrolment ratio for the region has declined from 68 in 1970 to 48 in 1991 (World Bank 1994), a clear indication of the large number of children who remain outside the formal education systems. Indeed, about 36 million girls are out of school in Sub-Saharan Africa region" (UNESCO/UNICEF 1993), the report states.

The reports goes on to state that female enrolment ratios in Niger rose from 3 percent in 1960 to 18 percent in 1980 and then 21 percent in 1990. The corresponding numbers for Somalia were 3, 14 and 7. In Sub–Saharan Africa, the gender gaps appear widest in the Sahelian countries of Chad, Burkina Faso, Niger and Mali where overall enrolments are also low by regional standards. It claims that significant gender gaps

persist despite the growth in female enrolment ratios, widening as one goes up the education ladder. Girls made up 45 percent of primary students in 1990, 40 percent of secondary students and 31 percent of tertiary students.

The same report asserts that an analysis of female education in Cote D'ivoire concludes that once girls have completed primary school, they are 37 percent less likely than boys to attend secondary school. Once girls complete lower secondary school, they are 14 percent more likely than boys to proceed to upper secondary schools.

Access to primary education is only part of the problem for girls. In Ethiopia, girls' performance in all three national examinations is reported to have been poorer than that of boys and generally, more girls repeat and drop than boys. In Kenya, the report claims that a recent analysis of student performance in the primary and secondary promotion examinations indicates that except in languages, female achievement is lower than that of males. It notes that; "Particularly worrisome are the disparities in mathematics and the sciences" (Makau, 1994:14).

Generally speaking in Sub-Saharan Africa, "The enrolment rate of girls remain lower than that of boys, their drop out and absentee rates higher and their achievements and performance poorer particularly in mathematics and science" (World Bank 1995).

In the particular case of Nigeria, the situation does not appear to be different. For example, in 1999 the literacy rate was estimated to be 52%. Also statistics showed that of the 21 million children of school age, only 14.1 children were enrolled in schools. The completion rate of primary school was 64%, while transition to junior secondary school was only 43.5%, matters were worse when gender and geographical correlates were taken into account (Mabi, 2005:69). Against this background, the Universal Basic Education

(UBE) program was launched in 1999. Among the objectives of the program was the provision of free, Universal Basic Education for every Nigerian child of school going age. The implication of this provision will is the elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education for girls by 2015, with a focus on ensuring full and equal access to and achievement in basic education of good quality. These latter goals are articulated by the Dakar Framework of Action (2000) of the Education for All (EFA). These are also consistent with the Millennium Development Goals (MDGs) that the Nigerian Government has committed itself to.

Abbas (2003) discusses the "Challenges of Girl–Child Education under the Universal Basic Education programme in Kano State". He posits that since the 1990 declaration by the United Nations of the Education for All (EFA) Program, Nigeria has set machinery in motion for achieving its objectives. One of such is the adoption of the Universal Basic Education (UBE). This program seeks to achieve educational objectives, particularly for girls. He believes that the importance of girl education cannot be overemphasized. Girl's education, it is held, improves family cohesion, health and nutrition. Recognizing these potentialities and the disturbing gender disparities existing in educational systems within some countries, the 25– by 2005 initiative was developed. This aims at providing an agreed upon platform for accelerating and coordinating work on girl's education. Nigeria is one of the 25 countries in the UNICEF's campaign which attempts to close the gender gap in schools in 25 countries by the year 2005 (Abass, 2003:103).

The author highlights important international developments that have gingered state policies on girl-child education. He cites Nigeria's endorsement of the UNESCO 1960 Commission's document against discrimination in education; the 1975 Mexico World Conference on the status of Women; the 1985 United Nations Nairobi Strategies for the Advancement of Women and the Beijing World Conference of Women of 1995. More recently, the Strategy for the Acceleration of Girls Education in Nigeria (SAGEN), a collaboration between the Federal Government of Nigeria and UNICEF, was launched (Abbas: 2003:104).

On its part, the Kano State government in conjunction with the Federal Government and UNICEF drafted a non–formal basic education curriculum for the girl child in 1995. This program is targeted at girls aged between 6-12 and 13-18 who have never been to school or dropped out. The objective was to develop the skills of reading, writing, and numeracy; equipping the girls with home management and life skills, vocational skills, ideas of good citizenship and necessary knowledge for mainstream formal education, and analyze prevailing gender issues that negatively affect their education. There are sixty three (63) of such centers (Abbas, 2003:104). Government went further to waive tuition fees for girls in secondary schools, undertook to sponsor girls education to university level and introduced a school feeding program in primary schools.

The paper then presents pupils enrolment figures diagrammatically for each of the three senatorial zones of Kano States. In Kano Central Senatorial Zone, of the eight hundred and sixty seven thousand, three hundred and sixty nine (867 369) pupils enrolled across the zone, only four hundred and ten thousand, eight hundred and thirty

one pupils (410,831) are girls. This represents about forty-five percent (45%) of all pupils in the zone. In Kano North Senatorial District the figures are more dramatic as four hundred and forty eight thousand, ninety six (448,096) pupils were enrolled. Of this figure, one hundred and forty seven thousand, eight hundred and four (147,804) pupils are girls. This represents just about thirty percent (30) of the total figure. In the Kano South Senatorial District, a similar scenario unfolds. Four hundred and sixty four thousand, one hundred and sixty one (464,161) pupils are enrolled. One hundred and fifty thousand, four hundred and fifty-one (157,451) representing about thirty percent (30%) are girls. Abbas (2003:10) justifiably concludes that from the above figures "it could be noted that, despite governments efforts in the past and present and despite UBE efforts both in its objectives and actions, since its launch in 1999, girl-child education is still facing some problems".

Opeke (2008) examines, "Gender in Nigeria Education". She posits that a number of studies have identified certain factors that are critical to promoting girl access and retention in schools. She identifies the following;

i) Peace and democratic governance

ii) A thriving women movement or widespread concern with gender equity

iii) An environment where regional inequality are addressed

iv) A well supported and well resourced public education

v) An integration of public policy with regard to education, health and economic policy.

Opeke (2008) goes further to identify factors influencing gender equity to include the wealth of the nation and its socio–cultural and political environment. Elaborating

further, it is asserted that the Nigeria society is predominantly patrilineal and the position of the man as the head of the nuclear and extended household is well established.

As a consequence of this arrangement, the decision making process is largely dominated by male related issues. Even when a women heads the nuclear family - widow, divorcee – she will be expected to take instructions from a male member of her husband's house, even with regards to the wellbeing of her children. Related to this is the polygamous nature of households, particularly in the northern and southern parts of Nigeria, which creates large households.

This result from competition among the wives on the number of children they want to have. In most instances, there is a preference for male children, who are believed will maintain the family name. This situation can lead to having as many as five, six or more female children, in the process of looking for that valued male child. This has implications for girls' education.

According to Opeke (2008), Unterhalter et al (2004) provide empirical support for the possible impact wide regional inequalities in female education can have on female educational outcome. Their "Assessment considered not only the number of girls who attended and remained in primary school but also whether those girls were able to translate the attendance and retention in future schooling at secondary level and healthy lives where they have earned a reasonable income" (Opeke 2008:8).

Discussing, "The State of Gender in Nigeria's Educational System," Opeke (2008) contends that Nigeria has made tremendous progress in widening the reach of education. She however holds the view that the different gender groups have not benefited equally. She cites Obasi, 1997, Unterhalter, et al (2004) to point to "gender

disparities in enrolment between the northern and southern parts of the country as well as between rural and urban environments. This inequality is reflected in lower enrolment rates, higher dropout and repetition rates and lower levels of attainment for girls. Of great concern are school completion rates of girls and the significant level of disparities in science and technology".

The paper cites Osinulu (1989) as claiming that female enrolment in secondary schools were 44% and 41% and there was significant gap between enrolment at these levels and the tertiary level where a mere 32% of entrants were females. Withdrawal rate for girls' averaged 51% (primary 1-6), upping at primary five and six to 52%. In the same year, more boys than girls repeated in all classes, thus suggesting that girls easily drop out of school, boys are retained in spite of all odds, even if it means their having to repeat the class. The conclusion here is that boys have a greater chance of completing their primary education than girls.

Osinulu (1989) is also quoted as citing national entries for West African Examination Ordinary level to show lopsidedness in gender performances. They were outperformed by males in automation, physics, chemistry, and biology. Females on the other hand constituted 98% and 99% of those who registered for food and nutrition and for Home Management in 1998. Other studies, for example, Science Teachers Association of Nigeria, STAN (1992), Bolarin (1998), Abe (1998) Ogunleye (2000) and Opeke (2003) are cited as agreeing that female access and achievement are lower than those of males.

Opeke (2003) believe that most of the efforts by all levels of government have been in the form of support to education generally, direct gender initiatives have fallen on

non–government donors. She specifically identifies UNICEF, UNESCO, UNDP, the World Bank, DFID, Childcare Trust, CSACEFA, and Net Work for Gender Sensitive Educational Management in Africa. She concludes that;

As a result of these various initiatives by the federal government of the Federal Republic of Nigeria, international donor agencies, NGOs, a lot of improvements have taken place in the Nigeria educational system in the past two decades. There have been improvement in the number of qualified teachers in primary and secondary schools, improvement in school infrastructure, improvement in female enrolment and participation and most importantly, a greater public awareness of the evil effects of the various practices perpetrated against the girl child.

Opeke (2008) believes that it is mainly through the identification of the needs for empowerment of the mother of the child that any meaningful headway can be achieved. She (the mother) plays a critical role in educating her children, both at home and in school, through the payment of fees, uniforms, books and other needs of the child. Accordingly, her involvement in formulating and implementing policy and programs in this regard are critical.

Ayodele (2008) writes under the heading "Gender Empowerment and Millennium Development Goals: Nigeria's Educational Perspective". He notes that it is lamentable that girls and women in Nigeria constitute the greatest number among the poorest of the poor. They are plagued with poverty of ignorance, illiteracy, discrimination, and injustice, cultural oppression, seclusion, HIV/AIDS and sexual violence. According to him, "Nigeria is 6 years post Millennium Declaration (Agbasimola, 2006 Odejide, 2006) and the nation still has a long way to go in realizing these goals".

The gender issue is raised and identified as one of the most recurring topics of recent times. He associates this currency with the awareness that women constitute more than half of the world population. As a consequence educational progress cannot be achieved if woman are not incorporated into the mainstream. Ayodele (2008) holds that gender disparity at all levels of education dates back to the pre–colonial era and is rooted not only in Africa traditional culture, Christianity and Islamic religion. The traditional attitude of parents to education of their children is to invest in the education of boys thereby denying girls the opportunity to participate.

He contends that gender inequality in education had been taken for granted as it was assumed that both males and females would have equal opportunities in Nigeria. In order to facilitate equal access to education in the past, policies such as free education at primary and secondary schools, government takeover of secondary schools in some states, the establishment of more government schools and the provision of bursary and scholarship awards to students were adopted. No attempt was made to focus on equal access by gender. Resulting from this, the MDGs were declared so that issues can be addressed worldwide. "While the MDG declaration and the set target and indicators are laudable, centuries of educational exclusion, gender discrimination, gender inequality that have been entrenched in nation's culture worldwide and in particular, Nigeria, cannot be wished away with 15 years MDG policy projection" (Ayodele, 2008).

King (1990), Bellew and King (1999) Malcolm (2006) Chaubaud (1970) are cited to make the case that education is an important factor in economic development. This claim rests upon practical ground because education improves the quality of life, promotes health, and expands access to paid employment, increase productivity in market

and non–market work, and facilities social and political participation. One of man's best investments, the evidence suggest, is in him (Hanson and Brembect, 1966). Ayodele, (2008) claims that in spite of the neglect of tertiary education in the MDGs "even the primary education itself is still leaving behind a great number of girls (not through access but) to a wastage, dropout and inadequate curriculum, methods and quality, which ensures that literacy is not a permanent feature especially in rural schools". He goes on to contend that at secondary level, there is less level of youth attendance than at the primary level. The paper puts the number of youth aged 12–17 that attend secondary at 38%. And all, both primary and secondary levels, male youth than female are more likely to attend. Between the urban and rural areas, 46% of urban as against 29% in the rural areas attend secondary school, citing Nigeria DHS EdData survey, 2004. He goes further.

> Among youth up to the age of 24, there is a notable gender gap in secondary school attendance, with a male Gender Attendance Ratio of 69 and a female GAR of 53, producing a gender parity index of 0.77 (DHS Ed Data survey (2004). As boys and girls advance to secondary and tertiary institutions the numbers become thinner and especially the numbers of girls become narrow at the top. Okebukola (1998) notes that, while women are encouraged to take advantage of high educational opportunities, no deliberate attempt is at lowering admission standards in their favour. On the contrary, the discipline quota policy of 60:40 in favour of science and technology students is helping to shut the door to females, who are greatly represented in Arts and Humanities (Ayodele, 2008).

The paper then proceeds to present interesting statistics of applications and admissions into Nigeria Universities according to state of origin and by sex in 2000/2001. The variation among the six geo-political zones on application and admission is so wide as in 6.5% of applicant from the South West zone being placed. This is contrasted to the 15.2% of both the North East and South East zones. However, the 6.5% of admission in

the South West translates the 10,108 candidates as compared to the North East 13.8%, translating to 2243 candidates. Also female enrolment figures vary considerably across the six zones. The highest admission figures for females are from the southern part of the country, 11,436 from the South East, 3,599 from the South West. The low figures of 668 from the North East, 787 from North West and 2015 from North Central goes to prove that more needs to be done to encourage more females to go to school and make success out of it. (Ayodele 2008:42).

The author rounds up presentation by highlighting the fact that despite being signatories to the MDG Declaration and several world conventions, especially CEDAW, Nigeria is yet to enact domestic laws for the enforcement of these articles." He goes on to wonder if Nigerian policy makers are not just paying lip service to issues concerning girl-child education and women. It is recommended that Nigerians need a re-orientation through advocacy, sensitization and public education. This is one way to overcome forces that frustrate such noble efforts. Gender mainstreaming in all government parastatals and polity is also advocated to promote gender empowerment, equality and education. Finally, educational incentives such as scholarship, free education at all levels, indiscriminate admission policy, gendered affirmative action should be promoted to ensure equity and equality of access, retention, and completion of education by both sexes. The 60:40 admission ratios should be abolished as it is considered counterproductive.

Osokoya (2008) examines ways to maximize women contribution to national development through education in Nigeria. She cites section (18) of the Federal Republic of Nigeria Constitution, 1999 to the effect that public policy should reflect the national

commitment to equality of all, irrespective of race, sex or gender. UNESCO records are then presented to establish that research studies point to inequality in access in the north, confirming earlier reports. The author goes on to posit that whereas the Universal Basic Education program (UBE) was launched in 1999 and the program became compulsory for all children of school age as from May 28, 2004, there doesn't appear to be any serious effort at all levels of government to ensure equal access for girls enrolment, retention, and completion. This situation has consequently denied most Nigeria women the avenue to contribute their quota effectively to national development.

The author then examines the concepts of education and national development. Definitions of education by several scholars are given. O'Donnel (1977) is cited for instance, to define education "as the process by which people develop their faculties in order that they may play their part in the society."

Education is then classified in to three, mainly; informal, formal and non formal. National Development, on its part is viewed "as the development of a nation's human and material resources and education is perhaps the only means to prepare individuals for participation in national development".

The population of women in Nigeria is then given to be more than half and these have significantly contributed to the progress of Nigeria as doctors, judges, pilots, politicians, engineers, ministers, professors, journalists and so on. The problem is that women are underrepresented in these various sectors due to gender inequality in the educational system. And this marginalization affects the prospects of women being "able to adopt strategies that could maximize the life chances of their children by taking better decisions in the marital, reproductive, economic and medical areas". Alele-Williams

(1996) is presented as noting that an educated woman, being a product of social change herself, would be better equipped to socialize her children to survive in the socio-economic order concomitant to development.

2.4 Factors Responsible for Differences in Girl–Child Education Delivery in Developed and Developing Countries

A number of scholars have examined factors that seem to be at play in affecting negatively or positively, girl–child education achievement particularly and educational delivery generally. Obanya (2001) examines some challenges that confront the UBE programme in Nigeria. He does so under various themes, such as the challenge of large numbers, doubt in the mind of Nigerians and the supply of teachers in sufficient numbers and quality. He points out that with regards to Nigeria's federal system, the 1999 Constitution entrusts the management of primary education to local governments. This generates its own problems as different levels of government may have varying degrees of commitment to advancing primary education. For instance, the UBE is a federally initiated programme that requires the support of state and local governments to succeed. Consequently, conflict in any form among the tiers of government can have the potential of frustrating the programme. This, the author believes, is one of the factors militating against the UBE in Nigeria.

Another dimension to the problem is that UBE now includes the junior secondary schools and this raises major management related issues. First, the JSS is a component part of the secondary sub-sector. Second, the federal government does own and operate secondary schools, but not primary schools (Obanya, 2001). The author proceeds to

discuss the Constitutional dilemma that such an arrangement will create for the UBE. Obanya, goes further to assess the prevailing climate of doubt among Nigerians generally, on the commitment of government to UBE. He believes "The UBE needs the strong support of the people, who must not only be strongly interested, but be personally committed to promoting it, and vigorously too". All these factors may be peculiarly Nigerian in character, and by extension applicable to developing nations where constitutionality and the credibility of government and the state are still tenuous. And as long as primary education is confronted with these challenges, few Nigerian children, much less the girl-child can hope to achieve any meaningful education.

Ogbonna (2003) on his part approaches the discussions of factors confronting basic education in Nigeria by examining some data management issues in Nigeria. He contends that the state of data in the sub-sector is very worrisome. Of particular concern for the paper are the twin issues of data availability and quality. Citing Tahir (2001), he posits that at inception one of the problems of the UBE programme was non–availability of accurate school based statistic, which is necessary for effective planning and implementation of the programme. Ogbonna (2003) cites the UBE implementation guidelines (2000) as capturing the situation thus:

> First, national population census have always been over–politicized and so it has not been easy to extrapolate school age population figures from published population census data. Secondly, there is a great deal of imperfection and lapses in (existing) published educational statistics, with the result that they cannot be of use in planning. Thirdly, the technical capacity for data collection and analysis (in terms of appropriate type of equipment and appropriate know how) still leaves much to be desired. Fourth, there is the whole issue of lack of awareness: the need for efficient record keeping at all levels and a lack of awareness of the importance of data in planning and decision making. Fifth,

> educational statistics in Nigeria come from a variety of sources with a wide variety of approaches as well as of focus. The situation has given rise to the phenomenon of discordant data. All these factors make planning difficult. Even "guestimates" as the statistical basis for any reasoned guessing is not there. (p20)

The paper proceeds to explore the issues that need to be solved to enhance the availability of accurate, reliable and usable data. He examines the various problems of data availability and data quality. Data quality relates directly to the reliability and accuracy of data supplied from different sources. Data may be of little use if users cannot trust them. According to Ogbonna (2003), mistrust in data arises in the main, from distortions in data supply. Chapman and Boothroyd (1988) identified four primary threats to data quality as follows:

1. Errors and omission in reporting data
2. Errors in transferring and summarizing data
3. Errors in treatment of missing data
4. Lack of consensus about data definitions.

The paper discuses politicization of data, and proffer suggestions for improving data availability and quality. Concluding, Ogbonna (2003) notes "Poor record keeping, lack of data awareness, deliberate falsification of figures and some government policies as some of the factors hampering the availability of accurate and reliable data". To solve the problems, it is suggested that UBE operators should commit themselves to availability of timely, accurate and reliable statistics through sample survey techniques. Government also needs to reconsider some of its policies that tend to encourage under or over report data. This way the programme will achieve more, particularly in promoting girl child education.

More particularly related to the theme of this work, Adamu, (2003) in discussing "Community Participation in UBE in a Dwindling Economy", addresses the role of the community in promoting girl-child education. He believes that "efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality". The paper makes the case that through various forms of participation in educational activities parents and guardians can interact with teachers, there by becoming aware of how girls' education contributes to improvement in economic activities, improve family health and nutrition, reduce fertility and child mortality rates. Involving parents and communities in discussions as part of school activities, according to Adamu (2003:54), also helps to identify factors that prevent girls from schooling. Parents find media through which their fears and concerns are raised on the reasons for not sending their daughters to school. Issues of security in relation to distance from school, the important role of girls in domestic chores and the economics of hawking are openly discussed. These constitute serious obstacles to girl–child education. Adamu concludes his discussion by positing that, "involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers, which greatly helps girls' education". Finally, the role of respected elderly people and religious leaders in the community can be usefully tapped through community participation in promoting girl–child education, if the dialogue with these respected people takes place successfully. This feature, which is more common in developing societies, is very decisive in hindering the growth of education generally and girl-child education particularly.

Abbas (2003) discusses the "Challenges of Girl–Child Education under the Universal Basic Education (UBE) programme in Kano State". These challenges, namely; the home environment, the school and policies are the three most important factors, which affect girl-child education, according to the author. In discussing the home environment, he claims that while primary education under the UBE is free, in practice parents shoulder heavy responsibilities in PTA levies, books, school uniform, writing materials and sometimes, transport. And some poor families in the underdeveloped regions have to pay the total cost of education themselves. Some of these families select those to be educated and those to assist at home. According to the author, due to the poor economic status of most families in Kano State, girls are naturally filtered out to assist their parents in domestic or income generating activities. Thus, girl-education is influenced greatly by the economic status of the parents.

The issues of culture as it affects girl-child education, is also highlighted. This comes in the form of domestic chores. The social distinction of these chores between male and female places most of it on the girl. They fetch water; gather firewood, cook, wash and baby sit. All these responsibilities mean that the family will suffer considerably if the girl is allowed to attend school. Another cultural factor discussed is gender–stereotyping that promotes the image of the boys as the breadwinner in the family. This influences the family into wanting to invest more on the male-child in the hope that future returns will cancel out whatever is invested. To compound matters for the girl-child, the boy-child remains with his parents throughout life, while the girl is soon married out.

The paper discusses the misinterpretation of religious tenets by some religious leaders who do not think to send a girl to school is a big priority (Abbas, 2003:141). The paper contents that this is a major problem that militates against girl-child education. Overcoming this challenge will be very difficult given that religious teaching is involved. Anybody that attempts to stand against this religious tide will be considered an outcast.

