# THE EDUCATION FOR ALL (EFA) PROGRAMME AND ITS IMPACT ON FEMALE EDUCATION IN TAFAWA BALEWA AND MISAU LOCAL GOVERNMENT AREAS OF BAUCHI STATE

BY

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# DECLARATION

I hereby state that the Thesis titled "THE EDUCATION FOR ALL (EFA) PROGRAMME AND ITS IMPACT ON FEMALE EDUCATION IN TAFAWA BALEWA AND MISAU LOCAL GOVERNMENT AREAS OF BAUCHI STATE" was carried out by me in the Department of Political Science, Ahmadu Bello University, Zaria, under the Supervision of Dr. Andrew Ohwona. The work of other researchers is duly acknowledged and referenced. No part of this Thesis has previously been submitted elsewhere for a degree or diploma.

OLARINOYE, O.A.

FEBRUARY, 1998

# CERTIFICATION

This Thesis entitled THE EDUCATION FOR ALL (EFA) PROGRAMME AND ITS IMPACT ON FEMALE EDUCATION IN TAFAWA BALEWA AND MISAU LOCAL GOVERNMENT AREAS OF BAUCHI STATE meets the regulations governing the award of the degree of Master of Science of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Head of Department — Date

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Dean, Postgraduate School — Date

## DEDICATION

This work is dedicated to my mother, Mrs. Rebecca Mopelola Olarinoye 'THE ONE I LOVE AND THE ONE I LOST' for nurturing, loving, caring for me and for her dreams to see me well educated and happy in life.

.....'YOUR FOOTSTEPS WILL ALWAYS FOLLOW YOU AND THE CANDLE WILL BURN OUT LONG BEFORE YOUR MEMORY EVER WILL' .....

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# ABSTRACT

'Education is the most important key to the development of both the individual and the society'. The global interest in enhancing the education of females whose literacy rate has been lower than that of their male counterparts, brought to light the 'Education for All' initiative in Jomtien, Thailand in March 1990. This however came up especially with the intention to ensuring access to and improving the quality of education for girls and women (females) and to remove every obstacles that hampers their active participation in the Development process.

With the specific case of Tafawa Balewa and Misau local Government Areas of Bauchi State, this study examined the impact of the Education for All programmes on female education.

Four hypotheses were put to test.

First, that female enrolment in schools will improve under the Education for All Programmes;

Second, that the structure of the educational system will improve under the Education for All Programmes;

Third, that the level of awareness of education programmes based on Education for All initiative, will yield a positive feedback on female education, and

Finally, that children's level of educational attainment is a product of the sex, qualification, income and religion of their parents.

Ninety-seven copies of questionnaires out of one hundred and twenty copies distributed to members of the community were returned. This was augmented with

group discussions, and verbal interviews with government officials, implementors, students and teachers.

Quantitative and qualitative techniques were employed to analyse data, using simple statistical tools of percentage, mean and the chi-square ($x^2$) formula, with non-quantified information.

The study revealed that some positive impact has been felt through the following;

Increase in the female student's enrolment rate in primary, adult and non- formal institutions over the years (1990 to 1996).

Some improvement in the level of infrastructure and facilities in schools with the funds from government and other agencies.

A positive feed back on female education, in terms of a high level of interest and willingness by members of the community to send their females to schools.

On the other hand, the study revealed a negative impact on the rate of female enrolment in secondary schools, with fluctuations over the years; and also a below average performance of students in schools.

A number of recommendations were made to enable programmes and policies have the desired impact on female educational development. These include:

Reviewing of existing laws forbidding early marriage and withdrawal from school to make their enforcement more realistic,

(jovernment should liase with Islamic religious leaders to help carry out enlightenment campaigns on the teachings of Islamic religion on the need to encourage female education.

# TABLE OF CONTENTS


PAGE

Title Page . . . . . i
Declaration . . . . . ii
Certification . . . . . iii
Dedication . . . . . iv
Acknowledgment . . . . . v
Abstract . . . . . vii
Table of Contents . . . . . ix
List of Tables . . . . . xii
Appendices . . . . . xiv

**CHAPTER ONE**

1.0 RESEARCH PROBLEM AND METHODOLOGY . . . . .
1.1 Introduction . . . . . 1
1.2 Objectives of the study . . . . . 3
1.3 Statement of the Problem . . . . . 3
1.4 Justification of the Study . . . . . 5
1.5 Propositions . . . . . 6
1.6 Methodology . . . . . 6
1.6.1 Data Analysis . . . . . 8
1.6.2 Scope of the Study . . . . . 8
1.6.3 Limitations of the study . . . . . 8
1.7 Organisation of Chapters . . . . . 9
1.8 Conceptual Clarifications . . . . . 10
Notes . . . . . 12

**CHAPTER TWO**

2.0 WOMEN EDUCATION AND DEVELOPMENT.
2.1 Literature Review . . . . . 13
2.1.1 Education and Development . . . . . 13
2.1.2 Women Education and National Development . . . . . 18
2.1.2.1 Gender Sensitive . . . . . 18

2.1.2.2 Feminist . . . . . 26
2.1.2.3 Gender Neutral . . . . . 27
2.1.3 The Role of International and National Agencies in Women Education and Development . . . . . 32
2.2 Women And The Development Process: A Theoretical Consideration . . 39
2.2.1 Redistribution With Growth Theory (RWG) . . . . . 40
2.2.1.1 Women In Development Perspective (WID) . . . . . 42
2.3 Conclusion . . . . . 45
Notes . . . . . 47

**CHAPTER THREE**

3.0 THE ROLE OF INTERNATIONAL AND NATIONAL AGENCIES IN FEMALE EDUCATION IN BAUCHI STATE . . . . . .
3.1 Introduction . . . . . 50
3.2 'Education for All' Initiative in Historical Perspective . . . . . 50
3.3 Position of International and National Agencies in Female Educational Development . . . . . 53
3.3.1 International Agencies In Bauchi State. . . . . 54
3.3.1.1 UNICEF . . . . . 54
3.3.1.2 UNDP . . . . . 57
3.3.2 National Agencies . . . . . 58
3.3.2.1 NCW . . . . . 59
3.3.2.2 FSP . . . . . 61
3.4 Bauchi State Policies Towards Female Education . . . . . 64
3.5 The Local Government Education Authorities (L.G.E.A.) and Female Education. . . . . 66
3.6 Obstacles To Female' Participation In The Educational System . . . . . 68
3.6.1 Cultural and Religious Factors . . . . . 68
3.6.2 Socio-Economic Factors . . . . . 69
3.7 Conclusion . . . . . 69
Notes . . . . . 70

**CHAPTER FOUR**

4.0 AN EMPIRICAL ASSESSMENT OF THE IMPACT OF THE EDUCATION FOR ALL (EFA) PROGRAMMES ON FEMALE EDUCATION IN TAFAWA BALEWA AND MISAU LOCAL GOVERNMENT AREAS OF BAUCHI STATE . . . . .
4.1 Background Information To The Areas of Study . . . . . 71
4.2 Research Findings . . . . . 72
Sex, Age, Marital Status, Religion And Number of Respondents . . . . . .
4.2.1.1 Tafawa Balewa L.G.A. . . . . 72