Other sets of stereo-typing at school constitute another dimension to the problems of girl-child education. Abbas (2003:112) asserts; "the content of the literature mostly found in Kano schools (this too is a national phenomenon) tends to emphasize and portray the girl-child as one who should remain subservient and whose role should be in the home. This review is well portrayed by the way female and male children are treated in textbooks and other instructional materials. Additionally, the societal attitudes and expectations manifest themselves in the classroom through the actions or teachers". The paper cites Bingham (1992) as claiming that "high ability girls are neglected in responses made by teachers, while high ability boys received the most attention followed by low ability boys than girls." This demonstrates that boys are given preferential treatment in some schools relative to girls.

On the policy plane, it is contended that educational policies in Nigeria are gender insensitive. It is claimed that policies that promotes girl-child education in Nigeria are either non–existent or insufficient. Issues related to the monitoring of gender on the way to school, proximity of schools to homes are highlighted. According to the paper, government bars the withdrawal of girls from school for any reason whatsoever. It is asked; what happens to those not taken to school for enrolment at all? This discussion

highlights the multi-dimensional nature of the problems confronting girl-child education in developing countries.

Opeke (2008) examines, "Gender in Nigeria Education". She posits that a number of studies have identified certain factors that are critical to promoting girl access and retention in schools. She cites Unterhalter, et al (2004) as identifying the following:

i) Peace and democratic governance

ii) A thriving women movement or widespread concern with gender equity.

iii) An environment where regional inequality are addressed

iv) A well supported and well resourced public education

v) An integration of public policy with regard to education, health and economic policy.

Opeke (2008) goes further to identify factors influencing gender equity to include the wealth of the nation and its socio-cultural and political environment Elaborating further, it is asserted that the Nigeria society is predominantly patrilineal and the position of the man as the head of the nuclear and extended house hold is well established (Opeke, 2008).

As a consequence of this arrangement, the decision-making process is largely dominated by male related issues. Even when a women heads the nuclear family –widow, divorcee – she will be expected to take instructions from a male member of her husband's house, even with regards to the well-being of her children. Related to this is the polygamous nature of households particularly in the northern and southwestern parts of Nigeria, which creates large households. This result from competition among the wives on the number of children they want to have. In most instances, there is a preference for

male children, who are believed will maintain the family name. This situation can lead to leaving as many as five, six or more female children, in the process of looking for that valued male child. This has implications for girls' education.

Nigeria is a diverse country, in terms of ethnicity, culture and languages. This creates the unsavory situation of making decisions rather contentious. Allegiance to ethnic identity tends to be stronger than to the nation. Achieving consensus among these diverse elements on critical issues, such as girl-child education and women empowerment education is difficult. Religion is also a factor; it leads to an attitude of marrying off the girl-child as soon as she reaches puberty. Child bearing, which begins almost instantaneously, disrupts any serious quest for education.

Quast (2005) is cited as observing that political instability also affect girl-child education negatively. According to him, incessant coups, a feature of political life in Nigeria, have led to uncertainty, instability and disruptions of family life. Workers strikes and disruptions in the school calendar, prominent under military rule, have raised doubt in parents about the utility of keeping girls in school. He also makes the point that "a militarized environment means a greater visibility of male figures in position of authority and therefore a more visible lack of enough female role models in governance".

Opeke (2008) examines the issue of women married to men from states other than their own. She contents that in most instances, these women are not are accepted in the husband's state. And this is compounded by a further reality that because she now bears her husband's name, she is viewed with suspicion in her own state of origin. Both ways, she loses out, therefore affecting whatever political aspiration she may have. Consequently, fewer women would have the opportunity to occupy key political positions

where they can influence gender related policies such as policy on girl-child education. Furthermore, the large land area of Nigeria contributes to its own female marginalization in education because, schools are not located close enough to encourage them.

According to Opeke (2008), Unterhalter et al (2004) provide empirical support for the possible impact wide regional inequalities in female education can have on female educational outcome. Their "assessment considered not only the number of girl who attended and remained in primary school but also whether those girls were able to translate the attendance and retention in future schooling at secondary level and healthy lives where they have earned have earned a reasonable income" (Opeke 2008:8).

Discussing, "The State of Gender in Nigeria Educational System, Opeke (2008) contends that Nigeria has made tremendous progress in widening the reach of education. She however holds the view that the different gender groups have not benefit equally. She cites Obasi, 1997, Unterhalter, et al 2004 to point to "gender disparities in enrolment between the northern and southern parts of the country as well as between rural and urban environments. This inequality is reflected in lower enrolment for girls. Of great concern are school completion rates, of girls and the significant level of disparities in science and technology".

Eyal and Mgboh, 1996, Hunde, 1996, Suara, 1996 Mbipom, 1998, Ezeonugbu and Fagbemi, 1999 are presented by Osinulu (1989) as having identified "inhibitive" and "discriminatory" socio-cultural and religious practices, while Okebukola (1997) attributed the gap to "unwritten discriminative mechanisms". The paper, discusses the pattern of funds allocated to education generally through the annual budgets. It draws attention "that more funds were allocated during the military years to education than in

the first four years civil rule (1999-2003)". The paper believes, civil society groups concerned with gender issues are fairly active in the south and they are becoming increasingly more active in the north. In the North, the focus is to attract both boys and girls to school, while in the East, they are focused on mainstreaming boys who have dropped out in pursuit of business.

Ayodele (2008) writes under the heading "Gender Empowerment and Millennium Development Goals: Nigeria's Educational Perspective". He notes that it is lamentable that girls and women in Nigeria constitute the greatest number among the poorest of the poor. They are plagued with poverty of ignorance, illiteracy, discrimination, and injustice, cultural oppression, seclusion, HIV/AIDS and sexual violence. According to him, "Nigeria is 6 years post Millennium Declaration (Agbasimola, 2006 Odejide, 2006) and the nation still has a long way to go in realizing these goals".

The gender issue is raised and identified as one of the most recurring topics of recent times. He associates this currency with the awareness that women constitute more than half of the world population. As a consequence educational progress cannot be achieved if women are not incorporated into the mainstream. Ayodele (2008) holds that gender disparity at all levels of education dates back to the pre–colonial era and is rooted not only in Africa traditional culture, Christianity and Islamic religion. The traditional attitude of parents to education of their children is to invest in the education of boys thereby denying girls the opportunity to participate.

He contends that gender inequalities in education had been taken for granted as it was assumed that both males and females would have equal opportunities in Nigeria. In order to facilitate equal access to education in the past, policies such as free education at

primary and secondary schools, government takeover of secondary school in some states, the establishment of more government schools and the provision of bursary and scholarship awards to students were adopted. No attempt was made to focus on equal access by gender. Resulting from this, the MDGs were declared so that these issues can be addressed worldwide. "While the MDG declaration and the set target and indicators are laudable, centuries of educational exclusion, gender discrimination, gender inequality that have been entrenched in nations' culture worldwide and in particular, Nigeria, cannot be wished away with 15 years MDG policy projection" (Ayodele, 2008).He goes further:

> Among youth up to the age of 24, there is a notable gender gap in secondary school attendance, with a male Gender Attendance Ratio of 69 and a female GAR of 53, producing a gender parity index of 0.77 (DHS Ed Data Survey, 2004). As boys and girls advance to secondary and tertiary institution, the numbers become thinner and especially the number of girls, become narrow at the top. Okebukola (1998) notes that, while women are encouraged to take advantage of high educational opportunities, no deliberate attempt is made to lower admission standards in their favour. On the contrary, the discipline quota policy of 60/40 in favour of science and technology students is helping to shut the door to females, who are greatly represented in Arts and Humanities (Ayodele, 2008)

The author rounds up his presentation by highlighting the fact that, "despite being signatories to the MDG Declaration and several World Conventions, especially CEDAW, Nigeria is yet to enact domestic laws for the enforcement of these articles." He goes on to wonder if Nigeria policy makers are not just paying lip service to issues concerning the girl-child education and women.

Osokoya (2008) examines ways to maximize the contribution of women to national development through education in Nigeria. The author cites Section (18) of the Constitution of the Federal Republic of Nigeria, 1999 to the effect that public policy

should reflect the national commitment to equality of all, irrespective of race, sex or gender. UNESCO records are presented to establish that research studies point to inequality in access to education in favour of males. This same data reveals that enrolment is lower in the north, comfirming other reports. The author goes on to posit that whereas the Universal Basic Education (UBE) programme was launched in 1999 and the programme became compulsory for all children of school going age as from May 28, 2004, there doesn't appear to be serious effort at all levels of government to ensure equal access for girls enrolment, retention and completion. This situation has consequently denied most Nigerian women the avenue to contribute their quota effectively to national development.

Osokoya (2008), proceeds to discuss the barriers to girl-child education in Nigeria. She makes the point the UNICEF's Situation Assessment and Analysis of Childrens' and Womens' Rights in Nigeria, documents cultural, social and economic impediments to girls education. Particularly in Sokoto and Zamfara States, with high gender gap; religious injunctions and tradition are given as strong reason to keep school age girls away from formal school environment. Another point noted, is the preference given to boys in large families with limited resources over girls. In polygamous Muslim households in northern Nigeria, most families are large. Another factor is the stereo-typed gender roles of girls in the family and society, which places much domestic work on the girl. Another major factor yet, is the betrothal of girls for marriage at an early age. Early betrothal, it is claimed (Ezio, 2005) is closely tied with teenage pregnancy. UNESCO is cited as indicating from data that teenage pregnancy is highest in North East and North

Western Zones, at 40% and 41% respectively compared with 14% and 9% in the South East and South West Zones.

The quality of school is also another factor identified as discouraging girl-child education. Data from the National Monitoring for Learning Achievement Study (2002) is cited to indicate that "over 70% of schools in Nigeria from primary through higher education could be adjudged to be quality deficient". And, "Poor quality schools discourage attendance by pupils". To further compound matters, even if this problem is overlooked, classroom observational studies are said to indicate that teachers, generally, "do not give girls enough opportunities to ask and answer questions, to manipulate materials and to lead group". (Osokoya, 2003). The paper isolates UNESCO (2003) report on Nigeria education to claim that another cause discouraging girl-child education is the high pupil/teachers radio. Classrooms in many urban centers are said to be over crowded that as many as 100 pupils are accommodated.

The author goes further to draw attention to the availability of records showing that about 70% of the populace in Nigeria lives below poverty line. Against this background girls, particularly in rural communities are deployed to income generating activities rather than school. And this comes with other consequences for the girl-child, including sexual abuse, HIV/AIDs and other sexual disease.

In a more extensive study of female education in Sub-Saharan Africa, by the Africa Technical Department of the World Bank (1995), the problem of access to education by females is again highlighted, Cleaver (1995,vii) notes:

> Female education is recognized as one of the critical pathways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that although there have been improvements in female participation, girls

> and women's education remains limited in several countries across the region. It is evident that once enrolled, girls are more likely to drop out of school than boys; that their academic achievement is poorer than that of boys and that few girls opt for math or science related field of study. While multiple interrelated schools, socio-economic, socio-cultural, political and institutional factors that constrain female education are increasingly well–documented, much remains to be done to design and implement programs to accelerate female education in the region.

In discussing the factors affecting female education in Sub-Saharan Africa, the paper groups the factors into three; socio-economic and socio-cultural factors, factors related to the school environment and political and institutional factors. Socio-economic and socio-cultural factors, which influence the demand for female education, are significant in parental and familial decisions on whether to invest in female education. Pervasive gender ideologies at the household and community levels often favour males over females and promote differential educational opportunities and outcomes. Schools have been implicated in promoting the non-participation of girls in education. Research indicates that school related factors affect both the supply of and the demand for female education. Political and institutional factors relate to government policies, practices and institutions which overtly promote gender biases and affect women's participation in educational systems.

The paper explores the historical perspective on female education in sub-Saharan Africa and observes that non-indigenous education was introduced into the region through Islam and Christianity and female education was only considered to such an extent that it promoted the spread of both religions. When female education came to be finally part of the educational development program in the region, "the type of education

provided was used as a vehicle for promoting domesticity. The consequence was that it limited the demand for female education".

Emanating from this background, in terms of access, persistence, literacy and access to employment, females still lag behind their male counterparts. The report, then proceeds from this review of literature on the state of female education to engage in discussions about the factors identified earlier as influencing female participation in education. Examining the socio-economic factor, the paper identified direct cost of schooling as an important one. It related the economic crises prevailing in Sub-Saharan Africa, and widespread poverty to forcing families to discourage females from attending schools. Next is the high opportunity cost of girls' education. Many households depend on child labor for survival. The girl, who is more involved in domestic work, is considered more important at home than boys. The parental and familial perception of the relevance of education for girls constitutes yet another socio-economic factor.

The socio-cultural factors are indeed, the expectations of girls and the priority given to their future roles as mothers and wives. In the region, this is believed to have a strong negative bearing on their formal educational opportunities. Some of these include initiation ceremonies. Once children are initiated, with or without circumcision, they perceive themselves as adults. This leads to their becoming increasingly undisciplined. The paper also identifies religion, especially Islam as being associated with low female participation in schools. There is palpable fear that western education promotes values and behavior for girls, which are contrary to cultural norms. This remains strong.

On the factors related to the school environment, the learning environment is identified as one. The study cites several authors as claiming that the poverty of African

states is evident in the physical state of institutions of learning. In several countries studied, governments are unable to pay teachers salaries regularly, and funds for running schools are disbursed intermittently. The type of school is also another factor. The consensus in literature is that girls in single-sex schools tend to perform better in national examinations than those in co-educational schools.

A third factor is distance to school. There are two dimensions to this concern: One relates to the length of distance and the energy children expend to cover the distance, often with an empty stomach. The other relates to concern and apprehension parents have for the safety of their daughter. Teachers' attitudes and pedagogy is identified as another factor. Evidence indicates that both male and female teachers believe that boys are academically superior to girls. Still further, the study identifies curricula, textbooks and other learning materials as constituting a hindrance to female education. Because of cultural factors and perceived and preferred career possibilities, girls tend to opt for subjects that steer them to education, health and administrative support employment. Again, the study suggests that women and girls are nearly invisible in text books. And despite efforts to remove gender bias in school books, the tendency to portray women in nurturing, passive roles in relation to men persists. The study identifies sexual harassment as a subject of much concern. Male pupils, especially cult and club members are understood to prey on female students, abuse them verbally, cartoon them, harass, beat and rape them. All these may be related to boosting the ego of the males involved in such behavior. Generally, girls and young women face an extremely hostile and uncomfortable learning environment in schools. All these seriously affect female access and achievement in schools. The issue of pregnancy is identified by the study as another

militating factor to girl-child education. Most girls that become pregnant will drop out of school because of the demand of child-rearing and other health related reasons.

Girls' expectation and motivation in education is also discussed. The process of internalizing social values which presents a subservient wife and mother role for girl affects their self-image, performance and attainment in school. The study holds that this leads to a more limited range of career aspirations for females generally. Because of these low social expectation on girls, low academic performance and high dropout rates result.

The study concludes its identification of factors with the political and institutional ones. It identifies financing and management of education as a serious threat. Apparent here is the lack of political will in promoting girl-child education. One issue is that of capacity of education ministries (and indeed other institutions) to carry out the necessary gender analysis and to plan and manage required changes to increase access to, improve the quality of, and ensure the efficiency of educational systems. Another one is the lack of effective use of statistics in policy and program formulation.

Yet another identified factor is the limited effect of women in development initiatives. This is because "women are not visible in decision-making and they exert minimal pressure on their governments to make decisions to make policy decisions and investments that will enhance the situation and contribution of women (Odaga, 1995: 47). Finally, the issue of political instability, such as civil strife and war are discussed. The destabilizing effect of these conflicts on communities, have negatively impacted on children's education, especially in Sub-Saharan Africa. The destruction of schools and educational facilities, and the effects of the strife on teachers have ensured that education is seriously undermined.

2.5 Status of Basic Education in Nigeria

Education has been recognized by various bodies and stakeholders a being very instrumental to development generally. For instance, Kaduna State Universal Basic Education Board (2009) captures this way.

> Education is very importance for sustaining and developing the people. With education, people are able to endure, mature, themselves as well as serve their communities and nation. Education is also, both an instrument of stability and of change: stability in the sense that good traditions are documented, taught, imbibed and practiced; and changes because it equips people to meet new challenges.

Accordingly, it led the federal government of Nigeria in 1976 to initiate a national intervention in primary education with the launching of the Universal Primary Education (UPE). This intervention, among others, attempted to make primary education free and compulsory throughout the federation. The overriding purpose was to boost basic education enrolment, retention and completion and address imbalances between the different parts of the country and between boys and girls. There was massive fiscal commitment to the primary education sub–sector in such vital areas as construction of new schools, classrooms and new teacher colleges, training and recruitment of staff and provision of facilities and institutional materials.

The Universal Basic Education (UBE) programme is like the UPE programme in some ways. Mainly, it contrasts with the UPE in the respects that it is compulsory and it has harder focus. The new UBE now extends to all children from age fifteen, meaning that it will accommodate primary and junior secondary education. It also embraces a comprehensive adult literacy programme. The UBE programme, though initiated by the federal government, adopts a bottom up approach to addressing basic education issues.

As such the expectation was that the programme will be owned and executed, not only by the three tiers of government but by the entire people of Nigeria including parents, teachers, communities, CBOs, and NGOs. UBE attempts to follow the bottom–up approach, where people determine what they want from the programme rather than the top–down pattern where government determines are implements its programme.

Now, ten years after the launching and implementation of the UBE, it is clear that we are a long way from achieving the lofty objectives of the programme. This may be as a result of the strategies adopted by the UBE. One of these is its gender neutral approach, as it has not created a special instrument to promote girl–child education as a priority. Accordingly, we find it necessary to examine the strategies adopted by development partners in their attempt to promote basic education in Nigeria, particularly as it relates to girl – child education. This approach will provide useful lessons for evaluating the UBE programme is its gender neutral approach to the promotion of basic education in Nigeria. UNICEF's Integrated Growth and Development (IGD) model attempts to promote basic education in a multi–dimensional fashion, especially as its concerns the girl–child. But first, how has the UBE fared since its adoption?

In a study conducted by Actionaid Nigeria (2008;xi), on basic education in Nigeria, one of the findings relates to the fact that:

> The Nigeria basic education sub sector still lags behind expectation in most indicators of access, equity. Analysis of data from government sources shows very high teacher – pupils, classroom – pupil ratios at both primary and JSS levels. The analysis also indicates that over ten million children, a majority whom are GIRLS is also worse at the JSS level. Girls are more in danger of not enrolling or completing the full course of primary education than boys. The system is also in dire need of female teachers who can act as role models to girls especially in the North–West and

> North–East. Academic achievements from national assessment also indicate low students in literacy, innumeracy, social studies and science.

The study notes that citizen participation is critical to the success of the UBE programme. At the grassroots level where UBE is implemented, many parents and community leaders claimed little knowledge of/or involvement with the programme. The rating of UBE process by NGOs operating in states indicates that CSOs think that the UBE process is short on transparency, accountability and other such measures. For example, 50 percent of respondents, according to the study, rated the programme at the state level poor on transparency and accountability. The NGOs also claimed little in important aspect of the programme in the states where they operate. The implication is that states might not be tapping the abundant resources in the NGO sector in their states for total success of the programme.

A useful way of appraising the performance of UBE since its adoption is to examine it based on identified indicators. According to the study, this include enrolment, inclusiveness, completion rates, learning outcomes, availability of instructional materials, quality and quantity of teachers, female participation in terms of girl's enrolment and completion rates and female teachers in the system.

ACCESS - Access is a measure of the extent to which all school age children have opportunities to enroll and attend school. Enrolment and retention are therefore the easiest indicators of access. Access is influenced by factors such as availability of schools within easy reach of children, adequate number of classrooms within schools, teachers who are qualified to teach in sufficient numbers, instructional and learning materials,

facilities such as toilets, good drinking water, and indeed a learner friendly school environment.

TABLE 2.5.1:Summary of Number of Schools, Classrooms and Enrolment by Gender, 1999-2005

YEAR	NO OF SCHS	NO OF C/RMS	MALE	FEMALE	TOTAL
1999	49,326	102,943	10,058,434	7,848,894	17,907,328
2000	49,326	116,101	10,738,029	8,413,413	19,151,442
2001	49,306	124,229	10,583,411	8,457,812	19,041,223
2002	50,516	116,827	11,015,011	8,791,071	19,806,082
2003	59,131	111,257	14,366,513	11,338,280	25,704,793
2004	60,188	254,319	11,824,494	9,571,016	21,393,510
2005	60,188	254,319	12,189,073	9,926,359	22,115,432

Source: FME 2007

The study citing data provided by the Federal Ministry of Education (2007) (as summarized in table 2.5.1), indicated that the number of schools for all 36 states and the Federal capital territory (FCT), Abuja remained the same for 1999 and 2000 at 49.326 and declined to 49,306 in 2001. The number of schools increased steadily to 50,516 in 2002, 59.131 in 2003 and 60.188 in 2004 and remained the same in 2005. It is important to observe that the UBE programme was launched in September 1999, but the first intake of children for the programme did not enroll in till 2000 in many states. This makes it difficult to understand the decline in the number of schools in 2001 one expected a rise in the number of schools. Again it is difficult to explain the fact that no states created or build additional primary schools between 2004 and 2005 when the implementation of the programme was expected to be at its peak following the passage of the UBE Act in 2004. What is clear from the above is that the number of schools has not kept pace with the

enrolment. This is important, in view, of the fact that children are not expected to walk too far from home or cross rivers and over impediments to get to school. The idea of UBE or EFRA is that every child would have a primary school close to home to attend. This is important because parents might not allow children to go to school if schools are located far away from home for security reasons.

Another indicator reported in the study is completion rates. Completion rate is the measure of the ability of the school system to enroll and retain children in school to complete the full cycle of education. Table 2.5.2 below summarizes primary school completion rates for six years, 2000-2005 by gender.

Table 2.5.2: Primary School Completion Rates (%) 2000-2005

Year	2000	2001	2002	2003	2004	2005
Male	95	88	84	102	82	85
Female	75	71	71	85	68	70
Total	85	80	78	94	75	78

Source: FME 2007

The above statistics hide huge state and gender differences, when the data are disaggregated by state and gender. The detailed analysis reveals that the completion rates for girls in Sokoto state is 36%, 35%, 38%, 56%, 35% and 42% respectively for 2000-2005. For Zamfara state, the rates for girls were 23%, 22%, 21%, 29%, 24% and 26% respectively, for the six years 2000-2005. In simple terms, the statistics indicate, for example, that 22% of all children who enrolled in 2000 leaked out of the system for various reasons before completing the primary system in 2005. For Sokoto, 58% of the girls who enrolled in 2000 left school before completion in 2005. The implication is that

a large number of Nigerian children, especially girls, do not stay in school long enough to acquire the requisite literacy, numeracy and life skills they need to get ahead in life.

A number of factors account for many children not completing the full primary cycle. These include such socio-cultural factors as early marriage for girls, child labour for both boys and girls, school-related factors such as lack of separate toilets for girls, lack of infrastructure and instructional materials as well as lack of female teachers to act as role models for girls, especially in the north. The study notes that any attempt to redress low completion rates must focus on these factors.

One of the education MDG targets is gender parity at the various levels of education. Enrolment, retention and completion for girls are also critical to success of EFA and UBE. Thus, the success of UBE can also be measured on the basis of narrowing the gap between boys and girls in terms of gross and net enrolments, completion rates and participation generally. The study notes available statistics as indicating slight improvement in the gender parity index (GPI), which measure the ratio of female Gross Enrolment Ratio (GER) to male GER with a GPI of 1 showing parity. According to FME GPI for public and private primary and JS schools improved progressively from 0.83 in 2004 to 0.85 in 2005 and 0.86 in 2006. All the same, the improvements appear only slight over the three years reported by the FME. It is important to note however, that the national figures hide great states and geo-political differences. The primary school gender ratio over a seven years period clearly shows that boys are more likely to enroll in primary education than girls as shown by the GR of less than 100 percent. Table 2.5.3 below indicates that no great improvements were made over a seven year period to bridge the gender gulf against girls.

Table 2.5.3: Primary School Gender Ratio (%), 1999 - 2005

Year	1999	2000	2001	2002	2003	2004	2005
Ratio	78.0	78.4	79.9	79.8	78.9	80.9	81.4

Source: FME 2007

The 2004 Nigeria DHS Ed data survey provides a more robust analysis on gender parity in primary school participation. Rather than focusing on enrolment rates, the survey measured participation in schooling by calculating gross and net attendance rates based on responses provided by households. Instead of collecting data from annual school census on which the FME statistics are based, DHS Ed data survey collected data from a sample of households. The attendance ratios show the percentage of children who attended school in response to questions about children who participated in formal schooling at anytime during the year.

The data analysis showed a net attendance ratio (NAR) of 60 percent for primary school age children (age 6-11) and gross attendance ratio of 91 percent. It should be noted that while NAR captures only children within the primary school age bracket (6-11), GAR includes all children attending school whether under or over aged. The gender analysis showed that fewer girls (57%) within the school age bracket attended schools than boys (64%). Total attendance, GAR (this includes 6-11 years olds plus under and over aged children) also favoured boys at 98 percent to that of girls at 84 percent. This gives GPI of 0.86 for the 2003/2004 school years when the data was collected. Again the national figure makes huge geographical differences as table 2.5.4 shows. The table clearly shows that girls face greater risk of not attending school than boys in five out of

six zones. This was especially so for the three zones in the north. The worst regions were the North-West and North-East. However, the GPI as well as NAR and GAR were in favour of girls in the South-West. So many reasons have been adduced for low participation of girls in basic education in the North West and North East respectively. These include harmful socio-cultural practices such as early marriage and negative attitude by some parents to Western type of education.

Table 2.5.4: Primary School Attendance Ratio by Region and Gender

Region	Net Attendance Ratio			Gross Attendance Ratio			Gender Parity Index
	Male	Female	Total	Male	Female	Total	Total
North Central	71.0	68.0	69.5	108.4	96.5	102.6	0.89
North East	49.5	39.1	44.4	75.0	55.2	65.3	0.74
North West	49.0	34.2	41.7	79.4	50.2	65.0	0.63
South East	82.4	78.3	80.2	128.7	118.6	123.2	0.92
South-South	83.2	81.1	82.2	128.9	117.1	123.0	0.91
South-West	81.2	84.6	82.8	109.3	119.2	113.9	1.09
National	64	57	60	84	98	91	0.86

Source: DHS Ed. Data survey 2004

Apart from enrolment and attendance rates, completion rate is another measure of gender parity. At the primary level, available statistics show that boys had higher chances of completing the full course of primary education than girls. Table 2.5.5 shows completion rates in percentage for boys and girls over a seven years period, 1999-2005. Indeed the data presented in the table shows no clear pattern as the rates tended to have moved back and forth over the years. What is clear though, is that in spite of UBE and other interventions such as Girls Education Project (GEP) being implemented in some Northern states, Enhancing Girls Basic Education in Northern Nigeria (EGBENN) and Transforming Education for Girls in Nigeria (TEGIN), much still needs to be done to

encourage girls, not only to enroll in primary schools, but to complete the full course and transit to JSS.

Table 2.5.5: Primary School Completion Rates by Gender (%) 1999-2005

Year	1999	2000	2001	2002	2003	2004	2005
Male	74	95	88	84	102	82	65
Female	72	75	71	71	85	68	70
total	73	85	80	78	94	75	78

Source: FME 2007

All these when put together with others like number of classrooms, enrolment rates out of school children, teacher quality and quantity, JSS indicators and learning achievements, points to a very unsatisfying picture of basic education in Nigeria. As such exploring approaches/strategies adopted by development agencies in the promotion of this level of education will be very useful in charting a new direction for basic education delivery generally.

2.6 Theoretical Framework

Public policies and programmes are ordinarily directed at solving public problems. In the formulation of public policy therefore, understanding the problem is very critical. Without a thorough understanding of a problem, the policy maker may as well be involved in guess work when he adopts a policy for implementation. When this happens resources are wasted as they applied where they shouldn't be, ordinarily. But the task of policy making is a difficult one, not just because of the uncertainties, risks and numerous constraints that characterize it, but due to the challenge of information. As it is

presently, this challenge is especially difficult for the policy maker in a developing country like Nigeria. In recognition of this constraint, policy researchers have developed theories and models that provide us with a framework to understand and predict how policies are made. Among these are the systems theory, the elite theory, group theory, rational model, incremental model, satisfying model and mixed-scanning model, to mention a few. We briefly highlight some of these, and then explore the theory adopted for this work – rational model.

Systems Theory

The system theory sees policy as an output of the political system. The theory conceives of political activity as essentially involving the environment, the political system and output. The environment consists of the objective conditions and forces that generate demand and support inputs. Support consists of adherence to laws or positive orientations which promote the political system, such as loyalty and patriotism. Demands are articulated needs, problems and aspirations which are brought to bear upon the political system. The political system consists of the institutions, processes and personnel of government. The political system acts as the processor of inputs into outputs, which are authoritative allocation of values. The authoritative allocations or output are the public policies. Public policies are therefore the reaction of the political system to environmental demands and pressures.

Elite Theory

A different theory is the elite theory. It postulates that public policy reflects the values and preferences of the elite, rather than the demands of the masses. It is the elites that make policies, while administrators and public officials carry out the elites' policy decision. Because the elites have common interests in the preservation of the societal status quo, policies are bound to be conservative, non-innovative and marginal, rather than those with bold and high change potential. Policies might sometimes be in the masses interests even though the long term interest may be that of the elites, but this happens as concessions to or reaction by the elites to threats of the status quo by the masses. The elites are few in society but they wield power and influence, allocate values and rule. The majority, the masses only obeys and are guided, controlled and governed by the few. The elites consist of those who hold leading positions in strategic aspects of society and who wield power in the strategic groups. There are thus, military elites, business elites, bureaucratic elites, political elites. Many of the elites do not hold formal or legal authoritative powers, but are rather behind the scene, teleguiding and manipulating overt political and policy actions. The elites owe their positions to the control of the productive resources of the society and of the social or religious values held by the society, such as wealth, economic influence, social status and education (Ikelegbe, 1996:33).

The masses, according to this theoretical construct, are unorganised, passive and uninformed. Several authors have noted that the masses are atomized, not organised for concerted political action, caught in their own milieu, have fragmented perception, are politically incompetent and inert, lack political initiative, lack motivation, interest and

knowledge concerning political activity and display a psychological need for guidance and direction. The masses have relatively little influence or control over public policy or even over the elites.

Incremental Model

Incremental model is actually a reaction to the rational model of public policy making. The model does not believe economic rationality is possible and instead posits that decision makers only consider limited values, limited goals, limited alternatives and only realistic solutions to desired goal. The goal is not the one time, radical, bold and major solution to societal problems, but marginal or incremental policies or changes. Thus, decision makers do not review the whole range of societal values and problems and the whole range of policy alternatives and their consequences, nor calculate, cost and weigh each set of values and alternative. Furthermore, they do not seek to establish an optimal policy. Rather, because of the constraint of time, information, resources and physical, organisational, social and administrative sunk cost, they confine their analysis to small variations to present policy. Through this, the policy maker reduces the risk of uncertainty and ensures acceptance and consensus. The task of a good policy in the incremental model is that various decision making actors agree on the policy.

The Rational Model

The model adopted for this work. This model believes that the decision maker is a rational actor who wants to make rational decisions or net benefit policies. To the model, the procedure or requirements or such rational policies consist of:

i) the isolation and study of the problem

ii) the provision of a complete set of goals and objectives and the weighing and scaling of them to manageable proportions

iii) an inventory and weighing of all available resources towards the attainment of stated objectives

iv) The provision of all available alternative policies.

v) The evaluation of the costs and benefits of each alternative policy.

vi) The computation of the net expectation of each alternative policy.

vii) The comparison of the net expectations of the alternative policies.

viii) The choice of the alternative policy with the highest or maximum, net expectation.

The emphasis is on efficient, optimal or most appropriate policies. The test of a good policy here is that it can be shown to be the most efficient and appropriate means to desired ends. It therefore involves the calculation and quantification of all costs and benefits, or value achievement and sacrifices and the choice of the alternative with the most net benefit. The analysis is comprehensive.

The rational model assumes the following:

i. that perfect information can be obtained, for example to objectively assess policy alternatives.

ii. that there is commonality of values and preferences, particularly in the setting of goals and objectives.

iii. that the rational actor thinks of the greatest good to the greatest number as a guide to decision making

iv. that objectives and alternatives can be quantified and compared on a single monetary measure.

v. that the conditions and parameters for the decision are static within the decision on making period (Ikelegbe, 1996:37)

Though, in the real world, these assumptions are not completely tenable, the search for rationality has its attractions. While all required information cannot be obtained and decision actors have differing and often conflicting values and preferences, it is also true that most societal values do not reach the decision agenda because of the influence and power of some societal elites and groups. Values too cannot be easily weighted and all possible alternatives cannot be possibly obtained and the consequence of each cannot be easily predicted and costed in monetary terms. Where all these possible even, the time that would be required could render the decision useless given that fluidity of real would situations. Besides sunk costs or investments on previous policies, uncertainty of consequences of alternatives, the value expectations of policy makers all combine to create numerous barriers to the choice of net value or net benefit decision or decisions of the greatest good to society.

The search, therefore, for absolute rationality cannot be realised. But limited rationality is still possible, in the sense of some policies being based more on rational grounds than others. This happens when information required and other factors of rationality are rigorously pursued in order to arrive at a decision that for present purposes will appear the most rational. It is true that all information required for precise decision making on basic education in Nigeria cannot be obtained. However, attempts should be made to generate as much information as possible before a decision is made.

UNICEF's Integrated, Growth and Development (IGD) programme, which forms part of the Country Programme of Cooperation for Nigerian Children and Women (2002-2007), appears to have adopted this model. The Country Programme was prepared following extensive consultations, based upon a joint Situation Assessment and Analysis (S.A.A) of children and women in Nigeria, and conducted over a one-year period from May 2000 to May 2001. A Conceptual Framework was developed (fiqure1) and sectoral and thematic working groups were established. These groups met frequently to develop the component chapters of the SAA, guided by the National Planning Commission (NPC) and (UNICEF), group members included government and Non-Governmental Organizations (NGO) staff, the academic and donor communities, and other UN agencies. Deliberations were conducted concurrently and in a complementary manner, with the preparation of the UN system-wide Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF). An inter-Agency UN Programme Coordinating Group (UNPCG), chaired by UNICEF, steered the development of the CCA/UNDAF. Key elements of both processes/draft documents contributed to the organization of successful Strategy Meeting, chaired by NPC, in September 2000, where the emerging Programme strategy was formalised in a Strategy Paper and Summary Country Note (CN). The CN was submitted and endorsed by the January 2001 UNICEF Executive Board. A Review Meeting was then held in April 2001, at which a draft of this MPO, its component PPOs, and a summary Country Programme Recommendations (CPR) were presented for review by government, other UN Agencies, NGOs, and the diplomatic community, including potential funding partners. Concluding observations on Nigeria from the International Committee on the Convention on the

Rights of the Child (CRC) and comments from the UNICEF Executive Board review of the CN were fully taken into consideration in the preparation of these documents.

The Rational model therefore, has been adopted as the theoretical platform upon which the analysis of this study is be based. We hold the believe that the Integrated Growth and Development (IGD) programme of UNICEF followed a rational process analysis of issues, particularly as they affect basic education in Nigeria. Arising from the results of such analysis, the gender issues of basic education delivery has been captured in designing and implementing porgrammes for addressing problems. Anything short of this, we hasten to note; will not fully succeed in addressing basic education problems in Nigeria. Consequently, the strategies adopted by UNICEF in the IGD programme seem to be relevant and necessary for promoting basic education. And these strategies have followed a rational analysis of problems of basic education in country as evidenced in the Situation Assessment and Analysis of Children and Women (SAA).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the general research strategy that is adopted for this work. The research strategy, sources of data, research sample, ethical issues and method of analysis are presented. This outline of method to be used in the conduct of this research is relevant because the findings will be determined by the strategy used. A work of this nature has to be careful in the strategy adopted, because the reliability of the findings will hinge on it. Against this thinking, the research sample has to be drawn from schools where UNICEF is implementing its IGD programme. The data gathering instruments include questionnaires, interviews, secondary materials and personal observation. This and other considerations are presented in this chapter.

3.2 Research Strategy

This research work is concerned with an examination of the Integrated Growth and Development (IGD) of UNICEF in Kaduna State. Activities of government that aim to provide remedy for social problems are organized and implemented through government institutions. In Kaduna State, executive agencies like the Ministry of Education, the Ministry of Women Affairs and Social Development and the Kaduna State Basic Education Board (KSUBEB) are central in the formulation and implementation of programs that promotes basic education, and importantly, girl–child education. In addition, the Kaduna State House of Assembly is also important in its function of

legislating on the bills that it may consider for passage towards promoting girl–child education.

Along with these are the Local Education Authorities, the Junior secondary schools and primary schools, both public and private, spread around the state. The problem of the girl–child being a complex one, teachers, school administrators, community leaders, religious leaders, the academia, civil society and the media are all stakeholders directly involved in addressing the factors that hinder girl–child education. These same structures are also relevant for non–governmental organizations (NGOs) in the implementation of any intervention measures. Primarily though, an investigation into programmes of girl–child education should start at the school level. As at 2009, there were Three Thousand, Eight Hundred and Twenty-five (3,825) public primary schools in Kaduna State. Pupils enrollment in public primary schools in Kaduna as at February, 2009 was Nine Hundred and Twenty-nine thousand, Three Hundred and Sixty-eight (929,368). Of this total number, Four Hundred and Twenty-six Thousand, Six hundred and Ninety-nine (426,699), representing 45.5 %, were girls. Primary school teachers across the twenty–three local governments stood at Forty–Two Thousand, Seven Hundred and Seventy-six (42,776) teachers. This figures excludes the 1200 federal service teachers (KSUBEB, 2009)

On its part, UNICEF is implementing a programme, Integrated Growth and Development (IGD) in two schools in three local governments each, in the state- Giwa, Kachia and Kauru. One of the goals of the project is to enable girls of school age to enroll, stay and succeed in school, as well as empower them to have a voice that

challenges the discrimination that makes them more vulnerable to HIV and other infections.

Our research strategy therefore has to reflect these diversities of participants in both public and UNICEF interventions. Runkel and Mcgrath (1972) have provided a very useful framework for analyzing research strategies into two broad groups – obtrusive and unobtrusive research operations. Among obtrusive research operations are judgment tasks, laboratory experiment, experimental simulation and field studies. The unobtrusive ones are sample surveys, formal theory, computer simulations, and field studies. These categories can again be broken into research strategies in natural setting, contrived setting and non–empirical research strategies. Strategies in natural settings include sample surveys and field studies. Those in contrived setting include field experimental simulation and judgment tasks. Finally, non-empirical research strategies include computer simulations and formal theory.

The above eight strategies can be regarded, according to the authors, as the "pure" types. In practice, however, an average researcher is likely to use a combination of them. Therefore, it is good to know the strategies that are available and which of them you can use, subject to your ability and resources. For the present study, the sample survey strategy appears the most appropriate. In the approach, the researcher goes out to meet the respondents (usually selected by a sampling process, random or non-random) that he believes have the information he wants. The researcher believes that the context in which data is being collected will not influence the outcome. This strategy is mostly used by social researchers.

Runkel and Mcgroth (1972) have advised that the researcher should consider the following factors in choosing a research strategy:

i. Its advantages and disadvantages.

ii. The nature of the problem under study.

iii. The state of prior knowledge about the problem.

iv. The amount and kind of resources available to the researcher.

a) **Advantages and disadvantages.**

Formal theory, for example, is relatively the cheapest of the eight strategies, but the amount of empirical knowledge and creative insight are beyond the reach of the researcher. Sample surveys are expensive because of broad sampling base required but most social researchers find it useful. The researcher feels its advantages in this study far outweigh the disadvantages.

b) **The nature of the research problem.**

Some research problems may be raising broad questions which have hardly been explored before. Under such circumstances the most appropriate thing is to go for sample survey where there is much scope for using empirical data. The problem being studied in this research raises broad questions which have hardly been explored, at least in Kaduna State. The survey method, therefore, will be appropriate.

c) **The state of prior knowledge about the problem.**

Where prior knowledge is scanty, as identified above, more care should be exercised, so as to assure the generalization of the findings of the new study. In such cases, sample surveys judgment tasks and field studies are more appropriate.

d) **Resources available.**

This requirement is a major limitation especially in a developing society where research grants are not easy to come by. It is, therefore, not surprising that case studies, limited sample surveys and treatise are the most popular forms of research studies in such places (Imoisili, 1996:61).

Research Sample

The sample survey research strategy this study has adopted requires that respondents are selected. This process of selecting research subjects is an important issue in social research. The process of practical research necessarily involves interaction with human subjects, who in most cases, are needed to provide information on the subject matter of the study (Matanmi, 1996 :64). In the context of social research the subjects constitute the respondents or informants.

The above respondents are a critical dimension of social research because it influences the reliability and validity of data that are ultimately collected. The quality of adequate representation in social research enhances the credibility of research results and the ability to generalize across comparable situations on the basis of perceived characteristics of a specified study situation (Matanmi, 1996:65).

In our present case, this work focused on interventions in girl–child education in Kaduna State. For the desired objectives to be achieved, the complexity of the problem will require that all stakeholders involved be taken into account in programme design and implementation. Students, teachers, parents, officials, civil society, the academia and the immediate community should all be involved in any intervention plan. Given our earlier presentation of the total population of teachers in public primary schools in Kaduna State -42, 776, teachers, what figure will represent adequacy in public primary schools? Girls account for 426,699 enrolled. The short fall is some 37, 697 girls not enrolled as at 2009. There are 3,825 public primary schools in Kaduna State. Add to these, the number of parents/guardians, community leaders, members of school management committees, civil society, academics and government officials. The totality of these groups may constitute our population, what Peil (1982:27) describes as "a complete list of population elements".

But this work is assesses interventions on girl–child education. Accordingly, it is logical to examine the issues from the point of view of locations where UNICEF is intervening. This being the case, what may constitute our total population, are those elements previously identified that are directly linked to the schools that UNICEF is intervening in. Accordingly, the respondents that can reasonably provide information will regards to what UNICEF is doing in girl–child education, are those that have had one form of contact or the other with both programmes. Consequently, our study primarily focuses on the six schools that UNICEF operates in. This represents 100% of the total population.

i. Giwa Local Government – UBE Kakangi and MPS Danmahawayi.

ii. Kachia Local Government – LGEA Awon and LGEA Agunu Dutse.

iii. Kauru Local Government – LGEA Kagadama and UBE Fagen Rawa.

The limitation in sampling is somewhat remedied by the focus group and individual interviews conducted with non-school-based respondents. In addition, secondary data is extensively used in this work. In each of these schools, fifteen questionnaires were distributed by a research assistant to ten teachers, three members of PTA and two community members. The point was made from the onset to include available female members, where practicable. In Agunu Dutse Primary School, there are thirteen teachers – four females among them. At Kagadama, all the twelve teachers are males, while at Kakangi, there are ten teachers, one female. At Danmahawayi, there are thirteen teachers – eleven males. At Awon, the fifteen teachers had six females, while Fagen Rawa had three females in the twelve teachers. Given this scenario, we thought best to leave the decision on the inclusion of female teachers to the research assistants. As reported earlier, the research assistants distributed the instruments by hand. Records were kept on distribution of instruments to ensure recovery from respondents. The interview sessions were conducted personally by the researcher using the expert sampling technique. In all, thirteen separate interviews were conducted with five Directors, one each from the Ministry of Education and the Ministry of Women Affairs and three Directors at the State Basic Education Board (SUBEB). Also interviewed were two UNICEF project staff, two academics in ABU and one at the Federal Polytechnic, Kaduna familiar with these interventions; a Committee member at State House of Assembly and two inspectorate staff at SUBEB.

Efforts to get members of the State Coordinating and Monitoring Committee (SCMC) for interview were unsuccessful. Furthermore, our attempts at organizing the more enriching focus group interviews (FGD) failed which led to the adoption of individual interviews. Only project staff of CAPP/Actionaid acceded to our request for focus group interview. For the school-based respondents sampled through questionnaire, the FGD was discouraged by some of the assistants on the observation that anonymity will be important for the interviewees. This option was vehemently opposed by the Directors.

Considering the relatively young ages of the pupils and students in these schools, we decided to exclude them from our sample population. Added to the this is the fact that, it is likely that most public primary schools are populated by pupils from poor and semi-illiterate background, therefore, their ability to respond to our questions may be limited. For this group, systematic observation formed our data generating technique.