4.2.2.1 Misau L.G.A. . . . . 96
Occupation, Educational Qualification and Income of Respondents
4.2.1.2 Tafawa Balewa L.G.A. . . . . 73
4.2.2.2 Misau L.G.A. . . . . 97
Consciousness To Educational Programmes Based On Education for All (EFA) Initiative . . . . .
4.2.1.3 Tafawa Balewa L.G.A. . . . . 74
4.2.2.3 Misau L.G.A. . . . . 97
Accepting female Education, Based On The Influence of Educational Programmes . . . . .
4.2.1.4 Tafawa Balewa L.G.A. . . . . 81
4.2.2.4 Misau L.G.A. . . . . 105
Participation By Individuals And Organisations To Enhance Female Educational Development . . . . .
4.2.1.5 Tafawa Balewa L.G.A. . . . . 86
4.2.2.5 Misau L.G.A. . . . . 111
4.2.3 Level of Education Respondents Desire For Their Male and Female Children, Based on Their Sex, Qualification, Income And Religion . . 121
4.2.4 Transformation In The Educational System . . . . . 130
4.2.4.1 Enrolment . . . . . 130
4.2.4.2 Performance . . . . . 136
4.2.5 Public and Government Responses On Female Education And The Impact of Educational Programmes . . . . . 140
4.2.6 Comparative Analysis Between Tafawa Balewa And Misau Local Government Areas . . . . . 142
4.2.7 Conclusion . . . . . 147
Notes . . . . . 147

**CHAPTER FIVE**

5.0 SUMMARY AND CONCLUSION
5.1 *Summary and Conclusion* . . . . . 148
5.2 Discussion of The Major Findings . . . . . 151
5.3 Recommendations . . . . . 158
Notes . . . . . 160
BIBLIOGRAPHY
(i) Books . . . . . 161
(ii) Unpublished Works . . . . . 163
(iii) Government, United Nations Publications and Documents . . . . 163
(iii) Newspaper and Magazines . . . . . 165
APPENDIX

## LIST OF TABLES


Distribution of Respondents by Sex, Age, Marital Status, Religion and Number of Respondents . . . . . .
4.2.1.1 Tafawa Balewa L.G.A. . . . . 72
4.2.2.1 Misau L.G.A . . . . . 96

Respondents By Occupation, Educational Qualification And Income of Respondents . . . . . .
4.2.1.2 Tafawa Balewa L.G.A. . . . . 73
4.2.2.2 Misau L.G.A . . . . . 97

The level of Respondents Consciousness To Educational Programmes . . .
4.2.1.3.1 Tafawa Balewa L.G.A. . . . . 74
4.2.2.3.1 Misau L.G.A . . . . . 97

The Opinion of Respondents On The Needs For The Special Focus On Female Education . . . . . .
4.2.1.3.2 Tafawa Balewa L.G.A. . . . . 75
4.2.2.3.2 Misau L.G.A . . . . . 98

Respondents Opinion On The General Attitudes Towards Educational Programmes, Aimed At Achieving The Education For All Goals . . . . . .
4.2.1.3.3 Tafawa Balewa L.G.A. . . . . 76
4.2.2.3.3 Misau L.G.A . . . . . 100

Showing If The Activities of The Educational Programmes Have Made An Impact On The Male And Female Population In The Locality Of Respondents. . . . . .
4.2.1.3.4 Tafawa Balewa L.G.A. . . . . 78
4.2.2.3.4 Misau L.G.A . . . . . 101

The Opinion Of Respondents On The Attitudes And Responses Of Females To Education . . . . . .
4.2.1.3.5 Tafawa Balewa L.G.A. . . . . 79
4.2.2.3.5 Misau L.G.A . . . . . 103

The Opinion of Respondents On The Need For More Emphasis On The Education Of Females . . . . . .
4.2.1.4.1 Tafawa Balewa L.G.A. . . . . 81
4.2.2.4.1 Misau L.G.A . . . . . 105

Showing The Opinion of Respondents On The Attention Being Given To Female Education By Parents In Terms Of Willingness To Send Their Daughters To School . . . . . .
4.2.1.4.2 Tafawa Balewa L.G.A. . . . . 82
4.2.2.4.2 Misau L.G.A . . . . . 107

The Opinion Of Respondents On The Attention Being Given To Female Education By Husband In Terms Of Willingness To Allow Their Wives Further Their Education And Attend Literacy Classes . . . . . .
4.2.1.4.3 Tafawa Balewa L.G.A. . . . . 84
4.2.2.4.3 Misau L.G.A . . . . . 109

Showing The Opinion Of Respondents On The Attention Being Given By Parents To Their Daughters Progress At School . . . . . .
4.2.1.5.1 Tafawa Balewa L.G.A. . . . . 88
4.2.2.5.1 Misau L.G.A . . . . . 113

The Responses of Respondents On The Contributions Of The Community To Support Female Educational Development Projects. . . . . .
4.2.1.5.2 Tafawa Balewa L.G.A. . . . . 89
4.2.2.5.2 Misau L.G.A . . . . . 114

The Opinion Of Respondents On The Role Of National Agencies To Enhance Female Education . . . . . .
4.2.1.5.3 Tafawa Balewa L.G.A. . . . . 92
4.2.2.5.3 Misau L.G.A . . . . . 117

Showing The Opinion Of Respondents On The Success Of Female Education In The Local Government Areas. . . . . .
4.2.1.5.4 Tafawa Balewa L.G.A. . . . . 93
4.2.2.5.4 Misau L.G.A . . . . . 118

4.2.3.1 Showing The Level of Education Respondents Desire For Their Male Children, Based On The Sex of Respondents . . . . . 121

4.2.3.2 The level of Education Respondents Desire For Their Female Children, Based On The Sex of Respondents . . . . . 122

4.2.3.3 Showing the Level of Education Respondents Desire For Their Male Children, Based On The Qualification of Respondents . . . . . 124

4.2.3.4 Showing the Level of Education Respondents Desire For Their Female Children, Based on the Qualification of Respondents . . . . . 125

4.2.3.5 Showing The Level of Education Respondents Desire For Their Male Children, Based On The Respondents Income . . . . . 126

4.2.3.6 Showing the Level of Education Respondents Desire For Their Female Children, Based On The Respondents Income . . . . . 127

4.2.3.7 Showing The Level of Education Respondents Desire For Their Male Children, Based On The Religion of Respondents . . . . . 128



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4.2.3.8 Showing The Level Of Education Respondents Desire For Their Female Children, Based On The Religion Of Respondents . . . . . 129

4.2.4.1.1 Primary School Enrolment By Local Government . . . . . 132

4.2.4.1.2 Secondary Students Enrolment By Local Government . . . . . 135

4.2.4.1.3 Showing Adult And Non Formal School Students Enrolment And Drop Out Rate . . . . . 136

4.2.4.2.1 Showing The Performance of Students In Their Result Analysis 137

**APPENDICES**

Appendix I Questionnaire . . . . . 166

Appendix II 1991 Census Population Figures of Tafawa Balewa And Misau Local Government Areas. . . . . 172

Appendix III Bauchi State Number of Teacher's By Qualification. 1995 And 1996 Session . . . . . 173

Appendix IV State's Collaboration With Development Partners . . . . . 174

# CHAPTER 1

## 1.0 RESEARCH PROBLEM AND METHODOLOGY

### 1.1 Introduction

Human beings require to satisfy three components of their existence: the physical, the spiritual and the mental. Physically, we need air, water and food to survive; spiritually - religion and mentally we need education to nurture and develop our natural intelligence.

Viewing education as a gateway to knowledge and development both for the individual and the nation, one will then understand its importance in the lives of individuals and a tool for the development of any society. In our modern society, inorder to be able to compete in the world of work and politics, the importance of Western or formal education acquired through organized study or instructions as in school or college, cannot be overemphasized. From the pre-primary, through the primary up to the tertiary levels of the system, the curriculum of this form of education is relevant to the needs of the individual and the society. At the individual level, it will enable an individual lead a more satisfying and productive life by preparing her to handle new experience successfully, while at the societal level it will enable individuals who make up a society to become more effective members of the society and help develop their society better. With sound education and high level of literacy in a society, there will be an improvement in the well being of the society.