3.3 Data Collection

In order to generate full and active response, the researcher organized a brief training at each location for the research assistants. In all, we had six assistants who were recommended by the Head Teacher at each location. The questionnaires were distributed using the purposive sampling technique, as we had to make sure our respondents were familiar with the project during its implementation phase. All respondents were allowed to fill the questionnaires same day, and these were then retrieved by the assistant. The questionnaires were prepared on a close-ended format using the Likert Scale, which had a five response categorization. Respondents were told to simply tick the appropriate

category. On the suspicion that community-based respondents may be unable to understand the questions; assistants were instructed to interprete and assist in ticking the appropriate box. We told them to ensure they record the names of such respondents. As a result of this strategy eighty seven questionnaires were recovered from the respondents. Three could not be accounted for, mainly as a result of handling by the assistants, as the records show complete retrieval of all questionnaires. Names of respondents were recorded as the instruments were handed out. These were ticked on collection to account for receipt of the instrument. Because the schools are located in different local government areas of the state, the instruments were administered on different days. Each assistant was given the instruments on the first day and these were recovered from them the next day. The research assistant from one of the schools in Kauru could not account for three instruments at his location

The personal interviews were conducted with twelve officials in their offices. The session lasted between 5 minutes to 40 minutes, depending on the interest shown by each interviewee. Most of the government officers refused our request for the sessions to be recorded on tape. Transcripts of the sessions were, however, taken by the researcher. On a general note, government officers demonstrated varying degrees of reluctance to grant interviews. The inspectorate officers, in fact, insisted that the researcher must get clearance before they will cooperate. This position was also taken by the Directors at the two ministries. This was solved by assurances given by the researcher on confidentiality, and personal suasion. In some instances, the researcher had to tactically refuse to introduce the subject matter immediately, preferring to wait until the officer is relaxed.

On a serious note, however, the level of interest shown by our interview respondents was poor, including the academics.

Advocates of quantitative methods suggest that all research should be quantitative as it is the only way to ensure validity and reliability. On the other hand, others believe it is only qualitative methods that can truly bring understanding of experiences. Other commentators argue that no one method is superior to the other and those different methodologies can be used complimentarily. The important thing is to use a method that best fits the research question and will add knowledge to practice (Crookes et al, 2006).Thus, the expert or purposive sampling techniques was used to identify all the respondents that participated in the various interviews. This method was chosen, for this present group, over questionnaire administration because of evidence that suggests a very poor attitude to research in Nigeria (Ogbonna, 2003; Iwuji, 1976)

Additionally, the details and insights that may emanate from an interview will not be possible through questionnaire administration. While noting the dangers inherent in personal interviews, in terms of reliability and validity, the skills of the researcher constituted a counterbalancing force. The views of our questionnaire respondents are aggregated through a general trend presentation (lumping) that allows us to present the views of the majority as representative of the views of this group. However, where minority views brought issues into sharp relief, they were presented as such. We note, however, that this can have implications for our findings.

Data was collected, using questionnaires, from the six schools and personal interviews, on the following empowerment variables on our checklist:

PTA;

Mothers' Club;

Inspectorate and inspectors;

School-based Management Committees;

Policy makers;

and NGOs.

On service provision strategy of UNICEF, the variables include:

Provision of instructional materials;

Protected water supply;

Separate toilets for girls;

Refurbishing of classrooms;

Teaching aids and materials;

Establishment of rights based child-friendly schools; and,

Support for guidance and counseling systems.

The systematic observation method and secondary data provided complementary materials for examining these variables. We assured respondents that all information sourced will be used strictly for academic purposes only and that nothing untoward was going to befall anyone as a result of his/her participation in the research. We also undertook to make available the findings of the work to all our respondents.

We had earlier alluded to the fact that the basis for selecting all our respondents is the expert sampling method. The respondents were selected because their expert opinion in the field under study will be invaluable for our work. There are occasions when the exigencies of research may warrant the resort to the informed opinion of consultants or other subject-matter specialists in the derivation of a research sample (Matanmi, 1996;

71). These exigencies have forced us into using this technique, as it is not everybody that is conversant with interventions in girl-child education. Thus, teachers, officials, administrators, legislators and academics have all been selected on the basis of their expert knowledge. The primary data, upon which a large part of this research is based, was generated from these groups of respondents.

3.4 Ethical Issues

In order to satisfy the ethical requirements of a research exercise such as this, considerations was given in data collection to;

i. Let the respondents know the purpose of the research and the use to be made of the data.

ii. Assure the respondents that no pleasant consequences will result from the procedures in the study.

iii. Assure respondents that all the data gathered will be treated with confidence and will not be traceable to the volunteers,

iv. Ensure that respondents are not asked to perform any unprofessional task, and

v. Promise that respondents will receive a summary of the analyzed data.

3.5 Method of Data Analysis

This work is about the assessment of strategies adopted by UNICEF for promoting girl–child education in Kaduna State, in contrast. It examines the approaches to solving the perceived low level of girl–child education by UNICEF based on empowerment and service delivery under its IGD programme as opposed to the gender

neutral position adopted by the UBE. In very large respects, then, this work is exploratory. The work puts together the views of different sets of respondents' - teachers, government officials, UNICEF staff, academics, NGO staff - and secondary materials in a logical construction of what will be the main differences in the strategy of UNICEF.

Though, non-governmental organizations like UNICEF are gradually involving themselves in addressing crucial social problems in Nigeria (HIV/AIDS), their involvement directly in educational delivery has been novel. The Integrated Growth and Development (IGD) programme is one of the few that has been directly executed in Kaduna State. Even then, of the various aspects of the programme that will involve teachers, parents, policy holders and girls, the innovative approach of combining water, sanitation and education in one project provides a good paradigm for promoting basic education in Nigeria.

Accordingly, our data gathering strategy generated both quantitative and qualitative data. Quantitative data collected from questionnaires are analysed using simple percentage and multiple regression analysis. Because we are not interested in a comparative exercise per se, the use of these techniques was adopted. Interviews as data collection techniques are meetings in which the researcher directs questions at the subject and records the obtained responses (Fajana, 1996:94). In all the circumstances, structured interview schedules where prepared, but with the understanding that the sessions remain as flexible as possible to allow unexpected situations unravel themselves. In qualitative methodology, the goal is to see the social world from the point of view of the actor. Close involvement with the subject are emphasized. Finally, systematic observation provided the means of complementing the other sources. As it is in research, this work adopts the

statistical, as well as descriptive method of data analysis. The responses from the various interviews are analyzed with data from secondary sources using descriptive/qualitative methodology.

3.6 Model of Data Analysis

The study employed parametric and non-parametric statistics to analyze the primary and secondary data collected. On the parametric side, multiple regression analysis was employed to facilitate the test of hypotheses, while paired sample t-test was employed on the non-parametric side to examine if there was significant difference between the successes achieved in both schools. The model specification and definition for these methods are presented below.

Model Specification

Broadly speaking, the study aimed at examining two strategies adopted by UNICEF to improve girl-child enrolment: the empowerment strategy and service delivery strategy. Both strategies were further broken down into seven (7) variables each so as to shed more light on the impact of each component on the girl-child enrolment. To test the hypothesis therefore, two models were specified.

Multiple Regressions: Model 1

For the UNICEF empowerment strategy (X_i), the variables are:

$X = x_1, x_2, x_3, x_4, x_5, x_6, x_7$

Where

X1= empowerment programme on PTA

X2 = empowerment of mother's club

X3 = training of inspectors programme

X4 = programme of community involvement

X5 = policy systems empowerment programme

X6 = NGO empowerment programme

X7 = promotion of female teacher recruitment programme

These variables are the independent variable, while the dependent variable (Y_i) is the enhancement of girl- child enrolment in the schools

The multiple regression model is specified below:

$Y = ao + a_1x_1 + a_2x_2 + a_3x_3 + a_4x_4 + a_5x_5 + a_6x_6 + a_7x_7 + U_t$ ---------- (1)

Where ao, a_1,…, a_7 are the coefficient to be estimated and U_t is the disturbance or residual or error term used to capture other factors that influences girl – child enrolment but not included in the model.

Multiple Regression: Model 2

For the UNICEF service delivery strategy (X_j), the variables are:

$X_j = x_1, x_2, x_3, x_4, x_5, x_6, x_7$

Where

X1= provision of gender sensitive curricular and materials

X2 = provision of sources or protected water supply

X3 = provision of separate toilet for girls

X4 = renovation of classes

X5 = provision of teaching aids and materials

X6 = establishment of child friendly schools

X7 = support for guidance and counseling systems

These variables are the independent variable, while the dependent variable (Y_j) is the enhancement of girl- child enrolment in the schools through UNICEFs service delivery strategies.

The multiple regression model is specified below:

$Y = bo + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + V_t$ ---------- (2)

Where bo, b_1,…, b_7 are the coefficient to be estimated and V_t is the disturbance or residual or error term used to capture other factors that influence girl – child enrolment but not included in the model.

Both equations were estimated using SPSS statistical software and the hypothesis were tested at 5% critical value.

Paired Sample t-test

For the secondary data collected, descriptive analysis in the form of bar charts and percentages were used to describe the success of the UNICEF programme in improving girl-child educational enrolment in the three LGAs. To also see if the success in improving girl-child enrolment was significantly different in both schools, paired sample t-test was also employed. The paired sample t-test model is specified as follows:

$$t\text{-cal} = \frac{\square_1 - \square_2}{Sp/\sqrt{(1/n_1 + 1/n_2)}}$$

$$\text{Where } sp = \frac{\sqrt{(n_1 - 1)s^2_1 + (n_2 - 1)s^2_2}}{n_1 + n_2 - 2}$$

$\square_1$ = the mean of girl child enrolment attributable to UNICEF programme in SCH 1 in the three LGAs

$\square_2$ = the mean of girl child enrolment attributable to UNICEF programme in SCH 2 in the three LGAs

Sp = is the pooled standard deviation of both variables y_1 and y_2

n_1 and n_2 are the respective number of observation. Two schools were sampled from each of the three LGAs making a total of six observations for school 1 and six observations for school 2.

S^2_1 = the sample variance for n_1

S^2_2 = the sample variance for n_2

The significance of the model will be tested at 5% critical value.

Conclusion

The chapter discussed our method for carrying out this research. For the research strategy, we chose the use of survey method of research. Here, the questionnaire and interview methods were considered most useful because UNICEF operates currently in 6 schools spread across 3 local governments in the state. Because of the young ages of pupils, their responses were not considered useful for this work. We used systematic observation on them. Thus, teachers, PTA and community members in the 6 schools were administered questionnaires. NGO officials, state government officers in education, women affairs and the legislators, with some academics were interviewed individually depending on the circumstances.

Responses are quantitatively and qualitatively presented, given that most of our interview questions are open–ended. This is complemented by secondary materials from public documents, journals, books, technical reports, and other materials that are important for enriching the work. The ethical issues with regards to confidentiality, both of information and respondents and the use to which information gotten will be used, are discussed.

Finally, the method of analysis combined both quantitative and qualitative techniques. In this case multiple regression and descriptive method of analysis. The type of data generated informs our choice of these methods of data analysis.

CHAPTER FOUR

POLICY CONTEXT AND CONTENTS

4.1 Introduction

This chapter provides the background information necessary to situate this study in its proper context. Consequently, background information about Kaduna State is provided. This is complemented by a general highlight of the State Universal Basic Education Law (2005). The main features, as well as the objectives of UNICEF's Integrated Growth and Development (IGD) programme, are then presented. Its main components are reviewed. The chapter provides both historical, environmental as well as policy contexts of our research. The principal instrument for basic education programming in Kaduna State is the UBE Law, No. 5 of 2005. We reproduce an edited version here so that the structures and functions provided for in the law are completely understood. Of particular interest will be its distribution of functions across the different levels of the state and its non-recognition of the special needs of the girl-child. The same is attempted for the IGD programme. Because of its integrated approach, we have considered it necessary to situate the Basic Education programme within its broader IGD framework. Clearly, it risks making the work unwieldy, but we feel the benefits outweigh this. Both are presented in this section, in some areas, verbatim

4.2 Historical Background of Kaduna State

In 1976, when the General Murtala Mohammed Administration created seven new states in Nigeria, North-Central State, with its capital at Kaduna, was renamed Kaduna State. It was made up of the two colonial period Provinces of Zaria and Katsina. When in 1991, the number of states in the country was increased from twenty-one to thirty; Katsina Province

became Katsina State, while the old Zaria Province became the new Kaduna state. There are twenty-three Local Government Areas (LGAs) in the state, although the number of ethnic groups is much larger.

Administration of the state started with the concept of Provincial Administration and Native/Local Authority systems. However, in 1976, the Mohammed Administration introduced the Local Government Area (LGA) system, which delegated some responsibilities to the elected/appointed councilors. With each successive Federal Military Administration, the number of the LGAs in Kaduna State increased from fourteen in early 1980s to the present twenty-three in 1998. In each LGA, smaller units such as districts and wards are recognized.

Kaduna State forms a portion of the country's cultural melting pot. Apart from six major ethnic groups found in the state, there are over twenty other ethnic minority groups, each with its language and arts or religious difference from the other. Works of art and pottery (e.g the Nok Terracotta) found in the southern parts suggests that it is a major cultural centre. Among the major ethnic groups are Kaduna, Gwari, Kadara, in the West, Hausa and Kurama to the north and Northeast. "Nerzit" is now used to describe the Jaba, Kaje, Koro, Kamanton, Kataf, Morwa and Chawa instead of the derogatory term "Southern Zaria people". Also, the term "Hausawa" is used to describe the people of Igabi, Ikara, Giwa and Makarfi LGAs, which include a large proportion of rural dwellers that are strictly "Maguzawas".

In the north, the Hausa and some immigrants from the southern states practices Islam and majority of the people in the southern LGAs profess Christianity. The major Muslim festivals are the "Sala" celebrations of "Id-El-Fitri" and Id-El-Kabir", while the Christians observe Christmas, New Year and Easter. Two traditional festivals of significance are the

"Tuk-Ham" and "Afan" in Jaba and Jama'a LGAs respectively. Prominent among the traditional arts, leather works, pottery and indigo-pit dying with Zaria as the major centre.

The 2006 census result puts the population of Kaduna State at 6,133,503. This is made up of 3,090,438 males and 3,023,065 females. Although majority live and depend on the rural areas, about third of the State's population are located in two major urban centres of Kaduna and Zaria. However, except in the Northwestern quadrant, the rural population concentration is moderate, reaching a high of over 500 persons per sq. km in Kaduna/Zaria and the neighboring villages; 350 in Jaba, Igabi and Giwa and 200 in Ikara LGAs.

As at 2009, there were three thousand, eight hundred and twenty-five (3,825) public primary schools in Kaduna State. Pupils' enrolment in these schools as at February 2009 was, eight hundred and sixty-six thousand, four hundred and ninety six (866,496). Of this total number, four hundred and twenty-six thousand, six hundred and Ninety-nine (426,699) representing 45.5% were girls. Primary school teachers across the twenty three Local Governments stood at forty two thousand seven hundred and seventy-six (42,776). This figure excludes the 1200 federal service teachers. (KSUBEB, 2009).

4.3 Kaduna State Universal Basic Education (UBE) Law (No. 5, 2005)

The Kaduna State Basic Education Law, No. 5 2005 came into operation on the 2nd day of June, 2005. The law provided the legal backing for the state's participation in the nationally initiated Universal Basic Education programme of the Federal Government which was launched in 1999.

During the launch Mr. President explained that the UBE is like the Universal Primary Education (UBE) programme in some respects:

> The Universal Basic Education programme … is almost the same as the old UPE scheme. It is "free" and universal like before, but now in addition, it will be compulsory. But having carefully reviewed our current national needs, our administration has decided to give it broader focus. Thus, the new UBE now extends to all children from age six to age fifteen. It will accommodate them from primary school to junior secondary school. It will devote as much attention to producing trained and qualified teachers as to providing a large enough number of schools to take in all children who are eligible for enrolment in them. It embraces a comprehensive adult literacy programme. Funds will be made available for properly equipping the schools (P.2)

Objectives of the Kaduna State Universal Basic Education Law

The UBE implementation guidelines brought out the specific objectives of UBE as:

i. Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

ii. Reducing drastically the incidence of drop- out from the formal school system (through improved relevance, quality and efficiency)

iii. Catering for the learning needs of young persons who, for one reason or the other have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.

iv. Ensuring the acquisition of the ethical, moral and civic values needed for the laying of a solid foundation for lifelong learning.

Scope of the Programme

In terms of scope, the programme has a far wider reach than the former UPE and encompasses the following:

i. Programmes and initiatives for early childhood care and socialization.

ii. Education programmes for the acquisition of functional literacy, numeracy and lifelong skills, especially for adults (persons aged 15 and above)

iii. Special programmes for nomadic populations;

iv. Out-of–school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for lifelong learning.

v. Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education.

vi. The formal school system from the beginning of primary education to the end of junior secondary school (Tahir, 2001: 3)

Structure, Functions and Management

Accordingly the law provides for structures and the implementing agencies of the programme at the different tiers of government. At the federal level, a Universal Basic Education Commission (UBEC) was created. At the state and L.G.E.A levels, Basic Education Boards and Local Government Education Authorities were established. Below are the highlights of the structures of the Kaduna State Universal Basic Education law.

The law establishes for the state, a State Universal Basic Education Board, which shall be a body corporate with perpetual succession. It shall have a Common Seal, and the power to sue and be sued in its corporate name:

1. The board shall be under the supervision of the Ministry of Education

    a) The Board shall be charged with the following functions:

    b) Management of Primary and Nomadic schools in the state.

c) Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above.

d) Posting and deployment of staff including inter-state transfer.

e) Disbursement of funds provided to it from Local Government, Federal, State and other sources.

f) Setting up an effective functional supervisory unit.

g) Retirement and re-absorption of teaching and non–teaching staff.

h) Undertaking new capital projects;

i) Responsibility for the approval, training and retraining of teaching and non–teaching staff.

j) Assessment and funding of salaries and allowances of teaching and non–teaching staff based on the scheme of services drawn up by the state Government.

k) Ensuring that annual reports are rendered by Education Secretaries, heads of schools or teachers appointed to serve under them;

l) Preparing testimonials and certificates of service for teaching and non-teaching staff whenever necessary.

m) Dealing with leave matters including annual vacation.

n) Ensuring annual auditing of accounts.

o) Maintenance and rehabilitation of dilapidated classrooms/schools and other school infrastructures.

p) Physical/environmental development in line with child friendly school initiative.

q) Promoting relationship with and coordination of assistance by donor agencies and development parties.

r) Purchase and distribution of instructional materials.

s) Carrying out mass mobilization and sensitization of the general public and entering into partnership with communities and all stakeholders on basic education with the aim of achieving overall objectives of Universal Basic Education performance in the State.

t) Co-coordinating and supervision of teaching and learning

u) Performing such other functions as may be assigned to the Board by the State Government or Universal Basic Education Commission.

2. The non–formal, junior Secondary School component of the Universal Basic Education shall continue to be managed by the Ministry and Agency for Mass Literacy respectively.

3. The Education Board shall establish and maintain a separate account into which shall be paid and credited all payment made to it from Federal or State Governments or any other sources.

4. There shall be disbursed from the fund will expenses relating to the management of Primary Education, Nomadic Education, Junior Secondary Schools and Non-formal Education in the state.

5. The membership of the Education Board shall be as follows:-

a) A full–time Chairman to be appointed by the Governor, who shall be the Chief Executive and accounting officer of the Board, who must be an experienced and seasoned educationist.

b) Two full–time members appointed by the Governor to perform such duties as may be assigned to them by the Chairman.

c) Two-Ex-officio members to represent the State Ministry of Education and Ministry of Finance.

d) Three Ex-officio members to represent the Local Government Areas from the three senatorial Zones.

e) One representative each of:-

i) The Parent/Teachers Association (PTA) in the State.

ii) The State Wing of the Nigerian Union of Teachers (NUT)

iii) Women Group

iv) The Federal Ministry of Education, Inspectorate Division.

v) Agency for Mass Literacy

f) The Secretary to the Board, who shall be an experienced and seasoned educationist, shall be appointed by the Governor on the recommendation of the Commissioner of Education.

g) The Secretary shall perform such duties as the Board may direct from time to time.

The law establishes for each Local Government Education Area of the State, a Local Government Education Authority which shall be subject to the control of the State Universal Basic Education Board.

1. The Local Government Education Authority shall comprise

a) A part–time Chairman who shall be a seasoned educationist appointed by the Chairman of the Local Government Council;

b) One representative of the Ministry of Education;

c) One representative of the Nigerian Union of Teachers (NUT) in the Local Government Area;

d) One representative of women group in the Local Government Area;

e) Not more than one representative of religious organizations in the Local Government Area.

f) Two religious leaders in the Local Government Area.

One Traditional Ruler or District Head;

g) One representative from Agency for Mass Literacy

h) Two eminent persons, who are normally domiciled in the Local Government and who shall represent special interest and shall be appointed by the Chairman of the Local Government;

i) The Secretary who shall be an experienced and seasoned educationist shall be appointed by the Chairman of the Local Government;

2. The Secretary shall hold office in the first instance for a period of five years and shall be eligible for re-appointment for a further period of five years.

3. The Secretary who shall be the Chief Executive shall be responsible for the day-to –day administration of the affairs of the Authority.

4. The members of the Local Government Education Authority who are not public officers shall be appointed by the Chairman of the Local Government on the recommendation of the bodies they represent.

5(1) The functions of the Local Government Education Authority shall be carried out subject to the control of the State Universal Basic Education Board.

2. The functions of the Local Government Education Authority shall be as follows:

a) To supervise the administration of primary schools and nomadic schools in their areas of jurisdiction and making recommendation where necessary.

b) For the appointment, posting, transfer, promotion and discipline of staff on grade levels 01-06 in its area of jurisdiction.

c) Making recommendations to the Education Board on promotion and discipline of teaching and non-teaching staff on grade levels 07 and above in its area of jurisdiction.

d) Submission of annual estimates, annual accounts and monthly returns to the Board.

e) Payment of salaries, allowances and benefits to all the teaching and non-teaching staff in its area of jurisdiction.

f) Acquisition and distribution of materials and equipment to all primary and nomadic schools in its area of jurisdiction.

g) Undertaking general of maintenance of primary schools and nomadic education, school buildings and infrastructure in its areas of jurisdictions.

h) Stimulating promotion and encouraged communal participation in the running of primary schools and Nomadic education in its area of jurisdiction.

i) Taking all reasonable steps to ensure full enrollment and attendance in all primary and nomadic schools in its area of jurisdiction.

j) Providing regular feedback to the Education Board on people's reaction to Government measures in its area of jurisdiction.

k) Ensuring that annual reports are rendered to the Education Board on all activities of the authority during the preceding year, especially on teaching and non-teaching staff in its area of jurisdiction.

l) Supervising all Education Committees in its areas of jurisdiction; and

m) Performing such other functions as may be delegated to it by the Education Board.

6(1) There is hereby established in each district of the Local Government Area of the State, a District Education Committee.