Female education which is the point of focus of this study touches on a fundamental issue of gender disparity which is both ancient and global. Today, not only in Nigeria, but also in other parts of the world do we see the agitation for female

education. This is to ensure equal rights to education for the females, which they ought to share as far as possible with their male counterparts.

By joining other countries, agencies and organisations in adopting in March, 1990-at Jomtien Thailand - the World Declaration on Education for All, Nigeria sought to signal her intention to pursue all necessary actions which would lead to the attainment of the agreed objectives. The World Declaration on Education for All has however strengthened Nigerians resolve to pursue with greater intensity the goal of attaining education for all by the year 2000. Of particular relevance is the need to widen the scope of educational efforts to include such groups as pre-school children, the handicapped, the exceptionally gifted, women, nomads, migrant fishermen and street children whose needs have tended until lately, to be either ignored or given inadequate attention.

The low level of female literacy rate in Nigeria is a consequence of historical, social and cultural antecedents' such as sex stereotyping, forced and early marriage. The interplay of such practices had tended to relegate women to the background in the educational, social, political and employment sectors.[1] The World Declaration on Education for All recognises that urgent priority must necessarily be accorded to ensuring access to and improving the quality of education for females, as well as removing all obstacles that constrain their active participation in all sectors.

Recognising education as the single, most important investment for change towards accelerated National Development and the fact that development will not proceed most rapidly except if all a nations human resources - male and female are provided with the means to participate fully in the development process, the importance of female education cannot be overemphasized. It is therefore noteworthy that since

females have been disadvantaged, the special focus on their education is very essential to prepare them armed with this education, inorder to be able to participate fully and contribute their quota in nation - building.

For the fact that the implementation of the Education for All Programmes has taken its full form in various parts of the country, it is however necessary to recognise its impact and find out the extent to which its aims have been achieved - what this study has done in Bauchi State.

## 1.2 Objectives of the Study

The objectives of this study are;

Firstly, to assess the programmes initiated.

Secondly, to find out how far the aims to uplift the education of females (girls and women) have been attained.

Thirdly, to find out whether the Education For All programmes has made either a positive or negative impact on female educational development in Tafawa Balewa and Misau Local Government Areas of Bauchi State.

## 1.3 Statement of The Problem

This study is out to investigate the impact of the Education for All Programmes on female education in Bauchi State. With the policy on Education in view, the programmes were initiated as a strategy for the eradication of illiteracy in the country, with special focus on female education inorder to enhance their educational opportunities and participation in the National Development process. One can therefore raise a number of pertinent questions, such questions include;

- How has the EFA programme helped to enhance female education?
- Has there been a positive feed back on education in terms of:

i. High level of female enrolment in schools over the years?

ii. Improvement in the structure of the educational system for a favourable and conducive learning environment?

iii. Communal participation or interest in female education?

Put simply therefore, the research work examines the impact of the Education for All Programmes on female Education in Misau and Tafawa Balewa Local Government Areas of Bauchi State.

With these in view, it is however important to point out that the research work examines the extent to which the programmes have had an impact on female education. In- otherwords, to examine if there is either a positive or negative impact on female education in the above mentioned local government areas. Positive impact is measured in terms of:

Firstly, increase in the rate of female enrolment in the schools over the years - either primary, secondary or adult and non formal institutions.

Secondly, improvement in the structure of the educational system, if there are good and available infrastructure and facilities in schools in order to enhance the learning process. Such as chairs, desks, good building, laboratory equipment and stationery like duster, chalk, books etcetera, for a conducive learning environment, learning to be made easier, and a good performance by the students.

Thirdly and lastly, high level of communal interest in female education in terms of consciousness, acceptability and participation by individuals in the community.

The negative impact however, can be measured if all the above are not available, or some are obvious in very small measures.

## 1.4 Justification of the Study

Although the clamour for the education of the Nigeria females sounds like an overflogged issue since never a day passes without one hearing or reading about it. This constant demand however is because females have been terribly behind males in education for a very long time.

Since 1975, when the first world conference on women was held in Mexico City, education for females has remained a key issue on the International Agenda. In 1990 also, when the world observed International Literacy Year (ILY), the question of equal access to education by females was widely discussed.[2] The same year, when the world conference on Education for All (EFA) was held in Jomtien, Thailand, education for females was designated a top priority. In Nigeria also, the Federal Government has approved policies and programmes to enhance female education.

With all these in view, one realizes the need to make a study to assess the programmes initiated and find out how far the aim to uplift the education of females have been attained. The fruits born from such implementation could be shared not only to enhance female education and consciousness, but also to achieve National Development.

It is also envisaged that the findings of this research work could be of much benefit to other researchers in the area and could serve as a guide to the national and international agents overseeing the implementation of the programmes in the country. With this, they could play a more effective role.

Finally, in the academic circle, this study hopes to offer a modest contribution to the existing literature on female education and the impact of government policies and programmes to achieve this aim in Nigeria, with particular reference to the case of Bauchi State.

## 1.5 Propositions

It is being proposed that;

- Female enrolment in schools will improve under the EFA programmes.
- The structure of the educational system will improve under the EFA programmes.
- The level of awareness of educational programmes based on EFA initiative will yield a positive feed back on female education.
- Children' level of educational attainment is a product of the sex, qualification, income and religion of their parents.

## 1.6 Methodology

In collecting data for the purpose of this research work, both primary and secondary methods were employed. Secondary data in the form of textbooks, journals, newspapers, magazines, government publications and UN publications was used mainly to gather materials on theoretical information, a review of literature on women

education and development. These and other relevant materials were found in Ahmadu Bello University main library in Zaria, the Centre for Social and Economic Research (Women in Development Unit) library Zaria. The British Council library Kaduna, Federal Ministry of Women Affairs Library, Abuja, Bauchi State Main Library, National Commission for Women (Bauchi Branch) Library, and information offices of the two chosen local government areas.

A larger part of the information needed was however obtained from primary sources which requires field work and entails administering of questionnaires, verbal interviews, group discussions, and observation - through a physical verification of school sites, facilities available and examining relevant documents that provided information related to the study and for the purpose of authentification and proper assessment.

A total of one hundred and twenty (120) copies of questionnaires with open and close ended questions were administered to male and female members of the two local government areas, on the basis of sixty (60) per local government area which then came to twelve (12) per district. Ninety-seven (97) copies were returned, representing (81%) response from the sampled population. A total of four (4) group discussions were held with respondents (members of the community) and verbal interviews conducted with local government officials. Some government implementors, students and teachers were also interviewed, inorder to clarify issues arising from the responses provided in the questionnaires and also to identify areas and issues of concern which often remain hidden when a structured questionnaire is used. The information from the interview and group discussions were not analyzed but was brought in during the discussion of the findings.

Information collected contributed directly or indirectly to bringing out the impact of the Education for All Programmes on female education in Bauchi State, with specific reference to Misau and Tafawa Balewa local Government Areas.

### 1.6.1 Data Analysis

Data was analyzed by employing two methods:

First, a quantitative analyses using simple statistical methods of percentage, mean and the chi-square distribution. Variables were cross tabulated and analyzed by frequency distribution. And secondly, a qualitative analysis of non-quantified information on the impact of the Education for All Programmes on female education.

### 1.6.2 Scope of the Study

In examining the impact of the Education for All Programmes on female education in Bauchi state, this research work covered the period 1990 to 1996, after the country responded to the priority actions of Education for All (EFA) issues and also when the state intensified her efforts to enhance female education based on EFA goals.