2. The District Education Committee shall comprise not more than twelve members and shall include:

a) A Chairman who shall be a recognized community leader appointed by the Chairman of the Local Government.

b) Two representatives of Parent/Teachers Association (PTA) in the area.

c) One representative of women group in the district.

d) One representative of the Nigerian Union of Teachers (NUT).

e) Two religious leaders where necessary;

f) One representative of the business community;

g) Two other members who are educationists and from the locality to be appointed by the Chairman of the Local Government, and

h) The Secretary to the District Education Committee who shall be a senior head teacher in the locality.

7. The District Education Committee shall be subject to the control of the Local Government Education Authority in its Local Government Area and shall have responsibility for:

a) Recommendation to the Local Government Education Authority;

i) Necessary repairs and renovations to primary schools building in the area

ii) The adequacy of teaching and non-teaching staff required for the areas.

iii) The adequacy of teaching equipment and materials required for the areas.

b) Promoting and encouraging communal interest and participation in the running of primary education in the area.

c) Ensuring good enrollment and full attendance in all primary schools in the area.

d) Keeping the Local Government Education Authority informed of all educational problems in the areas, and

e) Performing such other functions that the Local Government Education Authority may from time to time assign to it.

1) There shall be paid and credited to the fund such payments as may be made to it by the Federal, State and Local Government Joint Account.

2) Committee expenses of the Board and all other assets accruing from time to time to the Board otherwise than in pursuance of section 4 of this Law.

a) Funds allocated to the State and Local Government Education Authorities by the Commission from the block grant allocated/accruing to it from the Consolidated Revenue fund of the Federal Government.

b) Appropriate share of funds or contributions in form of Federal guaranteed credits from the Universal Basic Education Commission or as may be credited directly to the accounts by the State Universal Basic Education Board or Local Education Authorities by relevant agencies.

c) Local and International donor agencies.

4.4 Country Programm of Cooperation for Nigerian Children and Women 2002-2007

The goal of the 2002-2007 Nigeria Country Programme of Cooperation is to promote the recognition and realization of all the rights of Nigerian children and women, enhancing the capacity and commitment of Government and civil society, to ensure that Nigerian children have the best possible prospects for survival, growth, development, protection and participation.

Objectives

The overall objectives are:

i. To help reduce the infant, child and maternal mortality rates by at least 10% nationally, and 20% in 100 selected LGAs.

ii. To reduce geographical, sectoral and gender disparities in selected programme areas by at least 15%.

iii. To achieve in a timely manner all goals which have a regional and/or global implication (Polio and dracunculiasis eradication, HIV/AIDs prevention, malaria and onchocerciasis control, micronutrient deficiency control, basic education, access to safe water and sanitation, child protection and prevention of abuse);

iv. To institutionise CRC/CEDAW reporting and operationalize lessons learned from the two Conventions' reports and observations, especially those related to protection and participation (N.B. For the purposes of this MPO, the complete life-cycle of the child, up to 18 years, is embraced by the "child" or "children", in conformity with the CRC).

v. To ensure preparedness for and rapid response to local emergencies.

vi. To increase programme efficiency and effectiveness, especially via integrated research, monitoring and evaluation.

Strategies

The Country Programme will organize and coordinate its efforts on the basis of the following key strategic elements.

i. advocacy and social mobilization to promote the principles of CRC;

ii. promoting understanding and awareness of the CEDAW, gender issues and the need to eliminate disparities;

iii. capacity building to strengthen knowledge generation and information exchange on child rights;

iv. achieving a more effective balance between service delivery, capacity building and empowerment to enhance sustainability.

v. reinforcement of government intersectoral planning capacity and monitory mechanisms.

vi. support to States and LGAs in formulating annual development plans which incorporate specific activities related to and reflecting child rights; and

vii. promotion of broader use of community consultation and co-management approaches..

The Country Programme structure arises from the recent comprehensive SAA and past programme experience. Other major factors that have been taken into consideration are the WSC and the agreed global goals for children, other World Summits and their follow-up action plans, the CRC and CEDAW, and the emerging UN Reform process. The proposed new programme structure also takes into consideration the ongoing evolution towards a more fundamental right–based approach to programming. There will thus be six inter-related programmes within the 2002-2007 Country Programme. This was later revised to five during the mid-term assessment.

Programme Plan of Operations for Integrated Growth and Development (IGD)

Recent data confirm gross inadequacies in the status of Nigerian children aged 6 to 12. For instance the 1999 Multiple Indicator Cluster Survey (MICS) and the 2000 National Demographic and Health Survey (NDHS) depict declining performance in the health sector. The same data confirm a higher prevalence of acute under-nutrition and some micronutrient deficiencies. Water and sanitation coverage rates remain low. About a fifth of this group of children is yet to benefit from basic education. Primary net

enrolment ratio in 1999 was only 55%, with the national policy on education goals of 100% transition from primary to junior secondary school for most 12-years old children remaining unmet- the 2000 Comprehensive Education Analysis (CEA) reported a transition rate of 60%. Equally there is a marked deterioration in health infrastructure, weak health management system, continuing high prevalence of malaria, diarhoea and vaccine–preventable diseases, as well as steady rise in HIV/AIDs sero-prevalence.

By 2000, new and more realistic targets began to emerge from national policies/plans and also from international conventions or treaties endorsed by Nigeria. Worthy of note are the National Water Supply and Sanitation Policy and the Universal Basic Education (UBE) programme, both launched in 1999, and the EFA 2000 Declaration, which set targets on basic education for all by 2015. However, a more vigorous and innovative approach to meeting these targets is needed. Earlier programme efforts focused in a too compartmentalized (mono-sectoral) manner on the health, nutrition and basic education needs of young children, not yet integrated towards holistic development of the child. Thus, the new IGD programme emphasizes a blend of education, environmental sanitation, water, health and nutrition interventions as a common approach for promoting the optimal growth and development of children aged 6 to 12.

The goal for the IGD programme is to contribute to at least a 20% improvement in net primary school enrolment, retention and educational attainment, as well as improving nutritional and safe water supply and sanitation status in selected areas. The principal objectives are to:

a) contribute to improvement in net primary school enrolment, retention and educational attainment;

b) improve nutritional status in selected area through micro-nutrient (especially iodine) deficiency control;

c) promote the best nutrition and care practices for young children (including de-worming);

d) institute appropriate nutrition surveillance systems;

e) establish more child-friendly (especially girl-friendly) schools, with improved facilities for the promotion of quality teaching/learning;

f) improve access to protected water and sanitation facilities for communities and schools;

g) contribute to drcacunculiasis eradication and onchocerciasis control; and

h) improve/provide schools and communities with enhanced quality health facilities and services.

Two projects under the programme will meet these objectives:

a) Learning and Girls' Education; and

b) Improved Water Supply and Environmental Sanitation.

The activities for these projects will be inter-linked both within the IGD programme and with other programmes, especially the SECC and Protection and Participation programme. Strategy will include advocacy, capacity building, empowerment and service delivery, especially at the community level. Close collaboration will be fostered among all stakeholders. A National IGD steering committee will take responsibility for programme management and coordination. This

committee will be inter-ministerial (involving at least the Health, Agriculture, Education and Water Resources Ministries, with the National Planning Commission), and will have representatives of other major stakeholders. The programme will be funded via a budget of US$37,950,000 (comprised of $20,310,000 from regular resources and $17,640,000 from other resources) from UNICEF, and the Naira equivalent of US$15,180,000 from the Government of Nigeria.

Background of the Programme

The IGD program addresses the education, environmental sanitation, water, health and nutrition right of children aged 6 to 12. This age group represents about a fifth of the 124 million people in Nigeria (FOS, 1999). It is the group that holds the greatest potential for realizing the national goal of a "strong, democratic and self–reliant nation" (FGN, 2000), and hence worthy of due attention in any comprehensive development programme. As observed by the Executive Board of UNICEF in March 2000, "access to basic services does not only form the core of any nation's development strides, it has also been increasingly recognized as a human right". By enabling Nigeria's young children to have sufficient access to qualitative basic education, environmental sanitation facilities, low-cost, protected water, basic health services, and affordable nutrition services, Nigeria as a whole will benefit.

The IGD programme is closely linked with the SECC programme (for infants/children up to five) and the Protection and Participation programme (mainly for youths aged 13 to 18). This is in alignment with the life–cycle approach and right based framework. These linkages are natural, since the growth and development of the child aged between 6 and 12 are dependent on what had transpired in the child's early years,

influenced by SECC actions. The IGD programme period also, in turn, influence actions planned under the Protection and Participation Programme.

The SAA confirmed a bleak picture of the education, environmental sanitation, water, health and nutrition status of the majority of 6 to 12 years old Nigerians. Although not always disaggregated by this age group, the MICS and NDHS data showed that all indicators were below national expectations and international norms. Net primary school enrolment declined from 60% and 58% (boys and girls, respectively) in 1995/96, to 58% and 53% in 1999. Moreover, a 1996 survey on minimum learning achievement confirmed low levels of numeracy (18%) and literacy (39%) among pupils completing primary grade four. Sanitation coverage dropped while access to safe water increased slightly during the late 1990s. The health and nutritional status was poor.

By 2002, the population of children aged 6-12 years is expected to be 30 million (FOS, 1999). With a national population growth rate of 2.9%, this population is expected to rise to 38 million by 2007. Addressing the basic education, environmental sanitation, water, health and nutrition needs of these children, even at a pilot level, in an integrated manner, as intended via the IGD programme, is clearly a major challenge.

The IGD programme can be justified on several grounds. The first of these is the inter-sectoral nature of the intervention. One of the major lessons learned from implementing the 1997-2001 MPO has been the potential for achieving a higher degree of success through the synergy of interventions across sectors. IGD is seen as one such inter–sectoral approach, which, in addition to ensuring a multi-dimensional approach to programme implementation, helps to ensure potential leverage of resources on a broader scale. While focused sectoral approaches have demonstrated positive short-term impact,

e.g NIDs for immunization and ivermectin distribution for onchocerciasis controls, programme sustainability requires more inter-sectorality, as well as the correct balance between: a) support at national, sub-national and community/household levels; b) service delivery, capacity building, advocacy and empowerment; and c) shared responsibilities between programme partners. Secondly, while some progress was recorded during the implementation of the 1997-2001 Country Programme in addressing the basic education, environmental sanitation, water, health and nutrition needs of children, a lot more ground still needs to be covered to address the unmet targets of the 1992 NPA, and targets set at the 2000 Dakar EFA Forum.

The NPA and the EFA 2000 Declaration, among several international conventions and agreements endorsed by Nigeria, provided milestones and targets for education, within a sound, health, nutrition and sanitation setting. For instance, by 2015, universal basic education, including access to early childhood care, should have been achieved, with the adult literacy rate having reached 90%. In 2001, levels of access, participation and achievement within the formal and non-formal components of education remain far from these goals. The IGD programme was conceived in the light of these realities and needs.

Similarly, the NPA, the Mar Del Plata Declaration, the Dublin Statement and the Delhi Declaration are amongst the international conventions and agreements endorsed by Nigeria which called for universal access to water and sanitation. The recently approved national WES policy has established the current target for universal access at 2011. This target is considered achievable, provided all the planned resources, from all partners, are

made available on time and there is continued political stability. Thus water and environmental sanitation also form an integral part of the IGD programme.

Goal and Objectives

The goal of the IGD programme is to contribute to at least a 20% improvement in net primary enrolment, retention and educational attainment, as well as improving nutritional and safe water supply and sanitation status, in selected areas by 2007.

The principal objectives are to:

i. Contribute to improvement in net primary school enrolment, retention and educational attainment;

ii. Improve nutritional status in selected areas through micro-nutrient deficiency control, promotion of best nutrition and care practices (including de-worming);

iii. Establish more child friendly (especially girl-friendly) schools with improved facilities for the promotion of quality teaching/learning;

iv. Improved access for schools and communities to safe water and sanitation; and

v. Improve access to protected water and sanitation facilities in rural areas.

Programme Strategy

Advocacy will be directed at: improving net primary school enrolment (especially girls), retention and educational attainment; the establishment of more child friendly (especially girl-friendly) schools; provision of improved facilities for the promotion of quality teaching/learning; care for children in need of special protection; and improving access to safe water and sanitation.

In the past, the focus of capacity building was primarily on training individuals and providing related hardware and equipment to upgrade institutional capacity. However, experience demonstrated that the high turnover of trained staff, either through transfers, promotions or retirements, jeopardized this investment. Consequently, the current emphasis is placed on building capacity in institutions, including non-governmental organizations and the private sector. The advantage of this new approach is that it promotes continuity, even in the face of high staff turnover. Thus the capacity building thrust of the IGD programme will be on strengthening relevant institutions

The service delivery component will promote the establishment of more child-friendly schools and the provision of improved facilities for the promotion of quality teaching/learning. This will complement Government's Universal Basic Education drive, which includes the building and renovation of schools. WES facilities will also be promoted. Especially to ensure the eradication of dracunculiasis and support the creation of an optimal learning environment at schools.

Empowerment will focus on strengthening communities to participate in and co-manage the development process inherent in improving primary schools and community-based operation and maintenance of WES facilities. Support will also be provided for Parent Teachers Association (PTAs), Mothers' Club and other Community-Based Organisations (CBOs), to promote initiatives that will improve the school learning environment and the community as a whole.

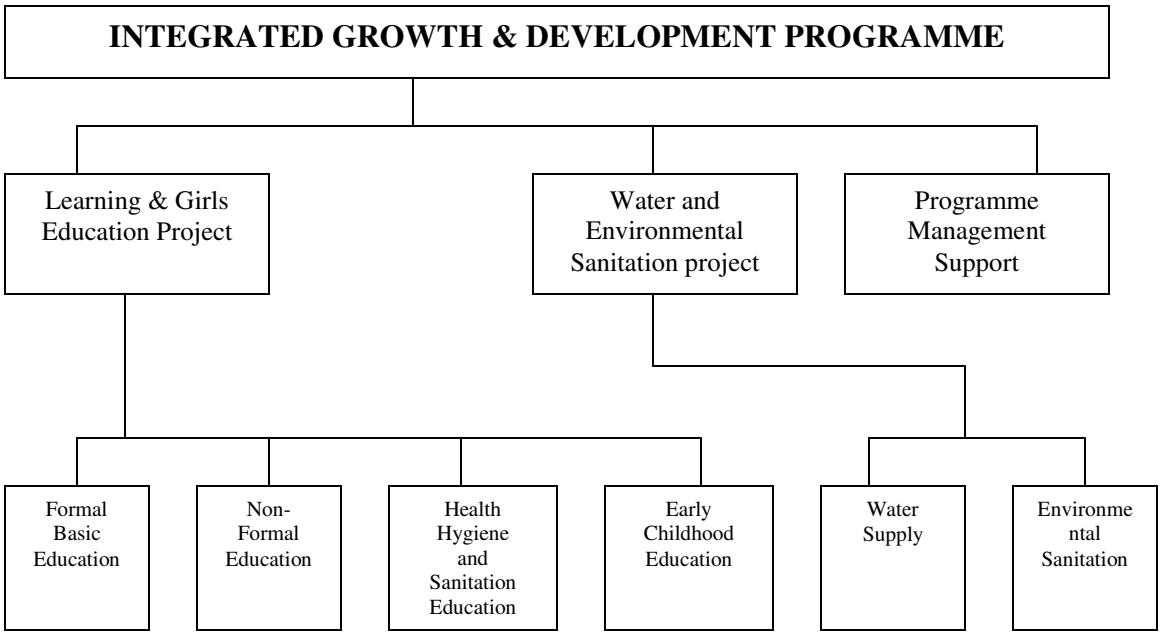
This study will examine how the last two strategies have impacted on girls' education in Kaduna State. It is clear from the foregoing that the programme has very broad and cross-cutting objectives. We have singled out the basic education component

of the IGD for focus in this research. We are interested in how these strategies have impacted on girl-child enrolment in the focal schools.

Programme Structure

The programme structure has been rationalized to ensure full integration of girls' education and gender in formal and non-formal education activities, to ensure more adequate attention to pre-schoolers, to integrate heath, hygiene and sanitation activities in education, and to integrate policy initiatives more fully across sub-projects. The revised programme structure follows;

Figure. 1. Project Structure of the IGD Programme.



Source: UNICEF Country Program Report, 2005

Coverage and Beneficiaries

The overall IGD programme will cover national and sub-national areas, as well as individuals, households and communities as beneficiaries. A planned 600 child-friendly schools and their surrounding communities will directly benefit approximately 300,000 6-12 year-old children. The WES project will promote appropriate WES policy/facilities Nationally, but especially focus on dracunculiasis-endemic communities.

(a) Project 1: Learning/Girls' Education

Goal and Objectives: The goal of Learning/Girls' Education project is to contribute to at least 20% improvement in net enrolment and learning achievement by 2007, through the establishment of more child-friendly and girl-friendly schools. The principal objectives are to:

i. (CFS) each year. Contribute to the establishment of at least 100 child based child-friendly schools.

ii. Contribute to enhancing access and achievement of girls.

iii. Contribute to increasing in targeted schools the level of learning achievement of primary school children in literacy, numeracy and life skills, to 60% from the current level of 35% and

iv. Contribute to the promotion of HIV/AIDS protective behavior among adolescents within the CFS framework in 18 high prevalence states.

STRATEGY: The following strategies will be used to attain project objectives.

i. **Establishing child-friendly schools:** Will be achieved by developing model schools where children's rights are protected, ensuring that the learning environment is protective of pupils, teaching is effective, the community is involved and additional inputs are made available to treat identified problems (such as de-worming and correcting deficiencies, e.g. of iron).

ii. **Enhancing girls' participation and achievement in school:** Will be achieved by responding to issues of a poor learning environment as it affect girls, poor educational services delivery due to lack of pedagogical skills and lack of motivation of staff, gender insensitive curricula and instructional materials, and infrequent/poor quality of monitoring and evaluation.

iii. **Advocacy:** Will aim at sensitizing and mobilizing parents, village education committees, PTA members and civil society groups to ensure enrolment, retention, and achievement. Policy makers at federal, state and local level will be sensitized to promote a rights-based learning environment.

iv. **Capacity Building/Empowerment:** Will aim at supporting communities to sustain CFS features in targeted schools. It will also afford PTA member's opportunities for participation in the planning, management, monitoring and evaluation of primary school programmes. Mothers' Clubs will be given opportunities to attend seminars/workshop on HIV/AIDs and skills-based health and hygiene education, together with nutrition. Inspectorates will be strengthened for more effective monitoring and supervision through training of inspectors, and developing capacity for enhanced monitoring and evaluation.

v. Service Delivery: Will aim at the provision, in partnership with all stakeholders of improved facilities (instructional materials, water and sanitation, libraries etc), for the promotion of quality teaching/learning. It will also be geared towards providing guidance and counseling, supplying teaching aids and materials to enrich teaching, refurbishing some classrooms, and providing separate toilets for girls.

Sub-project 1: Promotion of Child-Friendly Schools/Non-Formal Education Centers

Objective: To contribute to the establishment of atleast 100 right-based child-friendly schools every year over the programme cycle.

Major Activities

i. Support renovation and furnishing of at least 100 schools/NFE centers annually;

ii. Support advocacy with policy makers at the three levels of government to promote rights-based, secured and learner friendly learning environment during 2002-2004.

iii. Support of trainers for life saving skills (disease prevention, malaria control, management of common disease, emergency preparedness).

Sub-project 2: Policy/Systems Development for UBE/EFA

Objective: To contribute to strengthening policy/system development in support of UBE/EFA at the federal, state and local government level, and in relation to EFA goals set in the Jomtien and Dakar Framework for Action.

Major Activities:

i. Support policy dialogue sessions on UBE/EFA among stakeholders at federal, state and local government and community levels.

ii. Support the UBE commission to organize workshop on effective administration of UBE at the national, state and local government level, after the approval of the UBE Bill by the National Assembly.

iii. Support FME/UBE Commission, in partnership with UNESCO, to develop an EFA National Action Plan by 2002, as stipulated in the Dakar Framework.

Sub-project 3: GIRLS' EDUCATION

Objective: To contribute to reducing the gender gap in enrolment by at least 50% of 2000 figures in ten states with the lowest enrolment rates for girls.

Major Activities

i. Support at least 10 states with high gender disparity in primary net enrolment to implement programme on scholarships/grants to girls.

ii. Support NGOs to implement a programme on the use of educated and successful females as role model.

iii. Supports advocacy visits to promote a programme of recruitment of more female teachers and pseudo-teachers.

The main goals of the UBE programme, as can be seen from the presentation so far, is the promoting of universal basic education in Nigeria. It seeks to achieve this by conscientising the entire citizens, reducing the incidence of dropout from the school system, catering for those whose education had been interrupted and ensuring ethical,

moral and civic values. The intention is to develop the school-going in an all-round manner. It is also to involve stakeholders from the District, local and state government levels in running public primary schools in the state. This can be clearly discerned from the provisions of sections 1, 5, 6, 7, 8 and 9, for example, of the state UBE Law, 2005. All these sections make provision for participation by certain stakeholders at different levels.

Clearly, the goals of the two programmes are similar - both strive to promote basic education delivery in Nigeria. But while the UBE approaches this goal through initiatives foe early childhood care, programmes for adults, nomadic populations, non-formal programmes for dropouts and those without formal education, the IGD adopts a slightly different approach. It recognizes the special needs of the girl-child as being crucial to achieving universal education. Thus, while the UBE specifically targets adults, nomads and dropouts, the IGD focuses on promoting basic education through programmes especially, but not exclusively for girl-children. And the approach is inter-sectoral in nature, it combines education, health and environmental strategies in a single programme.

Thus, using strategies in advocacy, empowerment and service delivery, it situates major stakeholders in education as the moving forces of change and progress. In this respect, it differs from the UBE in the sense of its inter-sectoral approach and in stakeholder involvement. The UBE, while acknowledging the role that stakeholders play in education delivery, only gives peripheral role for these stakeholders.

Arising from the foregoing, it is evident that the multi-sectoral and multi-stakeholder character of the Basic Education project of IGD holds out promising example

of how the UBE should be reformulated to achieve its objective. But for this to happen, it would mean that the active involvement and participation of stakeholders, particularly at the community level has to be cultivated. To be realistic, this will require the management, recruitment, promotion, discipline, posting, supervision and other functions presently handled the Basic Education Boards, be devolved to the communities in other to make their contributions more meaningful.