### 1.6.3 Limitations of the Study

The researcher identifies as its area of study and point of focus Tafawa Balewa and Misau Local Government Areas of Bauchi State, with different cultural backgrounds and the inhabitants are predominantly Christians and Muslims respectively.

The researcher faced numerous problems while collecting data. Some members of the communities expressed scepticism about filling the questionnaire, and some

respondents refused or were reluctant to provide certain information such as age, income and educational qualification. The general reluctance of some members of the community to fill the questionnaires explain why the researcher administered one hundred and twenty (120) copies of questionnaires - sixty (60) per local government but only ninety seven (97) copies were returned. Forty six (46) from Tafawa Balewa and fifty one (51) from Misau Local Government Areas.

Also due to constraint of time and finance, the researcher has delimited the area of study. Nonetheless, the research will make reference to other related issues to the topic without losing sight of its area of primary concern.

## 1.7 Organisation of Chapters

Chapter one is basically introductory, comprising the objectives of the study, the statement of the research problem, propositions, justification, methodology, the scope of the study and limitations of the study.

Chapter two has a review of related literature by other writers on female education and the development process, and the theoretical framework - an umbrella under which the issues of female education and development are discussed.

Chapter three gives the origin of the Education for All (EFA) initiative which gave birth to the educational programmes and the role of the National and International agencies involved in the area of female education in the state will be highlighted upon.

Chapter four gives a background information to the local Government Areas under study, take an emperical survey of the Local Government Areas and assess the impact of the Education for All (EFA) Programmes on female education. However, the

result derived from the study will be analyzed, measuring the responses of respondents to the impact or effect of the programmes on female education.

Chapter five summarizes the findings, draw a conclusion to the findings of the research and make recommendations based on the findings.

## 1.9 Conceptual Clarifications

Education: a process by which an individual gains knowledge or insight, or develops attitudes or skills.

Formal education is acquired through organized study or instructions, as in school or college.

Informal education arises from day-to-day experiences or through relatively unplanned or undirected contacts with communications media, such as books, periodicals, motion pictures, radio or television.

Social function of Education; helps each individual become a more effective member of the society by passing along to her the collective experience of the past and present.

Individual function of Education; enable her lead a more satisfying and productive life by preparing her to handle new experience successfully.

E.F.A: Education for All - Educational declaration adopted in March 1990 at Jomtien, Thailand. It was the initiative of nine-high population developing countries, namely Nigeria, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico and Pakistan. The main purpose is to wipe out illiteracy globally.

Females: Women and girls, endowed with all the capabilities and talents required to effectively function, and with education make an impact on all levels of life. Biologically, they are different from males (men and boys), and their biology requires them to be mothers; an instrumental part in the procreation of human species.

Development: A process of improvement in the well being of individuals and of society. Also viewed as a type of social change in which new ideas are introduced into a social system inorder to produce higher per capita incomes and levels of living through more modern production methods, education and improved social organisation.

Gender: Used to refer to the social meanings given to being either a man or woman in a given society, and to the expectations held as to the characteristics, aptitude and likely behaviour of men and women.

Impact: Refer to the effect or impression of something over another. In this research work, it does refer to either the positive or negative effect of the Education for All Programmes on female education. This will however be measured in terms of the following;

- Enrolment: in other words, becoming a member of a school. It however refers to females going to school, thereby adding to the number of females already in these schools.
- Performance: here refers to the achievement of the female students in their examination, in relation to how successful they are as a result of understanding and interest in education.

- Structure: in this case refers to the way in which the educational system is put together in an organized way for a suitable learning environment, which will enhance performance. This can be seen through the following;

(i) Infrastructure: which refers to the educational system that compose the whole such as building, furniture, etcetera.

(ii) Facilities: which refers to qualities which makes learning or doing things easy and simple. Such as libraries, equipments to study, stationery like chalk, dusters, etcetera.

- Communal Participation: refers to all members of the community taking part or becoming involved in female educational development process for success.
- Consciousness: as used here, refers to a state of being aware of the activities of the educational programmes and the value of female education which will make the community members develop a positive feeling towards female education.
- Acceptability: refers to the willingness by members of the communities to agree to and believe in the relevance of female education, thereby welcoming the educational programmes and allowing their females to enrol in educational institutions.

## NOTES

1. Basic Education for All In Nigeria By The Year 2000 (Master Plan); Federal Ministry of Education and Youth Development. September, 1993. Page 9.

2. The WIN Document: Conditions of Women In Nigeria And Policy Recommendations To 2000 AD. ZARIA, Nigeria. 1985. Page 58.

# CHAPTER 2

## 2.0WOMEN EDUCATION AND DEVELOPMENT:

### 2.1 Literature Review

The focus of this study is on female education, as an area which has gained so much ground. An attempt is made here to locate this study within the mainstream of previous and existing literature. Special attention is paid to general literature on Education, Women Education and Development.

### 2.1.1 Education and Development

Education performs a major role in equipping the individual with the skills and knowledge which helps to transform the economy. In otherwords, education helps to prepare citizens for participation in development. Viewing Education as that process that helps to develop the whole man physically, mentally, morally, politically, socially and technologically, to enable him function effectively in any environment in which he may find himself, the very importance of education in the lives of individuals cannot be overemphasized.

Development on the other hand may simply be defined as the process whereby an economy or individual undergoes transformation geared towards an improvement in the quality of life. Based on the above premise however, one realizes that education is the handmaiden of development.

The first work under consideration is by Fafunwa, A.B. History of Education in Nigeria.[1] In the book, Fafunwa gives a comprehensive history of Nigerian Education and also due emphasis to the beginning of education in its three main stages of

indigenous, Muslim and Christian Education. He further points out that Education is an old phenomenon in Africa and that Nigerian Education is not a recent phenomenon as some people considered it to be. Fafunwa posits that education was generally for an immediate induction into society and a preparation for adulthood. One important guiding principle according to him is that education in the widest sense of the word should be a continuous process, flexible enough to accommodate any mature person at any age. On his view about education, he puts it as:

> "the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives: that is to say, it is a process for transmitting culture in terms of continuity and growth and for disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both. All education systems, whether traditional or Western oriented, seek to achieve these goals irrespective of the curriculum methods and organisation designed for that purpose".[2]

Fafunwa writes extensively on the fact that education is a key to human development and posits that education at all level should be geared to the development of the total personality of the individual in our society. He further recognises that education should be used as a positive step in building of a nation generally. It is however the duty of the state to provide diversified curricula in the schools to meet the needs of both men and women who will play their role in our modernization process. According to him, basic education should therefore be an inallienable right of every Nigerian child or adult. On the issue of female education, he contends that there is the need to intensify propaganda by all available means in the country, and societal attitudes regarding the value of female education must be changed positively to enable parents to invest in girls especially, as profitable human resource development.

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Furthermore, Okwudiba, Nnoli in his edited book titled Dead-End To Nigerian Development[3] views development as a dialectical phenomenon in which the individual and society interact with their physical, biological and inter-human environments, transforming and being transformed in the process for their own betterment and for that of humanity at large. To him therefore, development is first and foremost a phenomenon associated with changes in humanity and creative energies, not in things. It is the unending process of improving the capacity of the individual and society to control and manipulate the forces of nature as well as themselves and other individuals and societies for their own benefit and that of humanity at large.[4] Nnoli further asserts that development is a process of actualizing humanity's inherent capacity to live a better and more rewarding life. According to him, it implies increasing skill and capacity to do things, greater freedom and self confidence, creativity, self-discipline, responsibility and material well being. Development therefore, refers to the individual's progressive qualitative and continued self improvement.

Sharing similar views is Harold Isaacs in the Journal of Third World Studies[5] where he asserts that development involves a transformation of consciousness which can be facilitated by the very process through which people:

First of all analyze their problems, needs and goals.

Secondly, plan policies to address these and accomplish their objectives.

Thirdly, implement them in order to transform their world for the better.[6]

Isaacs recognises that people who identify, analyze, and grapple with their own problems are in effect learning to control their world and overcoming feelings of inefficacy, victimization and powerlessness. To him, these people are experiencing a growth of consciousness, development in the broader sense.

Wendy Harcourt, in her edited book titled Feminist Perspectives on Sustainable Development[7] describes development as a process by which members of a society, starting from the most disenfranchized - rather than the other way round - increase their personal and common capacities critically to reflect, decode, and read their world. According to her, these individuals organise themselves accordingly for a sustainable improvement of their own lives and those of their children's children. Harcourt notes that economic growth is at the Centre of development discourse and further recognises the fact that commentators points out that development is far more than economic growth, but extends to social, political, cultural, environmental and gender concerns. In her view, economic growth remains firmly entrenched as the stated goal of development from which modern critiques of development begin. In Harcourts final analysis, she contends that cultural and educational dimensions of development are just as important - at a different level - as the economic dimension which traditionally has held pride of place.

Also grouped under this category is another book titled Public Policy Analysis Concepts and Application[8] by Egonmwan, J.A.; where he storms over the neglect of and role of Women in Development (WID) and views this as a burning issue in the developing countries. Egonmwan notes that women, who constitutes the majority in the developing countries have for a long time, been neglected in the development process of these countries. Such neglect he posits has meant a loss of a potential instrument of development by most of the developing countries. Egonmwan further recognises the fact that women are now gaining appreciation of both local and international communities, which was highlighted in the book inorder to draw attention to the fact that any nation that fails to recognise the vast potentials in women for development stands the risk of

remaining underdeveloped. He gives a very important point to note, that the notion of development fails to recognise the historical fact that the individual is the core of development.[9] Egonmwan further asserts that the much talked about artifact do not represent development on their own, rather they reflect development only when they are the end-product of the efforts of the population to apply their creative energy to transformation of the local physical, biological and socio-cultural environments.[10] Egonmwan highlights on the fact that since one of the key factors in determining the success of development these days is the status and position of women in the society, it therefore means that the neglect of women in the development process of any country constitutes a human resource gap, Nigeria being no exception. This to him is better appreciated when it is recognised that in a country like Nigeria, women constitute half if not more than half of the country's total population. The anti-women factor in development however is more pitiable when it is recognised that women have a lot of potentials to harness for development purpose.

On education, Egonmwan states that education constitutes the basic constraint to women development in the country. According to him, the preference for male education and anti-women education in the past, traces of which are still visible in some parts of the Northern states of the country, explain the disappointingly low level of women education in the country. Egonmwan notes that the most fundamental channel for ensuring women's participation in development is education, which he asserts stand out to be a form of profitable human investment if properly managed and delivered. To him, an educated individual has the advantages of mastering his environment: managerial and technological skills acquisition. Education equips the individual for comprehension of development issues and positive performance. For women to cultivate

these attributes, it is necessary to provide them with functional education. To this end, he contends that female education should be encouraged and compelling as to benefit large number of the female group.[11] Education to Egonmwan however is a tool that will enhance the role performance of females in the development process.

### 2.1.2 Women Education and National Development

'The development of our society would not be complete unless the women participate side by with men'. Various authors have written to defend this view, and in the process brought out the importance of female education generally which will ensure their active participation in the National Development process. The scholars who have contributed to this debate can for the purposes of analysis be grouped into three broad categories, namely; the gender sensitive, the feminists and the gender neutral. These positions are summarized here under.

#### 2.1.2.1 Gender Sensitive

Also under the mainstream of literature in this research are books by some gender sensitive authors like Donald Odogun and Jahan Rounaq. In their books titled Impact - Year Book on Nigerian Women,[12] Women and Development[13] (Edited) respectively, the authors emphasised on how important the role of women and education is to national development and also the need for women to be integrated in development process. The main thrust of Donald Odoguns work is focused on the role of Nigerian Women in National Development, which he feels can best be known through an assessment of their past, present and perhaps future status and accomplishments both individually and as a collective body. Odogun starts the book with facts and information

in form of features about early feminists and great women of note. Next is information about the state of affairs and the important vehicle of women activities, that is the women voluntary organisations and professional associations that have evolved overtime with increasing involvement in professional endeavours. He also gives the profile of the accomplished women in their respective fields of endeavour. According to Odogun, women armed with Western Education have no doubt played significant roles in the history of pre and post colonial Nigeria, and further asserts that education helps women rediscover themselves and break the yoke of outmoded customs, traditions which have subjected them to drudgery. On education, Odogun recognises that the power to read and write the printed word opens the way to further knowledge, not only at school but during the whole of life. Also that education would enable the women to exercise their civic responsibilities to the maximum, which would create in them a conscious effort to participate fully in all political developments in the country. Odogun tries as much as possible to be gender sensitive, which is obvious in the whole analysis and also the description of women as being the society's emotional class, the down trodden weaker sex, the affectionate beings, which make it imperative for them to bear the cross of society.[14] He recognises the influence of education on the modern woman who he describes as not only seeing herself as conscious of the problems of society, but also capable of lifting society out of its mud of problems as observed in their activities where they try as much as possible to proffer possible rectifications through their professional and voluntary organisations.

Jahan Rounaq in her edited book asserts that women must be integrated into the development process in ways that advance development and support the interests of women. The Central thesis of the book is that women must be seen from the beginning

to be integral to the process of National Development. Integration of women in development however, implies equal access of women to the opportunities of development and in the decision making processes. She notes that women who constitute half of the human resources of any country must be fully and equally involved in the process of social and economic transformation. On education, Rounaq recognises education to be one of the basic instruments for development of the human resources of any modern society. On women education, she opines that education should not be for only their benefits, but also to ensure health and maximum living conditions for the future population.[15] In her view, power and prestige are bound to follow if the society gives women proper wealth and status and are provided with an atmosphere where they can be educated, and make themselves as competent as their male counterparts in the political, economic, scientific, administrative and technical fields.[16] Rounaq further views that education enhances the prestige and self-image of a girl. The status of an educated girl she asserts is much higher than that of an uneducated one, and the girl is freer to seek equal opportunities with men for playing an effective role in social, political and economic life. Education, she highlights does away with certain disabilities and inequalities from which uneducated women suffer.[17]

Other books, titled Women: Looking Beyond 2000[18] - A United Nation's Publication -written by some international experts on women issues; also the proceedings of the National and sub-regional conferences held by the Nigerian Association of University Women (NAUW), titled The Survival of The Girl-Child: Problem and Prospects,[19] falls under this group. The United Nation's publication aims to increase awareness of remaining obstacles and help illuminate the challenges women face everywhere. It features up-to-date information about such major concerns as

reproductive, health, women in the work place, violence against women and education. In addition, the various authors speak out on key issues, such as the media, the environment, widowhood and the grassroots women's movement. Education in this book is described as the basis for the full promotion and improvement of the status of women and basic tool that should be given to women in order to fulfil their role as full members of the society.[20] In an article therein, by Margaret Gallagher titled 'Literacy - A Key to Women's Empowerment', she recognises women as being largely responsible for the health and welfare of family members and in many societies grow a good part of the country's food.[21] Gallagher posits that women are often deprived of the very means to perform these functions more efficiently, and views literacy as very essential to women to enable them read, write and most important aids women's empowerment inorder to perform their functions efficiently.