At the moment, the preeminent positions of the boards means that lower level structures are moribund. The top-down arrangement may very well sound the death knell to the lofty objectives of the UBE. Thus the IGD complements the UBE in demonstrating how education planning and implementation is to be done.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter presents the data generated from the questionnaire administered in the six schools to teachers, PTA and community members. Each of the schools was given fifteen questionnaires, ten for teachers, three for PTA members, and two for community members. Each questionnaire had fourteen variables in two sections. Section one dealt with questions on empowerment, and two on service delivery strategies of UNICEF in promoting girl-child education in Kaduna State. This method is then complemented with materials from our personal interviews with other respondents – government, UNICEF, and NGO officials. Some academics were also interviewed. The researcher's systematic observation also provided important data, along with the use of secondary materials. All the data sourced are analysed using frequency tables and multiple regression analysis. The interview and secondary data are descriptively presented to enrich the study. Data sourced, presented and analyzed relate to empowerment and service delivery.

5.2 Data Presentation

The data presented below was generated from the responses elicited by the questionnaires administered to teachers, PTA and community members in the six focal schools where UNICEF implemented its project, Integrated Growth and Development (IGD) programme in Kaduna State – UBE Kakangi and MPS Danmahawayi in Giwa Local Government, LGEA Awon and LGEA Agunu Dutse in Kachia Local Government and LGEA Kagadama and UBE Fagen Rawa, in Kaura. The questionnaire was

formulated using the Likert Scale format and had fourteen questions, all close ended. Ninety questionnaires were distributed, but eighty-seven of these were returned. Our interview and secondary data are then utilized qualitatively to complement the questionnaire data, which is presented in simple percentage tables and analysed further using multiple regression method of analysis. Thus, both the qualitative and quantitative method of data analysis are utilized

The questionnaire is divided into two sections, each dealing with variables of one of the hypothesis. Section one dealt with variables on the empowerment strategies of UNICEF and the second on variables concerning service delivery. These data are presented tabularly using frequency tables. We are interested in generating information from our respondents on their perceptions of whether these strategies have enhanced girl-child education in the focal schools. We consider it important important to note that the data generated and presented in this section relate predominantly to UNICEF's IGD activities in the focal schools. This may appear lop-sided, but data on the UBE in Kaduna State is abundant in secondary materials. A presentation of some these have already been done in the earlier chapters of this work.. More of these will appear in later parts of this work. More important though is the notion that the IGD can help improve the UBE programme in Kaduna State.

We present the questionnaire responses in the order of preparation.

Table 5.2.1: UNICEF's Empowerment of PTA in Enhancing Girl-Child Education Promotion in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	41	47
Agree	38	44
Indifferent	0	0
Disagree	7	8
Strongly disagree	1	1.1
TOTAL	**87**	**100**

Source: Field Survey, 2010

Table 5.2.1 above clearly shows that seventy-nine (79) of our respondents, constituting ninety-one (91%) in the six focal schools believe that the empowerment programme of UNICEF on the school PTA is succeeding in raising awareness and responses to the unique problems facing the girl-child in schools. In fact, only eight respondents (9%) out of the total of 87 respondents disagreed. They believe that the programme has not helped in promoting girl-child education in the schools. Seventy nine respondents (91%), either strongly agree or agree, that these strategies have been useful in enhancing this aspect of education. UNICEF does this through advocacy, training and other support to these PTAs to become involved in school activities. An active programme of encouraging PTAs to be involved in school activities has the capacity of promoting basic education, particularly of the girl-child. The UBE Law of Kaduna State provides the PTAs of seats at the district, local government and state levels. This is a means of involving PTAs in school activities. It is not clear just however if having a member in these education bodies encourages broader participation in school activities, but from our examination of the general status of basic education in Nigeria, it doesn't seem to be working. This may mean that other

strategies should be explored to overcome this problem. That a clear majority of school stakeholders believe the UNICEF strategy is working is instructive.

Table 5.2.2: UNICEF's Mothers' Club Strategy is Promoting Girl-Child Education in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	33	38
Agree	51	50
Indifferent	1	1
Disagree	2	2
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

Table 5.2.2 above strongly recommends the Mothers' Club strategy of UNICEF in promoting female basic education. Of the eight-seven respondents sampled, only two respondents (2.3%) disagree that this strategy has promoted girl-child education. The vast majority of eighty-four (97.7%) believed that these approach has been useful in promoting basic education. The involvement of mother's in the education of children is a useful strategy because they tend to take more interest in children affairs than men, ordinarily. Accordingly, getting them to take more interest through a Mothers' Club initiative is indeed novel. While the UBE Law of Kaduna state, 2005 makes room for women organizations to be represented at district, local and state government education bodies, it does not create the school based approach to involving mothers in their children's' educational quests. What's more, these women organizations may not necessarily be interested in education. This clearly demonstrates that UNICEF's Mothers' Club initiative is recognized for its positive contribution to girl-child education in the schools by a clear majority of our respondents in the six schools

Table 5.2.3: UNICEF's Inspectors/Inspectorate Improvement Programme has Promoted Girl-Child Education in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	43	49
Agree	40	46
Indifferent	0	0
Disagree	5	6
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

Table 5.2.3 above presents a similar distribution of responses with the table preceding it. In fact, only two respondents less than the responses on the immediate past question, either strongly agree or agree that the programme of strengthening inspectors/inspectorates by UNICEF has promoted girl-child education in the school. Eighty-two respondents (94%) out of the eighty-seven respondents believe that the strategy of strengthening inspectorates/inspectors in the schools, particularly as it affects supervision of girl-child issues, has promoted their education. Five respondents (5.7%) believe that strategy has not worked. From the distribution above, we can tentatively conclude that the capacity building and other support rendered by UNICEF to the inspectors on girl-child issues are now better appreciated. Inspection, as part of the school system, is an integral part of quality control. Thus, if we are interested in promoting gender-based education, a vibrant and effective inspection system is necessary.

UNICEF has done a thorough analysis of school inspection in Kaduna State, and has found out that its weakness contributes significantly to lowering the level of educational achievement in the State. One way to turn things around will be to empower inspectors through training and other capacity-building programmes which are

undertaken from time to time. As a result of the foregoing, our respondents overwhelming support of this strategy may indicate its contribution to improving girl-child education.

Table 5.2.4: UNICEF's Community Involvement Strategy has Promoted Girl-Child Education in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	42	48
Agree	40	46
Indifferent	0	0
Disagree	4	5
Strongly disagree	1	1
Total	**87**	**100**

Source: Field Survey, 2010

Table 5.2.4 has the same distribution of responses with the table before it. Again eighty–two respondents (94.3%) agree that community participation in rights based child-friendly schools promoted by UNICEF has uplifted girl-child education in the schools. Again only five respondents disagree (5.7%) this position. UNICEF promotes community participation through sensitization, advocacy and organization. Communities have an important role to play as stakeholders in establishing schools, especially child-friendly schools. The establishment of these schools has been touted as the panacea to achieving universal education. This is because, these school are friendlier, more environmentally hygienic and more teacher friendly. The community's role is to ensure their construction and maintenance. UNICEF encourages communities to participate in monitoring and contributing to basic education issues. From the distribution responses in the table above, we can safely conclude that our respondents believe this strategy has worked.

This is evident in, at least the six schools visited, by the researcher. One could sense a strong sense of community interest in the activities of the schools because as we moved around the localities, the level of attention our research assistants were commanding showed the affection they command among the people. It demonstrated recognition, which teachers rarely attract these days.

Table 5.2.5: UNICEF's Strengthening of Policy Systems in Government has Enhanced Girls Education in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	45	52
Agree	40	46
Indifferent	0	0
Disagree	2	2
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

Above in table 5.2.5 a higher percentage of respondents agree that UNICEF's support of policy dialogue sessions on UBE/EFA among policy makers at different levels of government has succeeded in pushing girl–child education issues to the front burner of national discourse. Eighty five respondents (97%) agree that this strategy has improved the prospects of girl-child education in the schools. Only two respondents (3%) disagreed with the contribution of this strategy to basic education issues in the state. UNICEF routinely and regularly pays advocacy visits to government to promote these dialogue sessions as a mechanism for raising basic education awareness, particularly that of the girl-child.

This has led to series of workshops, conferences and seminars on the theme of girl-child education. A lot of teachers, administrators, policy makers, NGOs and

development partners have been availed the opportunity to familiarize themselves with the important role that improved gender education can play in national development. Clearly, most of our respondents seem to be aware of these efforts, particularly by UNICEF in the state. Probably resulting from these efforts, the media in the country is regularly awash with news about girl-child education.

Table 5.2.6: UNICEF's NGO Empowerment Programme of using Educated Females as Role Models has Promoted Girl-Child Education in School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	30	35
Agree	42	48
Indifferent	5	6
Disagree	10	12
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

A slightly lower percentage of our respondents (82%) believe that UNICEF's support to NGOs to implement programmes on the use of successful and educated females as role models has encouraged girl-child education in the schools. Part of the girl-child education strategy adopted by UNICEF is to encourage NGOs to showcase educated females in the projects and programmes so that young girls will be encouraged to continue their studies. Ten respondents (11.4%) believe that this strategy has not worked in their schools.

This is a little bit surprising because, so far the pattern of responses have remained consistent on all the five variables examined. But on closer examination, we discovered that in Giwa Local Government particularly, our respondents were not too impressed with this strategy. On further investigation, we found out that some of the

NGO female staffers are not culture sensitive, as they sometimes dress in a rather offensive manner when they come around. Some of our respondents believe this promotes immorality among younger girls. We may conclude, from the foregoing, that since a vast majority of respondents seem to be in agreement (82%) then the strategy has achieved its objective.

Table 5.2.7: UNICEF's Promotion of Female Teacher Recruitments Improved Girl-Child Attendance in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	40	46
Agree	45	52
Indifferent	0	0
Disagree	2	2
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

The response on the final variable of the empowerment strategies is presented in table 5.2.7 above. Eighty-five respondents (97%) believe that the advocacy visits of UNICEF to promote programmes of recruiting more female teachers have succeeded in promoting girl-child education. Only two of our respondents disagree (3%) with the observation. However, it has been recognized that female teachers are more sensitive and understanding with children, particularly those of the girl-child, than their male counterparts. And also, that they serve as role models for young girls. As such, having as many of them in the system will go a long way in promoting girl-child education. Almost all respondents believe this strategy has worked in the schools as we can see in the table above.

But generally, the situation is worrisome, when the figures of the local governments are considered. For instance, in Giwa Local Government, of the 1065 total number of primary school teachers as at February, 2009, only 367 (or 34.4%) are women. In Kachia Local Government, the situation is slightly better as women constitute 709 out of the 1614 teachers there in the same period, making up only 43.9%. In Kauru Local Government, the total teacher population is 1058, but female teachers are 349 (or 32%). This situation, it goes without saying, means a lot more is required to be done if our role models are to play an important role in revitalizing basic education through girl-child initiatives.

As a result of the massive support shown by our respondents in the schools and communities (97%) where UNICEF has implemented the Integrated Growth and Development (IGD) programme, we can safely conclude that this empowerment strategy has been found commendable. But, being in the main, participants in the programme, these respondents will have been favourably disposed to these strategies as a result of their involvement. According, we turn to our statistical tools, interview observation and secondary sources to fully examine these positions. But first, we present responses from our questionnaire instrument on the second hypothesis that examines UNICEF's service delivery strategies in promoting girl-child education. The responses, are again, tabularly presented.

Table 5.2.1a: UNICEF Provision of Gender Sensitive Curricular and Materials has Promoted Girl-Child Attendance in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	10	12
Agree	56	64
Indifferent	3	3
Disagree	17	20
Strongly disagree	1	1
Total	**87**	**100**

Source: Field survey, 2010

Sixty-six respondents (75%), out of the eighty-seven sampled, agree that the provision of gender sensitive curricula and instructional materials by UNICEF has encouraged girl-child attendance in schools. Twenty-one (24%) respondents disagree with this position. An effective way to promote girl participation in school is to use curricula and materials for teaching that are gender sensitive. Most books and other materials conventionally stereotype girls as being inferior to boys. This can have serious negative consequences on the girl-child ability to stay in school. Strangely again, a far less than usual majority, seem to agree that this strategy has worked. But scoring seventy-five percent of the total respondents, we can conclude that this strategy has worked in the schools where it is being implemented.

The lower rate of agreement, in relation to other responses, may relate to the fact that this strategy goes to the heart of culturally prevalent notions and attitude. Changing this aspect of people lives is slow and sometimes painful. At the heart of our definition of our personalities, is a cultural framework. Once removed from this framework, we find it difficult to function. Thus, relevant questions are being asked; what factors have made it possible for other girls to perform under the same curricula that have prevented others under the same circumstances. While these issues present interesting possibilities, they

fall outside the scope of our work. But, suffice it to state that literature promotes this approach, and from the responses, our respondents find it useful.

Table 5.2.2a: Provision of Sources of Protected water in the Schools by UNICEF has Increased Girl-Child-Education in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	60	69
Agree	25	29
Indifferent	2	2
Disagree	0	0
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

The table above (5.2.2a) shows clearly what our respondents think of the strategy of UNICEF of providing sources of protected water in schools to promote attendance by girl-children. Ninety-seven percent of respondents (85) clearly agree or strongly agree that this strategy has worked. The strongly agreed, in fact, make up more than a third of the respondents. Only two respondents (2.3%) disagreed. The nature of domestic work which places heavy burden on women and girls, requires that water is available. In its absence, women and girls are known to trek long distances to seek water for home use. This discourages school attendance for girls particularly, as they seek to acquit their domestic responsibilities.

What UNICEF is doing, is not only providing these sources through community empowerment strategies of borehole construction, for instance, but also bringing mothers and girls into the school environment. This increases contact with the school and promotes a positive attitude for girls and mothers. This strategy also promotes the health of the household so that more time is spent in school, culminating in higher learning

achievement for the pupils. From the distribution of responses above, we can see that our respondents believe this strategy has worked satisfactorily in the schools.

Table 5.2.3a: Provision of Separate Toilet for Girls by UNICEF Improves their Participation in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	62	71
Agree	24	28
Indifferent	0	0
Disagree	1	1
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

Another area of service provision that UNICEF is engaged in, is the provision of separate toilets for girls' schools. As evidenced in the table above eighty-six respondents (99%), agree that this strategy is commendable. This is one respondent more than that on water supply in schools. Only a single respondents disagreed (1%) with the general position of the other respondents. One way of making schools gender friendly is to make adequate provision of facilities required by different groups, not only gender but also the physically challenged. Because girls' physiology render them vulnerable to infection and results in increased absenteeism at school, providing for their needs can go a long way to solving the low level of achievement and attendance. On strength of the agreed respondents on this strategy (99%), it is evident that commendable outcomes are noticed in the schools by stakeholders on this strategy.

What has been painfully missing from our school system, as in many others too, is a programme that makes learning convenient for all irrespective of gender or physical condition. This is not only manifesting in primary school, but also at higher levels where

women and the physically challenged find it difficult to attend classes. In the Universities, for instance, there are no disabled hostels or facilities. This means that this group of persons find it very challenging to attend school. This same situation applies to women at all levels of education. One can then appreciate the respondents' attitude to this innovation by UNICEF.

Table 5.2.4a: Renovation of Classroom by UNICEF Encourages Girls Participation in the Schools

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	10	12
Agree	67	77
Indifferent	10	12
Disagree	0	0
Strongly disagree	0	
Total	**87**	**100**

Source: Field Survey, 2010

The condition of public schools in Nigeria at all levels, as noted by several sources, leaves much to be desired. Accordingly, UNICEF assists in delivering on the renovation and refurbishing of classrooms. This is intended to make them more habitable and attractive to pupils. In this new condition, it encourages children, especially girls who generally are attracted to clean and hygienic environment. Table 5.3.4a above shows that even those respondents that had disagreed with the effect of water and toilets in girls education, did not maintain that position here. Seventy-seven respondents (89%) agreed that this strategy has been effective in promoting school attendance for girls. The others are indifferent. The position taken by this clear majority of respondents shows that refurbishing classrooms can greatly contribute to achievement of universal basic education in Kaduna State.

This aspect of education intervention is frequently misunderstood, but one can imagine the comfort of his home, when everything is properly organized. This is akin to lying down on a well laid bed. Children too are attracted to clean and arranged environment. Once this is assured, you can be sure their concentration will be stable. But with condition of public schools, this prospect cannot be realized. UNICEF is trying to see how this can change by helping to renovate some of these schools. And our respondents believe that it is working.

Table 5.2.5a: Supply of Teaching aids and Materials by UNICEF has Enhanced Girl-Child Attendance in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	15	17
Agree	52	60
Indifferent	10	12
Disagree	10	12
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

The table above (5.2.5a) shows a similar distribution pattern of responses to the earlier one on UNICEF's provision of gender sensitive curricula and instructional materials. Sixty-seven respondents (77%) either agree or strongly agree that the supply of teaching aids and materials by UNICEF is a good strategy for enhancing prospects for girl child education in these schools. Ten respondents (12%) of the total, disagree with this effect. Teaching aids and materials, like whiteboards, markers, projectors and maps can enhance teaching capacity. In most public schools, these materials are either scarce or unavailable. As a result, teaching becomes really difficult and tasking. A clear majority of

respondents; seventy-seven percent believe this strategy has worked commendably in the schools, particularly on the girl-child.

Girls, more than boys, are said to be more attracted to symbols and colours. As such, we can understand that teaching aids can facilitate teaching and learning in schools. When not available, therefore, pupils perform poorer than expected. UNICEF approaches the challenge of basic education from the point of view that it can be improved through the use of these aids and materials. We can thus understand how most respondents believe this strategy has worked.

Table 5.2.6a: UNICEF's Establishment of Rights Based Child-Friendly Schools has Promoted girl Child Education in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	63	72
Agree	21	24
Indifferent	0	
Disagree	3	0
Strongly disagree	0	
Total	**87**	**100**

Source: Field Survey, 2010

Right based child-friendly schools are institutions that have the ambience necessary for promoting child education, particularly to the girl. It seeks to make teachers friendly and considerate, provide facilities and services like water for use by all and promotes hygiene and sanitation in the school environment. It seeks also to provide writing materials for children, and protect the rights of these children through discouraging corporal punishment like logging, and molestation of girl-children. In essence, it is a multi-dimensional approach to making schools child friendly, particularly

for girls. UNICEF promote establishment of such schools in order to particularly improve their educational achievement.

Eighty four respondents (96%) believe the establishment of these schools has helped in promoting girl child education. Only three respondents (3.4%) think otherwise. It is clear that schools that do not protect the right of children, especially girls have only served to discourage them from attending. We can therefore, see why the overwhelming majority of respondents believe that girl child education has improved in the schools where this is being implemented with support from UNICEF

Most schools, it would seem, do not think much of the rights of children. Accordingly, they are structured to disregard these, in a manner that will appear that we are doing them a favour. This has led to low attendance as children see these schools as punishment centers, and not schools of learning. What UNICEF is therefore doing is to promote a more positive attitude to school for these children. This, to say the least is highly commendable.

Table 5.2.7a: UNICEF's Support for Provision of Guidance and Counseling Systems Encourages Girl Participation in the School

SCALE VALUE	FREQUENCY	PERCENTAGE
Strongly agree	77	88
Agree	10	12
Indifferent	0	0
Disagree	0	0
Strongly disagree	0	0
Total	**87**	**100**

Source: Field Survey, 2010

Guidance and counseling systems can also greatly promote education, not least of which is basic education. UNICEF supports this through the creation of offices, provision

of materials and training of personnel to perform this important function. All respondents agree (100%) that the provision and improvement of guidance and counseling systems in the schools has greatly promoted girl child education. Girls generally, are more emotionally fragile compared to boys. As such, the prospect of guidance and counseling in schools helps them to adjust and tolerate the challenges that go with schooling, especially in co-educational institutions. This is more particularly so as these girl enter puberty. This strategy as evidenced in the responses advanced in the table above, has worked effectively in helping girls stay and complete full courses of basic education in these schools. No other variable in the strategy of service provision by UNICEF had scored as high as this, perhaps underscoring its significance. Unhappily though, most schools, at all levels lack this important unit. The lesson here is for a change in our approach that reflects the need for guidance and counselling in our schools.

Having presented the position of our questionnaire respondents in the six focal schools, what issues have come to the fore? We have established that the two strategies adopted by UNICEF in promoting basic education are very relevant, perhaps a reflection of its rational design. But, it is also to be expected that most respondents have participated or have been closely associated with the UNICEF project in the schools. As earlier reported, the Education Secretaries at each local government had directed the researcher to a staff conversant with the programme in each of the schools. On arriving at each school, this staff recommended a member of staff to help distribute and collect the instruments. The likelihood of bias, therefore, cannot be completely ruled out. As such we will attempt to examine further these issues from the point of view of our interviews, systematic observation and secondary materials. In the next section of this work, we put

together these sources in order to bring out a comprehensive picture of the outcome that emanates from the implementation these strategies by UNICEF in promoting basic education, particularly for the girl-child.

5.3 Data Analysis

The data generated and presented in the previous section is now tested against the hypotheses advanced. The statistical instrument utilized for this purpose is the multiple regression analysis. But, we attempt a descriptive analysis of secondary data concerning enrolment in the focal schools against non-focal schools in the affected local governments. Reports, periodicals, official documents and other secondary materials are then explored to throw more light on the theme presently in focus. This is further complemented by our interview responses and systematic observation.

The Education Sector Analysis (ESA) Kaduna State, 2008 provides a very useful source of data on the educational sector in Kaduna State. The 2008 report provides information on the entire state. We reproduce some relevant data in the report here and in other documents and then examine the situation in the focal schools to fully appreciate developments. The Reports (ESA, 2008:53) discusses general learning and teaching conditions. Regarding textbooks, it reports that about two out of ten Kaduna State teachers do not have the textbook for a given subject, and even fewer have a teacher's guide for each subject - about a quarter of Kaduna's teachers; only 10-14 percent of students have the textbook, depending on the subject. In terms of buildings, the average pupil/classroom ratios are 72:1 in primary, 50:1 in Junior Secondary and 37:1 in senior secondary, a situation of extreme overcrowding of classrooms are frequently observed.

Furthermore, almost half of Kaduna classroom have no student benches. When a classroom has benches, they are in poor condition in 3 out of 10 in Kaduna State, and overcrowded in two-thirds of the cases in the state. Almost 75 percent of Kaduna Schools have no toilets of any kind for students or teachers. Furthermore, almost half of Kaduna Schools have no access to water, protected or unprotected. About a third of Kaduna Schools have only an unprotected supply of writer - for example, rainwater, uncovered wells, or streams.