In another article by Bella Abzug, titled 'The Girl Child', she is of the view that inferior education lowers a girls self-esteem, her employment opportunities and her ability to take part in the world around her. According to Abzug, education is an area where girls are short-changed.[22] Eradicating illiteracy and educating women ensures equal opportunity which is vital to a sense of human security. Human security, in turn, is crucial to safe guarding stability and peace in our world.[23] All in all, it could be observed that education contributes to development, raises income, promotes health and increases productivity. There is now a consensus that when women are the recipients, the benefits are more apparent, due to their various roles as nurturers and home-makers of the society.

Delving into the proceedings of the National and Sub-regional conference titled The Survival Of The Girl-Child: Problems and Prospects, it can be observed that the

authors seek Equality, Development and Peace for the girls. Here, the range of topics discussed are classified into Education, Health, Environment, Economic Development and Socio-Cultural development. In Vajime's article titled 'Education: The Key to Poverty Eradication', she talks on the purposes of education and reviews the extent to which the current policy on education in Nigeria (6-3-3-4) is geared towards realising her educational goals. Vajime consider education as the key to literacy, health, self-realisation, self-employment and also National Development.[24] An Appraisal of the current structure of education in Nigeria is made, whereby she recognises it as designed to equip the Nigerian Youth with this awareness of self and potential. According to her, the 6-3-3-4 scheme was therefore borne out of a desire to educate everybody and guarantee universal participation in National Development. Sharing similar views is Akinroye, R.O. in her article titled 'Girl Child Education and The Concept of Education for All in Nigeria', where she states that Basic Education in Nigeria's context is aimed at equipping every individual - child, youth, adult with such knowledge and skills as will enable females to develop to their fullest capacity, derive maximum social, economic and cultural benefits from their membership of society and fulfil their civic obligations. Akinroye posits that education should also keep alive in a girl, a spirit of inquiry, a desire for problem solving and a life-long interest in learning.[25] She opines that with Western Education, the traditional role of the woman has been changing for the better, which is because education liberates man from the restraints and limitations of ignorance, and girls through education have been able to improve their socio-economic and political position in society. Akinroye however notes that the education of the girl-child has remained a constant conflict with received attitudes within many groups.[26]

On the impediments to girls education, she notes that there has been the existence of a multi-faceted attack on the education of girls. On the side of the parents, the girl is usually the last to be sent to school and the first to be withdrawn if there is any financial crisis in the family. The girl is allowed less time to study at home because she is expected to assist with house-hold chores and probably afforded less cognitive support. The girl is also sometimes forcibly taken out of school and married off. Akinroye further posits that in the field of curriculum development, the girls interest is compromised; and from teachers generally she receives less attention while from female teachers she sometimes gets more punishment which will add up to more stressful conditions. Girls also run the risk of adolescent pregnancy, which can and often results in their withdrawal from school while the co-offender boy is allowed to stay on. Furthermore, Akinroye notes that at the tertiary level the girl is more susceptible to sexual harassment from colleagues and males in authority alike. She is of the view that to educate a girl or woman is to educate a nation and feels that women must be educated if they are to fulfil their general role of mother and non-formal teacher to their children, dietician, good home economist, etcetera. Akinroye also delves into the goals of Education for All in Nigeria and asserts that its guiding principles is the equipment of every citizen with such knowledge and skills, attitudes and values which will enable them derive maximum benefits from membership of society.[27] She recognises the fact that the attainment of the goal of Education for All in Nigeria will involve changing the traditional attitude which disparages the education of females through appropriate awareness programmes and also ensuring that the quality of education delivery fits the recipient either for the next level of the system or for the world of work which is increasingly geared towards the acquisition of appropriate

scientific and technical fields. Akinroye further highlights on strategies for increasing access to education for girls, where she opines that rather than look at the girl as unable, she should be looked at as unopened, which requires counselling. She states that the African girl needs more educational guidance and academic counselling than her male counterparts. This counselling, Akinroye recognises will get the girl opened up to awareness, information, reality, and the business of crossing the threshold of societal repression and cultural enslavement. Conclusively, the counselling helps them develop self-confidence which will enable them succeed.

Also important in the book is another article by Shuaibu, F.B. titled 'Girl-Child Education: The Need for Proper Orientation for National Development'; Shuaibu recognises education to be the life-wire of any society and views that its role in the intellectual, cultural, political and economic development of the society cannot be overemphasised. Shuaibu notes that the present state of our economy, social and political instability, warrant making use of all the resources both human and material for National Development. Hence, the need for proper orientation of the girls and women education for National Development. According to the author, in traditional Nigerian society, the girl is not expected to be heard, even if seen which probably explains noticeable differences in their behaviour as compared to boys. It can be observed that the assumed superiority of boys has led to restrict access to education for girls since the education of girls is seen as a waste of resources and manpower. Because of this, the introduction of Western Education was received with mixed feelings in some parts of Nigeria. Shuaibu further recognises that it was not until after independence that Western education was accepted and seen as a tool for National Development and national unity in the North. However, certain beliefs and opinions about the roles of

females and males in a predominantly "traditional" muslim society still exist in Northern Nigeria. She notes that women in the Muslim North are expected to stay at home and take care of the home, while men are expected to go out and earn a living. Also, in Hausa society, for instance, a girl is expected to assist her mother with domestic work while the son assists otherwise. The girl usually looks after the younger brothers and sisters when the mother is busy elsewhere, and may even assist with cooking (depending on age) while the boy goes to school. Shuaibu however asserts that education should be a birth right of all and interms of national growth, any waste of female potential and talent, or depreciation of the contribution of women to National Development is bound to retard wealth creation and social progress.[28]

She further highlights on the strategies for increasing access to girl education, where she describes education as being designed to provide people with opportunities to acquire knowledge and skills essential for coping with the dynamism of life in society. Shuaibu opines that educators should concern themselves with the individuals quest for identity, community and National growth, the assumptions that underlie problems created by bureaucratic behaviour, the re-education of persons in human relations and the need for an individual to develop a positive self-image. In otherwords, the school should take over and perform certain functions previously performed by the family, including the teaching of mental and manual skills, also should have equal opportunities to aspire to greater heights in all fields of human endeavour.[29]. In her final analysis, Shuaibu states that the Nigerian girls are educationally disadvantaged because they are socially disadvantaged. According to her, this is a factor of social history and not of nature, which is man made and so can by the same token be redressed through solid education.

Important to note under this group is the fact that the authors have recognised that there are factors or obstacles that hinder females from participating fully in the educational system, but they however did not expound on the socio-economic and cultural factors they have identified which will aid our better understanding of the issue and problems at hand.

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**2.1.2.2 Feminist**

Sharing almost similar views with the authors mentioned above, are feminist writers like Kamla Bhasin and Helena Hassan in their books titled What is Patriarchy[30] and Nigerian Womanhood,[31] respectively. Both writers place much emphasis on the life and nature of the women folk generally and feels women are unfairly treated. They also assert that there are some factors which support the inequality and subordination of women to men. These same factors have however installed male rule or patriarchy in the society. These are Cultural, Religious, Economic and Biological factors, which are seen as assumptions and not hard facts. Helena Hassan, opines that a sort of machinery is set up, which assures the erroneous belief that the female is inferior to male, at home, in education, in roles and in other areas. According to her, this situation has come about because of an accumulation of traditional and religious taboos.[32] These beliefs she further recognises are the societal set ups acting as cogs in the wheel of progress of women, which she feels are deliberate means cooked up by men to tie down women. Kamla Bhasin on her part, tries to locate women's struggle for social change in a context where the patriarchal control of major social and political institutions makes for special forms of discrimination against women. Both writers are after the empowerment of the women folks and also view women education as an important tool



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for the empowerment of women. It is however note worthy that individual women, women organisations and feminist scholars have challenged the patriarchal assumptions and sexist biases in the health, education, and legal systems of our countries and have carried out different campaigns to make these systems more gender equitable.

The female writers here, talk so much about the women who in their present state can only be made literate, thereby neglecting the girls who really should be their point of focus. Instead of emphasising and trying to challenge the long standing problem of patriarchy, the major focus should be an attempt to find out how far the aim to uplift the education of females has been attained and also to find possible solutions to the problem of female education.

### 2.1.2.3 Gender Neutral

Delving deeper into the literatures on Women Education and National Development, authors in write-ups like WIN Document[33]; Edited proceedings of WIN Conference titled Women and Education;[34] Women in Nigerian Economy edited by M.O. Ijere[35]; and Leading Issues in Rural Development. Ijere, M.O.[36] All are seen to be gender neutral and recognize the fact that education and training should not be seen as ends in themselves, but as a means of promoting equality between men and women in the exercise of their rights and responsibilities within the community, and views the education of women as a tool to integrate women into the development efforts. All these writers, view education in its totality, as a concept that includes learning that occurs in the home, school community and the work place.

In the edited proceedings of the WIN Conference, focusing on women education and society, Education and National Development are viewed as closely related issues

and may be described as being the consequences of raising of the level of social consciousness of man, irrespective of society's attitudes positive or otherwise. Also therein is the fact that it is important to accept that the quality of motherhood could be improved with proper education of women. In every society, women have an 'up-building' role as mothers, the results of which could be positively enhanced through formal and informal education[37]. Highlighted upon is the fact that our women have had poor attitude to education, placing less emphasis on it unlike their counterparts in the developed nations - because of marriage intentions. The most important thing is first and foremost as a group to be convinced that education is a means to personal development. It was recognised that this poor attitude to education has failed to attract the attention of the policy makers in the society.

In Terisa Turner's article titled 'Women Education and Development Towards Revolutionary Internationalism,[38] she contends that development can be conceived of as the advancement of human civilization, and views education of women for human development as something that involves acquiring the ability to fight against our specific form of exploitation in the production of labour power. Turner further asserts that education for human development, for the development of ourselves as human beings also requires that we understand and fight against the division of all exploited people into a hierarchy of labour power based on race and sex. This fight she notes is a *struggle of the recognition of a general class interest.*[39]

Another article by Osuala, J.D.C. titled 'Competency Based Literacy Modules for Nigerian Women'. The writer recognises the fact that the unacceptably high rate of illiteracy among women in Nigeria has many negative effects on Nigerian development. Osuala further highlights upon the fact that as the pivot of the home, women make

decisions everyday affecting the welfares of their families. However, their illiteracy makes them incognizant of the value of such things as a clean environment, safe drinking water and a balanced diet.[40] She states that if Nigeria is serious about development, women who represent half of the population, do two third ($^{2}/_{3}$) of the work and receive only one tenth ($^{1}/_{10}$) of the income, cannot be left behind.

In all the articles in the book, education is seen as an indispensable tool for the women folks, and recognised as an important means of social progress.

The WIN Document, also highlights on the disadvantageous realities of women and concludes with a section on policy recommendations for government's and influential bodies. Therein, education is viewed as a necessary tool for the socio-economic, political and cultural self-realisation and development of a people.[41] Education for women is described as a sinquanon for the social, economic and political development of any nation. As stated therein, its importance is seen from three angles:

> First of all, women in Nigeria constitute more than half of the Nation's population, so the nation cannot neglect them in the National Development process.
>
> Secondly, women spend more time in the early educating and socialising of children than men.
>
> Thirdly, education for its own sake is a liberating tool which no nation can afford to lose sight of.[42]

These angles stated above, calls for qualitative education of the female folks, so they could be able to fulfill their roles and as individuals in the society satisfactorily, which will aid nation building.

Ijere, M.O. in his book title Women in Nigerian Economy[43], examines the constraints which have dogged the pace of women in participating fully in National Development, as well as the prospects which exist to realise this. In otherwords, he seeks to portray the numerous handicaps besetting the women folk in their match to progress in Nigeria. In Ijere's own view on women education, he recognises the fact that education brings about superior status, dignity and self confidence of the women and further posits that an educated woman will not need to depend on her husband to survive.[44]

Afigbo, A.E. in his write up titled 'Women As a Factor In Development',[45] tries to contrast the old and new roles of women in social, economic and political development. In brief, he blames part of women's problems on the general attitude that women were just reserve physical and mental resources to be ordered about and not given their due place in development. Afigbo is of the view that the rise of women as a conscious social force and the conscious pursuit of development are among the essential features of modern times. He further asserts that women as factors for success in development, with their education have to carry into the arena of public life the up-building qualities and duties which over the centuries made them the nurturers and stabilisers of society.

Ijere, M.O. in his other book titled Leading Issues In Rural Development,[46] highlights on the factors militating against Nigeria's developmental efforts. In this compendium, Ijere demonstrates not only the drawbacks but also the possibilities of breaking out of the vicious circle of poverty that envelop the country. He further examines what distinguishes an urban from a rural area which he posits are clear in developing countries. Development in these two areas, are considered as an integral part

of the same planning object. According to Ijere, better health, education, infrastructure and better living standards, which had been the preserves of urban areas, form part and parcel of the stock-in-trade in the development process of rural areas as well.[47] In the book, Ijere recognises that education will bring about a complete change in the women - a process of self realization - which will also aid their effective participation at conferences, formation of unions, and cooperative societies etcetera. This change in essence will enable them know what their duties are in the society. He feels educated women should do more homework in their schedule of activities, for instance mobilizing of other women and engaging them in the development process.

Another work under consideration which stand out distinct among the works under review, is an article by Ogbuagu, S.C. titled 'The Deteriorating Condition of Women in Nigeria' in the book Dead-End To Nigerian Development edited by Okwudiba, N.[48] Ogbuagu notes that women preponderant in many populations, are not given deserving space in the scheme of their National Development programmes. This is in spite of the fact that their fate is inextricably intertwined with that of men in such a way that no real National Development can be achieved without the equal and full participation of the women folk. On women education, she opines that improvement can effectively be achieved with the recent intensified campaign on women education by government. As part of government's programmes, successful efforts are made to raise women's consciousness on the need to acquire education for themselves, their children especially their daughters, and by the extension for the country. Ogbuagu recognises that to educate a woman is to educate the nation and stresses that with government programmes, there will be a tremendous impact on the traditional attitude of parents and indeed of the population as a whole, towards giving adequate education to the female

half of the population. Furthermore, she notes that the difficult economic situation in Nigeria, coupled with high unemployment rates, has reduced the attractiveness of education to boys. Ogbuagu posits that some of those who have opportunities to learn trades that have good potential for employment even if it is self employed, pull out of school to avail themselves of such chances. She cites Anambra and Cross River States of Nigeria as examples of states where female enrolment into primary schools is topping, or has topped that of males.[49] This new development however, Ogbuagu notes is considered an important gain for women, and the achievement of a more egalitarian society in contemporary Nigeria will promote women's welfare and accelerate the pace of National Development.[50]

Though the writers here are more general and also hold liberal views concerning female education and gender relations in the society, they have also failed to focus on the girls who should be the point of focus, since they can learn better at their tender age and aspire to be properly educated in the future. Moreover, the problem should start with them because they are part of our future generation whose eventual contributions - armed with education - to the development process in the future cannot be overemphasised.