The Education Sector Analysis (ESA) report goes further to claim that 51.3% of the teachers have less than 3 years of post-secondary training, 15% having no post-secondary. The reason for that continued under-qualification is the absence of an active policy of up–grading Grade 2 teachers to NCE level. Furthermore, the analysis of internal efficiency shows that in Kaduna State, out of 1000 children starting primary 1, only 413 males and 364 females reach the final stage of graduation in primary 6. The co-efficient of internal efficiency is 53% and 48% for boys and girls respectively (ESA, 2008: 58)

The document further discusses the gender related disparities in terms of access and output. To measure disparities based on gender in education, the report uses the Gender Parity Index (GPI), which is the ratio of the value of a female indicator over a corresponding male equivalent. A GPI of indicates parity between boys and girls; a GPI that varies between O and I typically means disparity in favour of males whereas, a GPI greater than 1 indicates a disparity in favour of females. The table below shows the GPI for a set of indicators in primary level of education.

Table 5.3.1: Gender Parity Index in Some Kaduna State Indicators. Enrolment/ Completion Indicators for Kaduna State and Nigeria.

INDICATOR	KADUNA STATE	NIGERIA
Primary		
Gross Enrolment Ratio	0.898	0.922
Net Enrolment Ratio	0.955	0.949
Completion rate	0.751	0.841

Source: ESA, Kaduna State, 2008

From the table above,, we see that the girls are seriously less well served by the education system than their male counterparts. If equity were respected, all indicators would be equal to unity. We see that in most access indicators, the GPI is less than unity. Moreover, Kaduna GPI is less than for Nigeria in most indicators. With the primarily gross enrolment ratio, the GPI in Kaduna is 0.898 compared to 0.922, countrywide. Looking at the completion rate, we see from the table above that the GPI is even worse than with the net or the gross enrolment ratios at all levels. The GPI is 0.751 for the primary completion rate. This is a reflection of many factors that often lead to withdrawal of girls from school, including early marriage and other cultural factors the study concludes.

Another document which highlights the gender disparity in basic education in Kaduna State is the Kaduna Public Primary Schools General Statistics, 2009. It reports that pupils enrolment in public primary schools in Kaduna state as at February 2009 stood at 929, 367 (as against 866, 496 in February, 2008). Of this number (929, 368) 426, 699, representing 45.5% were girls, while 502, 669 representing 54.1% were boys (KSUBEB, 2009). This figure however, hides regional disparities in gender distribution. According to the document for instance, Birnin-Gwari Local Government has total primary school pupils enrolment as at January, 2009 in all classes, of 43,059 for both boys and girls. But

when data is disaggregated, girls alone constitute on 13,050 (30.3%). Makarfi Local Government has total pupils enrolment of 23,598 pupils. Out of this figure (9513), 40.3% are girls. Soba Local Government has total pupils enrolment during the same period of 42,941. 15,756 (36.6%) of these are females. Others however, like Jaba, Jemaa and Kaura have closer disparities with the total enrolment of 34804, 35068 and 14,897, respectively. Of these numbers, girls constitute 17711, 17773, and 7579 respectively, constituting more than half the population of enrolled pupils in public schools in the local governments. But the focal local governments of UNICEF's Integrated Growth and Development (NGD) programme also have great disparities in comparison. Giwa Local Government has total enrolment of 40,859 (girls 15864 or 38.8%), Kachia 41,859 (girls 19811 or 47.3%) and Kauru 51210 (girls 22,516 or 43.9%). These figures demonstrate the very serious disadvantages female pupils are exposed to in basic education enrolment, in the cited local governments. While enrolment present a part of the overall disparity picture, actual retention and completion figure are worse. While the General statistics, 2009 do not present completion rates by gender, other studies have attempted to do this. This Education Sector Analysis Kaduna State, 2008 present figures that confirm that dropout rates is high. For instance, the report claims that in Kaduna state, out of 1000 entering pupils in primary one, only 413 of the boys and 364 of the girls complete school success fully. If placement is taken as the measure of successful completion, then 587 boys and 636 girls must be considered as having dropped out from the system. This conclusion has far-reaching implications. Universal Basic Education will never be achieved in Kaduna even if all children enter school, until retention rates are significantly improved. This is because a majority of those entering end up getting out without

mastering the basic knowledge, mostly because of early dropping out (Kaduna State ,ESA: 49).

Applying this scenario to the focal local governments - Giwa, Kachia and Kauru - we can understand why UNICEF adopted an integrated approach to assist in solving the problem, particularly from the gender approach. But so far, have these strategies worked? An important point to note about these strategies is that they are complementary. The empowerment strategy on its own, for example, cannot fully actualize the overall objectives of IGD. It would need the complementary role of the service delivery component. As such, isolating each variable in these strategies for measurement is not possible in this work. The best we can achieve is to look at their combined effect on girl-child enrolment in the schools. Consequent upon this fact, we examine their contribution to achieving increased enrolment in the focal schools. As reported earlier during presentation of questionnaire data, a significant number of respondents believe that the two strategies - empowerment and service delivery, have worked.

Analysis of the Secondary Data

The secondary data collected for the study are presented below

Table 1: Girls Enrolment in Schools without UNICEF Support Programme

LGA	TOTAL ENROLEMENT	NO. OF GIRLS	PERCENTAGE OF GIRLS
GIWA	40859	15864	38.83%
KACHIA	41859	19811	47.33%
KAURU	51210	22516	43.97%

Source: Kaduna St UBEB, 2009

Table 2: Girls Enrolment in Schools with UNICEF Support Programme

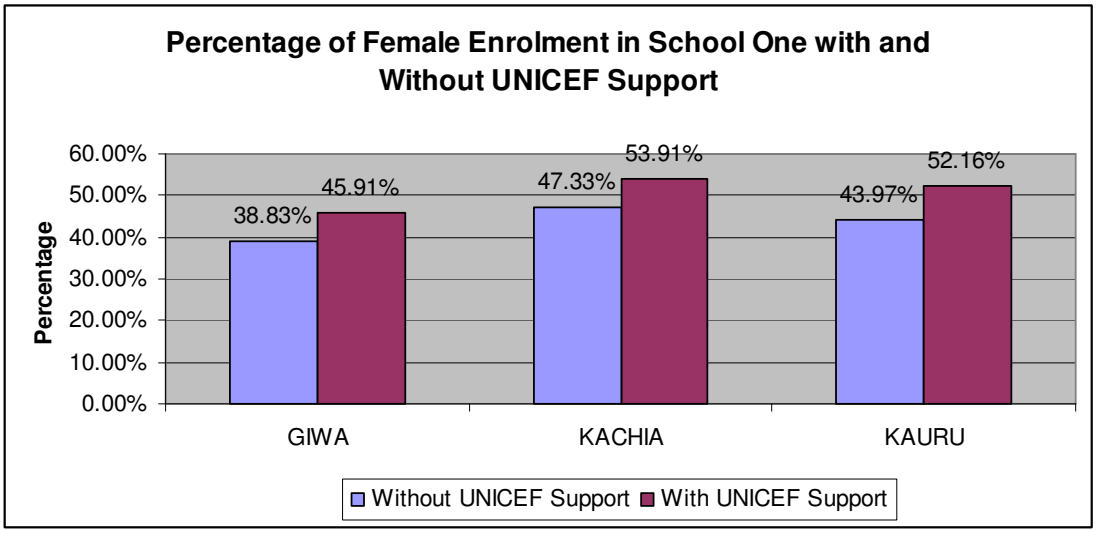
UNICEF SAMPLED SCHOOLS			
SCHOOL ONE			
LGA	**TOTAL**	**NO. OF GIRLS**	**PERCENTAGE OF GIRLS**
GIWA	1795	824	45.91%
KACHIA	128	69	53.91%
KAURA	301	157	52.16%
SCHOOL TWO			
LGA	**TOTAL**	**NO. OF GIRLS**	**PERCENTAGE OF GIRLS**
GIWA	621	261	42.03%
KACHIA	206	112	54.37%
KAURA	146	77	52.74%

Source: Kad. St UBEB, 2009

DESCRIPTIVE ANALYSIS OF THE GIRLS ENROLMENT IN SCHOOLS WITHOUT AND WITH UNICEF SUPPORT PROGRAMME

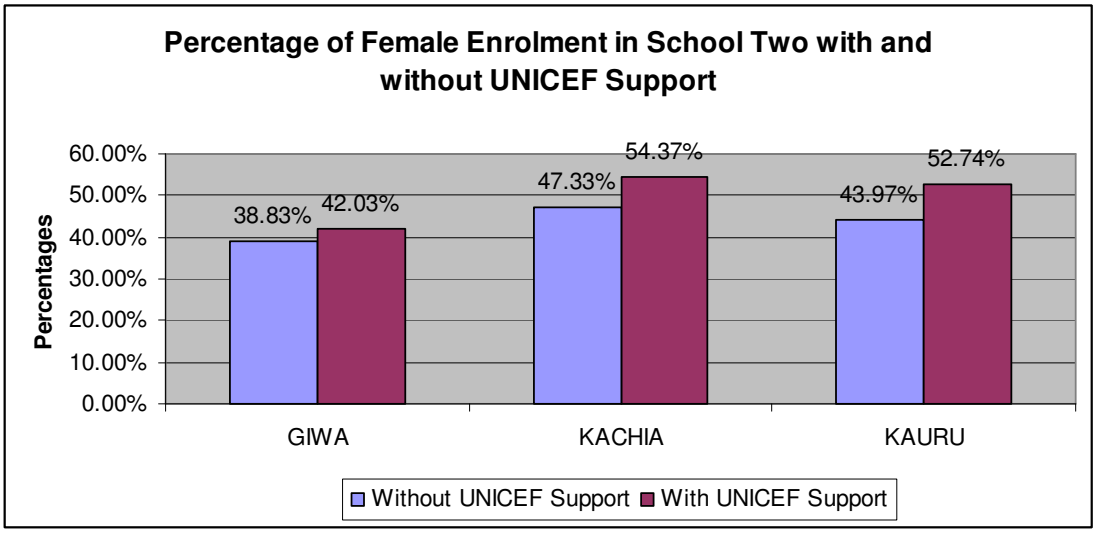
Table 1 above shows the percentage of female enrolment in the three local government areas. When compared to school one, the percentage of female enrolment in GIWA LGA increased by 7.08% from 38.83% to 45.91%. For KACHIA LGA, the percentage of female enrolment increased by 6.58% from 47.33% to 53.91%. Finally for school one, the percentage of girl enrolment increased by 8.19% from 43.97% to 52.16%. The difference in the percentage of female enrolment between the school without UNICEF support and school one (with UICEF support) is shown below.

Figure 1



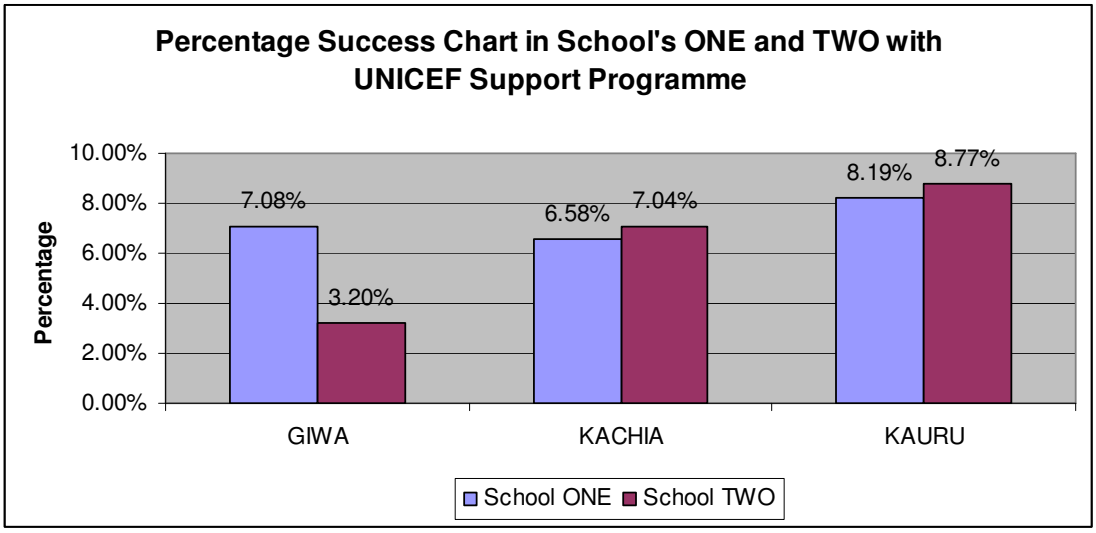
In the same vein, when the percentage of female enrolment in school two with UNICEF support is compared with the percentage when there was no UNICEF support shows that, for GIWA LGA, female enrolment increased by 3.2% from 38.83% to 42.03%. For KACHIA LGA, the percentage of female enrolment increased by 7.04% from 47.33% to 54.37%. Finally, for KAURA LGA, the percentage of girl enrolment increased by 8.77% from 43.97% to 52.74%. The difference in the percentage of female enrolment between the school without UNICEF support and school one (with UICEF support) is shown below.

Figure 2



In summary, when looked at in terms of school 1 and school 2 with UNICEF support programme, the descriptive evidence show that more success was achieved in school 1 in GIWA more than in school. However, success in terms of female enrolment was achieved in school 2 in both KACHIA and KAURA LGAs than in school 1. The bar chart showing their differences is shown below:

Figure 3



To further shed light on whether there is a significance difference between the success achieved in school and 1 and 2, the paired sample t-test was employed. The result obtained showed that there was no significance between the success achieved by the UNICEF programme in improving female enrolment in school 1 and school 2 sample in GIWA LGA, KACHIA LGA and KAURA LGA. The paired sample t-test result is shown below:

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 SCH1 - SCH2	.94667	2.54105	1.46708	-5.36565	7.25898	.645	2	.585

Source: SPSS Output

The significant two-tailed value of 0.585 is greater than the 0.05 critical value implying that there is no significant different between the success achieved in the schools.

Test of Hypotheses One and Two

The primary data was coded in the SPSS software and the multiple regression technique applied to estimate equations one and two. The estimated results for both equations as well as the test of the hypotheses are discussed below.

Estimated Result for Equation One

The estimated result for equation one is presented below.

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.767	.043		17.742	.000
	X1	.047	.049	.231	.956	.342
	X2	.219	.059	.739	3.729	.000
	X3	.073	.070	.288	1.044	.300
	X4	.093	.067	.409	1.386	.170
	X5	.016	.069	.053	.223	.824
	X6	-.093	.034	-.474	-2.762	.007
	X7	-.185	.080	-.624	-2.300	.024

a) Predictors: (Constant); Promotion of female teacher recruitment (X1); NGO empowerment programme (X2), UNICEFs training of inspector's programme (X3); Empowerment of mother's club (X4); Empowerment programme on PTA (X5); UNICEFs policy systems empowerment programme (X6); UNICEFs community involvement programme (X7)

b) Dependent Variable: Girl child education due to the empowerment strategies adopted by UNICEF

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717(a)	.515	.472	.13341

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.491	7	.213	11.965	.000(a)
	Residual	1.406	79	.018		
	Total	2.897	86			

Test of Hypothesis One

From the above estimation, the computed F-statistics value is 11.965 with a probability value of 0.000. Since the probality value is less than the 0.05 critical value, the null hypothesis is rejected while the alternative is accepted implying that the empowerment strategy adopted by UNICEF has enhanced girl-child education in Kaduna state.

The multiple regression result however shows that the promotion of female teacher recruitment (X1); NGO empowerment programme (X2), UNICEFs training of inspector's programme (X3); Empowerment of mother's club (X4) and Empowerment programme on PTA (X5), have positive impact on girl-child education, while the UNICEFs policy systems empowerment programme (X6) and UNICEFs community involvement programme (X7) had negative impact. Of all the variables however, only X2, X6 and X7 were significant at 5% critical value.

Generally, the adjusted coefficient of determination value of 47.2% in the model summary result shows that 47.2% of the improvement in girl–child education in Kaduna state is attributable to the empowerment strategy of UNICEF.

Estimated Result for Equation Two

The estimated result for equation two is presented below

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.376	.085		4.435	.000
	X1	-.093	.054	-.328	-1.729	.088
	X2	-.072	.086	-.137	-.836	.406
	X3	-.022	.089	-.043	-.247	.805
	X4	.013	.072	.023	.180	.858
	X5	.084	.060	.253	1.388	.169
	X6	.198	.060	.478	3.300	.001
	X7	.517	.093	.606	5.555	.000

a) Predictors: (Constant), UNICEFs support for guidance and counselling systems (X1), UNICEFs provision of separate toilet for girls (X2), UNICEFs renovation of classes (X3), UNICEFs establishments of child friendly schools (X4), UNICEFs provision of teaching aids and materials(X5), UNICEFs provision of sources or protected water supply (X6), UNICEFs provision of gender sensitive curricular and materials(X7)

b) Dependent Variable: improvement of the girl – child education resulting to the Service delivery strategies adopted by UNICEF (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851(a)	.725	.701	.14968

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.667	7	.667	29.760	.000(a)
	Residual	1.770	79	.022		
	Total	6.437	86			

Test of Hypothesis Two

The F-statistics value from the AOVA table above is 29.76 with a probability value of 0.000. Since this value is less than the 0.05 critical value, the null hypothesis for the second hypothesis is rejected as well while the alternative is accepted implying that, the service delivery strategy of UNICEF has enhanced girl–child enrolment in the selected schools in Kaduna state.

The adjusted R – square value of 0.701 implies that 70.1% of the variation in the dependent variable is attributed to the service delivery measures of the UNICEF programme. Of all the variables that constitute service delivery however, UNICEFs establishments of child friendly schools (X4), UNICEFs provision of teaching aids and materials(X5), UNICEFs provision of sources or protected water supply (X6) and UNICEFs provision of gender sensitive curricular and materials(X7) had positive impact on girl–child education, while UNICEFs support for guidance and counselling systems (X1), UNICEFs provision of separate toilet for girls (X2) and UNICEFs renovation of

classes (X3) had negative impact. Only the variables for water supply provision and the provision of gender sensitive curricular/materials were however significant.

Analysis from Interview Schedules

In our personal interviews with the identified respondents at the Ministries of Education and that of Women Affairs, State Universal Basic Education Board, Kaduna, some of these issues came up. Even those respondents from the NGOS and the academic community proffered similar opinion. Most agreed that Parent/Teachers Association (PTA), Mothers' Inspectors, Communities, NGOS, Female teachers and policy systems need revitalization in Nigeria. These important actors, some of them argue, have not been fully integrated into the running of basic education in Nigeria.

In the particular case of the Universal Basic Education (UBE) Law of Kaduna State, single membership is provided at the state, local government and district levels for representatives of PTA, NUT, Women Group and Inspectorate, Federal Ministry of Education, on the state board. At the local government level, a representative of NUT, Women group, religious organizations, religious leaders, traditional ruler and two eminent persons sit on the education authority. A similar provision to that of the local government education authority is made for district education committee. Clearly, it is envisaged that in giving membership to all these interest, their views and positions will reflect in government decisions. Some issues to note however: One, most of the representatives from sectional interest like PTA, NUT and women group, are nominated to these bodies not necessarily for any serious interest in basic educational issues, but primarily for other mundane considerations. Accordingly, the governor, who appoints

those representatives to the state education board, does not necessarily have to consider the ability to deliver. In most instances, friends and associates are appointed, because the appointment, in itself, is considered an economic opportunity. The allowances and, the contracts that usually come as part of the appointment, are well sought after.

Secondly, it is assumes that these bodies are necessarily well organised to promote issues of basic education. This is not certain at all, as evidence may suggest that the institutional capacity of PTAs, for instance, is weak. This is even more pronounced in rural areas where a sizeable number of these schools are located. In fact, some women groups have interest elsewhere rather than on the education of children. We also believe it is naive, as expressed by some of our interview respondents, to think that a body like Nigeria Union on Teachers (NUT) is really committed to educational issues. On the few occasions they have called their members out for industrial action, it has been to press home one demand or the other on salaries and allowances. Rarely, have they, like ASUU, called for concerted effort to improve the sub-sector. Evidently, the UBE Law doesn't see it this way, which is why it includes them as presently organized, on these various educational bodies.

Thirdly, that these same bodies will tilt the attention of government toward more rational and realistic expectations, is again, not certain at all. In a body of thirteen members, what can these special interests do to influence thinking in government circles? What's more, they are ex-officio. Most of our respondents opined that government decision-making (all levels) follow a top-down approach. In this case, the probability of any of these bodies influencing government is really low. On the whole, the UBE Law of Kaduna state assumes that the participation of these special interests in the education

bodies created will enrich and enhance goal delivery. On what rational basis this expectation is grounded is not clear. Thus, to assume that these stakeholders will actively participate simply by being recognized is not very helpful. A more rational approach will have been an active programme of empowerment first, before placing our expectation on them. More so as the long years of military rule in Nigeria seems to have taken its toll on citizen participation. Clearly, the sustainability of a programme and the achievement of the expected results would be guaranteed if majority of the people (stakeholders) were aware of the programme and got involved in it. Most interview respondents claim that these stakeholders rarely get seriously involved.

A study conducted by Actionaid Nigeria "From Grace to Grass", specifically looks at the management and financing of basic education in Nigeria. A section of it attempts to gauge the knowledge level of stakeholders and communities about the UBE programme. Of course, people would not be expected to participate in a programme they know little or nothing about. Some items in the study protocols asked parents and community leaders know much the new about what happens in the school attended by their children, or the school in their community. The study was conducted in six states, one from each geo-political zone. Sokoto State represented the North-West, a region Kaduna State belongs. The result is surprising, to say the least, given the educational statistics of Sokoto nationally. For instance, the same study had earlier reported that Sokoto state has one of the least completion rates for girls in basic education in Nigeria. Yet, in terms of the stakeholder participation in the study, the respondents in Sokoto returned the best case scenario in parent/guardians knowledge of activities in school, among the six regions. It scored 92 percent well above the national figure of 62 percent.

Its score on the community leaders knowledge of activities of government schools in their communities,, parent/guardians knowledge of whether or not children should attend schools free of charge, awareness of UBE programme and how often Head teachers brief parents/guardians/ community leaders about activities in their child's school, show that Sokoto scores consistently above the national average. This is strange given its level of education development.

A more realistic projection in the study appeared to have been the one that relates to civil society participation. Being that these NGOS are generally more organized than PTAs and NUTs, their responses should reflect a more realistic picture of the situation. To gauge the level of participation, of civil societies in the UBE process at the state level, state level NGOS were asked to rate their level of participation in key activities in the UBE process. If all ratings are aggregated, the overall average participation would be below 50 percent, which might indicate low performance generally. The implication is that the states might not be tapping the resources within the NGO sector to benefit the programme in their state. This position tallies with the views expressed during our interviews. Most of our interview respondents decried the general level of involvement of citizens in the UBE process. Some asked who former President Obasanjo consulted before announcing the UBE in the first place. These respondents were of the view that the initial problems the programme had to undergo, including the court cases demonstrate lack of consultation.

Thus, the strategy adopted by UNICEF in empowering these stakeholders through advocacy, training and other support, appears more consultative, as it not only recognizes the important role of these stakeholders, but strives through its empowerment strategy to

bring them into the mainstream of events. This is very rational. Accordingly, it is only through empowerment that these stakeholders can begin to contribute their quota to basic education delivery in Nigeria. This may explain why the level of girl-child participation in the six schools identified earlier is significantly higher than the local government average. The main lesson here is that, the Kaduna State government needs to mainstream stakeholder participation at the school level first, before they can become more involved at distinct, local government and state levels. This observation will mean that bottom–up approach to solving problems in girl-child basic education is very important. Arising from this observation, one would want to see a system that encourages, community, policy, makers and female teachers to become more actively involved in process that leads to the promotion of basic education, particularly that of the girl-child. As stands, the organizational weakness of some of these stakeholders may have contributed to the general low level of girl-child participation in basic education, especially in northern Nigeria.

We had reported that our questionnaire respondents agree overwhelmingly that the service delivery strategy of UNICEF has promoted girl-child education. This position was further supported by our interview respondents. They believe that service delivery is very crucial to promoting basic education, particularly for the girl-child. Most respondents decried the quality and quantity of public schools and the infrastructure. For instance, the same study had observed that classroom/pupils ratio improved progressively from 173 in 1999 to 87 in 2005. Evidently, this is a big improvement. But considering that it is recommended for each class to have a maximum of 30 pupils, the situation in Nigeria is still way off the mark. Even if we assume that all classrooms were in good

condition, which is unlikely, the emerging picture is one of overcrowded classrooms. How children can learn meaningfully under this atmosphere of overcrowding beats the imagination.

The Word Bank SESP appraisal document (September, 2007) states that "about 51 percent of available classroom are considered to be in good condition and only 30 percent of primary schools have access to water and electricity". The same Kaduna State ESA, 2008 cites the QSDS survey as observing that:

i. Almost one in ten Kaduna's classroom is outside.

ii. About half of Kaduna's classrooms are dirty, and almost no classrooms have a receptacle for trash.

iii. Almost 9 percent of Kaduna's classroom have no wall or only half walls and about a third of the classrooms have no door to the classroom. Bounding a classroom with walls and a door that can be shut lets the teacher focus students attention on their learning.

iv. Almost half of Kaduna's classrooms have no blackboard or a blackboard in poor condition and almost 9 out of 10 Kaduna classrooms have no teacher's desk or a desk in poor condition.

v. Almost half of Kaduna classrooms have no student benches. When a classroom has benches, they are: (a) in poor condition in 3 out of 10 in Kaduna and (b) overcrowded in two-thirds of the cases in Kaduna.

Putting these observations together with the reality of scarcity of text books, non-availability of toilets, instructional materials, learning aids/equipment, ill-trained and inadequate teachers and general poor sanitation, one can imagine the condition of public

schools in Kaduna State. In totality, it is a shame. This reality confronted the researcher on his several trips to schools in the three local governments mentioned. As opined by our interview respondents, these schools cannot serve as attracting edifices for any child, much less the girl-child. Accordingly, if the fortunes of basic education in Nigeria are to improve, the strategies adopted by UNICEF in service delivery have to be mainstreamed into broader government processes.

It was evident to the researcher in the schools that gender – sensitive curricula and instructional materials can go a long way in improving girl–child basic education. The teachers and pupils clearly had become aware of the different needs of girls to the extent of showing it. The protected water available in the schools, though mainly boreholes, attracts girls and mothers, exposing them to school environments. All the schools visited had well maintained separate toilets, constructed by the community with UNICEF support. These and other support, in renovation/refurbishment of classrooms, supply of teaching aids like markers, textbooks, black board, etc, guidance and counseling systems and establishing the right based child-friendly schools system, ensured a learning environment that is unique and more pleasant.

Clearly, what UNICEFS integrated approach has demonstrated in these schools is that, strategies for promoting basic education delivery, must reckon with the multiple interest and needs of children, community and staff. The challenge facing schools are multiple in nature, relating to education, health, social and physical. And those that feel these challenges most are the direct stake holders- teachers, parents, pupils and community. Consequently, in designing programmes to address these issues, the rational approach adopted by UNICEF should be considered. Situation analysis is required before

programmes should be designed for implementation. One has to know what problem he is trying to solve. This is what in rational analysis is called the procedure. This consists of the following steps:

i. the isolation and study of the problem.

ii. the provision of a complete set of goals and objectives, and the weighing and scaling of them to manageable proportions.

iii. an inventory and weighing of all available resources towards the attainment of stated objectives.

iv. the provision of all available alternative policies.

v. the evaluation of costs and benefits of each alternative policy.

vi. the computation of the net expectation of each alternative policy.

vii. the comparison of the net expectations of the alternative policies.

viii. choice of the alternative policy with the highest or maximum net expectation.

The emphasis is on efficient, optimal or most appropriate policies. It is evident from the foregoing that the Integrated Growth and Development (IGD) programme of UNICEF followed this approach. The programme has adopted for implementation, after extensive consultation, and a joint situation assessment and analysis (SAA) of children and women in Nigeria by the major parties, and conducted over a one year period from may 2000 to may 2001. A conceptual frame work was developed and sectoral and thematic working groups were established. These groups met frequently to develop the component chapters of the SAA, guided by the National Planning Commission (NPC) and UNICEF, group members included government and non-governmental organization (NGOs) staff, the academic and donor communities and other UN agencies. Deliberations

were conducted concurrently and in a complementary manner with the preparation of the UN system-wide Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF). Key elements of both processes/draft documents contributed to the organization of a successful Strategy Meeting, chaired by NPC, in September 2000, where emerging programme strategy was formalized in a Strategy Paper and summary Country Note (CN). The CN was submitted and endorsed by the January, 2001 UNICEF Executive Board. A Preview Meeting was then held in April 2001, at which a draft of the MPO, its component PPOs, and summary Country Programme Recommendation (CPR) were presented for review by government, other UN Agencies, NGOs and the diplomatic community, including potential funding partners. Concluding observation on Nigeria from the International Committee on the Convention on the Rights of the Child (CRC), and comments from the UNICEF Executive Board review of the CN were fully taken into consideration.

The MPO/PPO were then further developed and CPR finalized, together with a complimentary Country Programme Management Plan (CPMP) and integrated budget. UNICEF Regional Office review and inputs were made throughout this process, culminating in a regional review of all Country Programme documentation in late April/May 2001. The final CPR was submitted to the December 2001 UNICEF Executive Board, which approved the Country Programme for 2002 – 2007. This painstaking process contrasts sharply with the approach by governments generally in Nigeria, on the rationality and critical analysis of the whole process.

Compare this rational process approach of UNICEF that is largely bottom–up to the federally declared UBE that is top–down, and you will appreciate why five years to

the target date for MDGs realization "the nation still has a long way to go in realizing these goals". (Ayodele, 2008;). It is instructive also that, the UBE was declared in 1999, but the law giving it legality was passed five years later in 2004. In a country where this can happen, is it any wonder that basic education delivery is still groaning under so many problems. The study cited earlier, identifies some of these challenges to include – district level structures not in place, lack of political will, weak systems of accountability and transparency and poor attitude to education. These challenges have combined to discourage enrolment retention, and completion of basic education for the girl-child in Kaduna State. As long as this continues, the hope of achieving universal basic education cannot be actualized. Arising from the foregoing, the empowerment and service delivery strategies adopted by UNICEF in promoting basic education delivery, particularly for the girl–child in Kaduna state, holds bright prospects for remedying the situation if they are mainstreamed into government processes. This means that the rational approach to programme design adopted by UNICEF has to be transferred to government systems. As can be seen, this approach in the six schools where IGD has been implemented in Kaduna state has led to improved girl–child education as demonstrated by the statistics provided. Though, this higher percentage of attendance by girls may not solely be as a result of IGD, it has certainly contributed significantly, as opined by our various respondent's - interview and questionnaire

Conclusion

This chapter has presented data sourced from a variety of sources –questionnaire, interview, systematic observation and secondary. Teachers, PTA and community members responded through the use questionnaire, officials at the various education institutions in Kaduna state were interviewed. Also interviewed are UNICEF officials, academics and staff of other NGOs. The researchers observation and secondary materials where combined to analyze the other data sourced from the primary method of data collection. In the final analysis all these sources point to the fact, that there is noticeable improvement in girls educational attendance. Through the use of frequency distribution and standard deviation statistical mechanism, it was demonstrated that UNICEF's IGD has succeeded in promoting girl–child education in the focal schools where the programmed was implemented. While the contribution of these strategies vary from local government to local government, there are clear evidences of the utility of these strategies in the promotion of basic education, particularly that of the girl – child.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes this work by presenting the summary, conclusions and recommendations of this research. It provides, in precise form, the major findings of this research exercise and points to the areas for further research activity. Recommendations, arising from observations, are made as to how the problems highlighted in this research are to be addressed.

6.2 Summary

The federally initiated UBE programme is indeed a bold attempt at addressing issues militating against effective basic education delivery in Nigeria. Emanating from the announcement of President O. Obasanjo in 1999 as an improvement on the UPE, it has attempted to reposition basic education by addressing the critical issues of funding, management and scope. Arising from its origin, it has attempted to achieve its objectives from a national perspective

Accordingly, one of the major fallouts of this is that gender issues involved in basic education has been overlooked. Thus, while the Kaduna State Universal Basic Education Law recognizes non-formal, adult and early child-care education, it is silent on girl-child education, as if to say it doesn't require special attention. This has tended to further compound the problem of basic education, as recognized by several researchers. The girl-child ten years after the declaration of UBE, especially in Northern Nigeria, is still disadvantaged and constitutes a serious threat to the prospect of the UBE

programme, and indeed the EFA. Clearly, it appears the UBE as presently constituted does not have what it takes to resolve the challenges of basic education in the country.

This is probably the result of a top-down policy process, particularly in the UBE. Communities, important stakeholders in the basic education project, have been recognized in the UBE to fill positions in district, local, and state basic education structures. Even at that, most power over funding and general management is still concentrated at state and federal levels. This structure leaves the communities in a disadvantaged position as far as control over this important sphere is concerned.

UNICEF has attempted what appears to be a more realistic appraisal of basic challenges in Nigeria. The Situation Analysis and Assessment (SAA) of 2001 has brought some of these challenges into sharp relief. Thus in the design of its intervention programme (2002 – 2007), it attempts to bring the issue of the girl-child into sharp focus. And attempts are made using strategies in advocacy, service delivery, empowerment and capacity building to address the challenges.

This study attempts an assessment of the relevance of two of these strategies – empowerment and service delivery – in the promotion of girl-child enrolment in the focal schools of Kaduna State. Both of the strategies were broken into seven components for ease of assessment. In summary, a significant number of our school-based respondents rated the total effect on enrolment high. Not satisfied with the pattern of responses, we analyzed secondary data on enrolment for the six schools in the three local governments. This enabled us to put the questionnaire responses in proper perspective.

For schools in Giwa Local Government, the level of enrolment had increased relative to average local government by 7.08%. For Kachia, it was 6.58% and fro Kauru

it was 8.19% in the same vein, for school 2 in the three local government girl child enrolment increased by 3.2% for Giwa, 7.04% for Kachia and 8.72% for Kauru. Clearly, there has been marginal increase in all schools, though lower than the UNICEF target of 20%, suggesting that there may still unresolved problems. Subjecting our primary data to multiple regression analysis using the SPSS software, the two hypotheses were tested and accepted, implying that both the empowerment and service delivery strategies have enhanced girl-child enrolment in the schools. On the empowerment variables the policy system and SBMCs had negative impact. For the second hypothesis on service provision, support for guidance and counseling system, provisions of separate toilets and renovation of classrooms had negative impact.

The SBMCs have generally been commended. In some fact our interview respondents believe that this strategy is very relevant. But it appears that, at school levels, they are viewed as competitors and therefore resented. On service provisions, guidance and counseling systems are still weak. In most school we visited, they are not noticeable. Toilet use is still very weak among children in rural areas, which may explain the respondents' reaction. As for the reaction to renovation, we are left with no credible understanding. These views were generally corroborated by our interview sessions. Of all respondents from the public service in the state, the legislative, academic community, NGOs community and inspectors, the general picture that emerges seem to support what our questionnaire and secondary data have established. The most strident criticism of UNICEF's intervention came from the respondents at the House of Assembly and Ministry of Women Affairs. But this is understandable, because every status quo has beneficiaries.

In summary, the two strategies empowerment and service promotion have successfully improved girl child enrolment in the focal schools and we think it is because of the down-up approach. Because UNICEFs involves stakeholders in the community in school activities, in service provision-toilet and bore holes construction, and classroom renovation-it is given power to those that matter. The important lesson here is for government to understand the need for decentralization. Excessive control at the top of basic education planning and implementation is antithetical to growth and progress. While critics may claim that the increase girl-child enrolment in the focal schools we have noticed may not be as a result of the strategies, we believe otherwise. The data suggest that these strategies are an important factor in the increase.

6.3 Conclusion

This work has been basically driven by the desire to find out how the strategies adopted by UNICEFs empowerment and service provision has promoted girl child education in Kaduna state, ion the hopes of realizing the objectives of UBE, EFA and Millennium Development Goals (MDGs). While the UBE recognizes the relevance of stakeholders, it simply provides representation of district, Local and state bodies for them. This assumes that these stakeholders are sufficiently capacitated to function as important actors in the basic education delivery. This evidently is a mistaken assumption, as the status of basic education in Nigeria presently will indicate.

Since 1999 when the UBE was declared, billions of naira has been committed to build classrooms, renovate structures, provide books, furniture and others. As anybody conversant with the situation of public primary schools in Nigeria will confirm, in many

locations, a lot still requires to be done. There are few public primary schools in Kaduna that will compete, for instance, in terms of physical appearance, with some established private primary schools. Thus, if these services are been provided presently, then something is wrong.

Analyzing data, we conclude that the strategies adopted by UNICEF to deliver services and empower stakeholders can significantly alter basic education delivery. We come to this conclusion after studying the six focal schools in Kaduna state. We note however that some of the components of the strategies have been more effective than others. With regards to empowerment the policy systems and SBMC activities were found not to be negatively significant, relatively. On a general note though, the empowerment strategies holds out good prospects for improving basic education delivery, particularly for the girl-child.

On the service provision strategy the provision of guidance and counseling and toilets, and renovation of classrooms showed negative effect relative to the other variables. Guidance and counseling units rarely exit in the schools visited. The responses on toilets seems strange relatively, but given the general perception of toilet culture among Nigerians, it is possible parents don't encourage girls to utilize public facilities for fear of contracting a disease. The UNICEF "C" Officer Report mentioned earlier, asserts that "attitude in the use of toilet facilities by children has not really been cultivated yet. In many schools, toilets looked too neat for something that is being used or locked up". The report claims that in secret interviews, some children admitted that they hardly use the toilet.

Classroom renovation has evidently taken place in the schools, but a less majority believes that the effect has been on girls' attendance less than expected. This matter requires further examination. Like the report just cited however, which posits that "school based supplies have increased enrolment and learning. Children in all schools have adequate learning materials", we conclude that the effect of service provision strategy has been generally positive on girl-child enrolment in the six focal schools.

To sum it up then, the two strategies employed by UNICEF have evidently increased, though marginally, girl-child enrolment in the focal schools. The important lessons learnt here is that they can be used satisfactory, to promote basic education delivery in Nigeria as a whole. But for this to happen, the UBE Act and the associated laws should be amended to empower community based stakeholders. Finally, the UBE programme reflects deep flaws in education policy-making process in Nigeria. Rather than adopting natural process to identify problems and implements solutions realistically, we have tended to over-politicize government decision-making.

6.4 Recommendations

Arising from the findings of this work, a number of recommendations will be advanced. We have established that the two strategies used by UNICEF in its Basic Education (BE) project in Kaduna state have impacted positively on girl-child enrolment in the focal schools. However, we noted that the level of success has been less than expected, which was estimated at 20%. Evidently, certain factors have contributed to reducing the impact of these strategies. We identify these factors and forces and proceed to recommend remedial measures.

The empowerment strategy adopted by UNICEF clearly has benefit but also limitations. Most of the activities that have taken place here have come in the form of training and advocacy. But training is more meaningful if the person being trained has the power to utilize the skills being impacted. The SBMCs, Mothers' Club and to an extent PTAs are not statutorily empowered to participate beyond what the UBE law envisages. What is envisaged in the supervision functions of stakeholders is not for them to act but to recommend. Thus, communities lack legal power to recruit, promote, discipline and do a host of things. And if they can't do these things, what is the empowerment training all about? Already, it appears in some schools that a cold war is developing between the SBMC's and the Head teachers.

One way resolving this, is to amend the UBE law so that legal backing and resources are provided for community structures to participate, as of legal right in the running of schools around their locality. Informal arrangements will not do the magic. On funding, the counterpart arrangement is recommended for schools administration. This is a situation where the financial efforts of communities are backed up by a certain percentage of government funding. This will put communities directly in charge of schools administration. The PTAs in private schools, for instance, are a strong decision-making bloc because they contribute to the running of schools. The situation in public schools is completely different kettle of fish.

Service provision as mentioned earlier is also recognized by the UBE as such arrangements for making these facilities and service free, have been developed from the main UBE Act. The main issue here is who decides what services and facilities to provide? And, at what cost? While the UNICEF system has rigorous checks and quality

control mechanism, the same cannot be said of the Kaduna State system. So the issue as we see it is not about non-recognition of the effect of some of these materials like teaching aids, classroom conditions, toilets and so on. The main issue is how to deliver them in right quantity and quality? We recommend that procurement, recruitment and other services should be transferred forthwith to the communities to be performed in conjunction with local governments. They may even form part of the mandate of the various development associations. With these important functions to contend with the time wasted by these associations on other non-productive things will be reduced. The approach of UNICEF here is constructive in that services that can be provided at the community level are left to them.

A related issue has to do with the arrangement of these facilities. This study has indicated a very appalling toilet culture. Thus, toilets built are either left unused with serious effect on the life span of the facility or grossly misused to the point of willful damage. We think the point has been reached where civic courses in facility use are introduced into school curricula. Situation where toilets are provided and we still see pupils rushing to the bush to ease themselves portends serious things ahead. Imagine these pupils as adults. Education should be an all-round thing, which includes toilet habits. The same can be said of classrooms and other materials procured at great expense to the community. Their handling leaves much to be desired.

Local artisans should be brought into the basic education system through patronage. We laud the initiative of UNICEF in this respect and commend that government should follow suit. One reason why our rural areas cannot provide fertile ground for an active stakeholder's structure is the weak economic base of these

communities. If you don't contribute anything, nobody will listen to you. The billions of naira that are allocated for school running yearly, simply finds its way back to the urban areas. This happens through award of contract to urban based artisans and contractors. The capital flight these entails for local communities ensures that they are economically impotent. Consequently, they are left out of the system.

Furthermore, the "lack of motivation and commitment on the part of the government staff" identified in the UNICEF Report was also noticed all across the institutional chain. While UNICEF and other NGO officers demonstrated high levels of commitment to their job and to this research, the same could not be said of the others. This in our opinion has partly affected the success of the strategies adopted by the UNICEF. This attitude was also noticeable among teachers. Incidentally, you cannot achieve anything without commitment. This factor, to our mind was instrumental to the relative failure of the programme in the focal schools.

Now, for any strategy to succeed, the commitment of these officials must be guaranteed. At the moment, according to Anyebe (2007) "our public service breeds timeservers, not innovators and it encourage administrators to be risk adverse rather than risk taking. The system has input dominated structure, with output being only incidental. In trying to control everything, the administrators became obsessed with how things are done that he ignored results". With the drop on efficiency, everything has been affected, including morale. One way to go about reforming the system is through institutional audit. Even if one is to transfer responsibility for basic education to communities, there will still be the need for administrative structures at higher levels to standardize activities. Thus, we must have structures at local state and international levels with important

responsibilities. But they can only do an effective work if their internal mechanisms are functional.

We believe that if "there is an expressed intention to move away from rigidity to flexibility, and organizational and personal objectives are stated in specific, measurable, achievable, realistic and time defined" (Anyebe, 2007) ,manner, then we will be on the right track. Professionalism in the public services of Kaduna State should be emphasized and rewarded.

A curious observation that we made during the field work is the low socio economic background of all the children. Now, functional education has been known to come from institutions where there is a proper mix of all the classes of people. For the six local schools, empowerment and service provision is part of the answer to generating girl-child enrolment. But having girls from higher socio economic group in these schools can also have decisive effect. Peer induced change can be an effective instrument. These people live, work, pray, play and study among themselves, almost exclusively. Where will the change come from? As such, we recommend the setting up of model child-friendly schools, with boarding facilities, in the rural areas. Laws should be made to ensure that children of all top government functionaries are required to attend and board, compulsorily. This dichotomy in our educational system between rich, properly organized private schools and poor public schools is diverting the attention of our policy makers. Putting their children here will serve as a reminder that things need to be done correctly. And it even promotes integration.

As demonstrated by UNICEF, education should not just be responsibility of government alone. Non-governmental organizations (NGOs) can also play an important

role in promoting basic education delivery, particularly for the girl-child. Clark (1993:3) has made the point that "studies have shown that the voluntary sector can influence mainstream development in the following ways". These are;

i. Encouraging official agencies and government ministries to adopt successful approaches developed within the voluntary sector;

ii. Educating and sensitizing the public as to their rights and entitlements, under state programmes;

iii. Attuning official programmes to public need by acting as a conduit for public opinion and local experience;

iv. Operational collaboration with official bodies;

v. Influencing local development policies of national and international institutions, and;

vi. Helping government and donors fashion a moral effective development strategy through strengthening institutions, staff, training and improving management capacity.

Accordingly, we recommend that efforts should be made, particularly of local government level to develop mutual trust with some of these NGOs. The tendency for government institutions and officials to view them with hostility and suspicions is unwarranted. They are actually partners in progress. A conducive environment which allows both to unleash their full potentials will benefit everyone.

Finally, the rational processes of programme formulation should be adopted for public intervention like the UBE. Clearly, from the way it was launched and sustained, not much rational planning went into its formulation. Accordingly, we don't expect it to

achieve much, in terms of objectives. Fundamentally, the down-up approach to policy planning and implementation, similar to UNICEF's is advocated.

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