### 2.1.3 The Role of International and National Agencies in Women Education and Development

In order to encourage the eradication of illiteracy, and for the proper education of the females to be successful, not only individuals writers and feminist scholars have been contributing their own quota, but both National and International agencies have also been contributing in their various ways to achieve the aim of educating the females for development purpose in Nigeria.

Foremost under this category is the National Policy On Education[51] which is by the Federal Government and provides a fitting framework for educational development in the country. The document is meant to transform the educational aspects of the nation's life. The National Policy on Education is government's way of achieving that part of its national objectives that can be achieved using education as a tool. The policy states that the Federal Government of Nigeria has adopted education as an instrument per excellence for affecting national development. The philosophy of Nigeria education which is based on the integration of the individual into a sound and effective citizen, and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system, was also identified therein. The document further states that for the philosophy to be in harmony with Nigeria's National objectives, it has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress.[52]

The National Education aims and objectives to which the philosophy is linked are;

Firstly, the inculcation of national consciousness and national unity.

Secondly, the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.

Thirdly, the training of the mind in the understanding of the world around and

Fourthly, the acquisition of appropriate skills, abilities and competencies both mental and physical, as equipment for the individual to live in and contribute to the development of his or her society.[53]

Note worthy however, is the fact that not only is education the greatest force that can be used to bring about redress, it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources. Also important to note is the description of education, as being the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.

On women education, there is only a brief paragraph specifically on their education in the policy, which states that "special efforts will be made by Ministries of Education and Local Government Authorities in conjunctions with Ministries of Community Development and Social Welfare and of Information to encourage parents to send their daughters to school".[54] The policy however asserts on the equal access to education and is interested in encouraging the proper education of all individuals in the country.

Also in this category are the compiled reports of the National Conference on Education for All by the Year 2000[55] Situation and Policy Analysis of Basic Education in Nigeria;[56] Master Plan of Basic Education for All in Nigeria By The Year 2000;[57] and Blue Print on Women Education in Nigeria.[58] As these report's states, the importance of women education cannot be overemphasised, and the major obstacles to development cannot be overcome without ensuring the full participation of women and the harnessing of their full potentials.

The report of the National Conference on Education for All by the Year 2000, which was organised by the Federal Ministry of Education, Youth and Development, supported by UNICEF, UNESCO, UNDP and the World Bank, was the country's response to one of the priority actions at the National level, recommended as a follow-

up of the 1990 Jomtien Conference. It was also in compliance with the Nine High-Population Developing Countries initiative aimed at raising societal awareness of Education for All (EFA) issues, re-examining progress made towards EFA goal attainment and building National consensus on future priorities and strategies. As the report says, education is an instrument per excellence for affecting National Development since it aims at the development of the individual to be a useful and effective citizen through the provision of equal educational opportunities for all.[59] On the area of female education, the constraints to access of their education were identified as *religious and cultural beliefs, economic constraints, distant location of school's*, gender stereotyping and lack of awareness. The report also identifies the fact that early marriage, teenage pregnancy, economic constraints and distant location of schools, are constraints to the retention of girls in the basic education system. Gender stereotyping in curriculum materials in also a major constraint to the performance of girls especially in science, technology and mathematics. The report recognises that female education yields significant social returns. Noteworthy is the fact that education as a key tool for development is the perception of government and other national and international agencies. In this light therefore, better policy coordination, more effective mobilization *of resources, a stronger data base, the undoubted desire of the Nigerian government to* widen access to basic education, will remove gender biases and improvement in the quality of educational delivery will be achieved.[60] The report further contends on the fact that the education of our illiterate women will empower them and enable them play more effectively their role as children primary care giver and socializing agents.

Delving into the National report on the Situation and Policy Analysis of Basic Education In Nigeria, it focuses on the socio-economic conditions of families and

communities, as well as the teaching - learning conditions in schools in selected parts of Nigeria. The result however is a compendium of revealing data which provides a solid basis for planning and development efforts. The report states that the increasing liberalisation of access to education and declining discrimination against females in contemporary society is leading to economic empowerment and social cultural emancipation of females.[61] According to the report, early marriage was found to constitute the most important single contributory variable to girls dropping out of school amongst most communities. Discriminatory cultural and religious practices were also identified as obstacles to the education of girls. For the illiterate woman, the chances of enrolling in adult literacy classes, depend on the extent of their preoccupation with child rearing and other household chores as well as with their husbands predisposition towards literacy education. The report further recognises that some traditional beliefs against the education of girls are no more strongly held, and as the traditional and religious stereotypes are beginning to wane, attitude towards female education is becoming more positive. This important developments are therefore crucial to ensuring the emancipation and empowerment of the generality of Nigerian women, many of whom presently remain largely undeserved.[62]

One observes similar views in the Master Plan of Basic Education for All in Nigeria By the Year 2000. This document recognises the relevance of women education and states therein that the major obstacles to National Development cannot be overcome without ensuring the full participation of women and the harnessing of their full potentials, through education. Also that, nutrition cannot be improved without the women who produce and process most of the worlds food; health, population and education problems cannot be solved without the women who bear, nurture and give

initial education to children. Equitable distribution of income and wealth is not possible without the involvement of women who often find themselves catering for the welfare of children and relatives, either on account of socio-cultural demands, male migration or separation of couples.[63] According to this document however, female education as a distinct entity within the overall educational programme of the Nation, calls for special funding and effective implementation. It notes that female education is now heading the national agenda, inorder to meet he needs of this undeserved group and most importantly include them in the development process.

Furthermore, in the area of women education, the Federal Ministry of Education and Youth Development, produced a Blue Print for Women Education In Nigeria; which comprises the guidelines for the education of women. It states that women need to be adequately prepared through education and training. The Blue print is to be regarded as a long-term Master plan for women education in Nigeria from which short term action plans are to be prepared. Important to note therein is the women education objectives, which are to;

Firstly, create an awareness of the fact that equal educational opportunities is the right of all citizens, irrespective of sex, age, locality, creed or social status and that education should therefore be made available to all.

Secondly, engineer a change in the attitude of parents and the general public towards women education.

Thirdly, re-orient the attitude of all females irrespective of age, towards education.

Fourthly, awaken consciousness of all women to the need for the development of a positive self-image.

Fifthly, provide functional education for girls and women through skills acquisition.

Sixthly and lastly, promote the education of girls and women in the fields of Science, Technology and Mathematics.[64]

The document further highlights on the fact that the process of development in Nigeria and its accompanying socio-economic changes, have resulted in the changing roles for women in addition to their traditional roles as wives and mothers, and views the education of the females as the instrument par excellence for National Development. Also therein is the fact that the participation of women in development is very important, because development will proceed most rapidly only if all a nation's human resources, male and female are provided with the means to participate fully in the development process. It is therefore believed that Basic or sound Education will enable women to develop individually for self improvement, compete in the world of work and the world of men.

In conclusion, the participants manual on Community Participation and Empowerment of The Family[65] workshop sponsored by UNICEF, also falls under the mainstream of literatures used in this research. By sponsoring the workshop, UNICEF demonstrated its commitment to the upliftment of children, family and the community. The manual states that the Master Plan Operation (MPO) contained in the manual is a comprehensive five year (1991 - 1995) co-operation agreement between the Federal Government of Nigerian and UNICEF with the aim of improving the quality of life and living standard of the rural community, with specific attention for Nigerian children and women. It also intends to strengthen basic education, which aims to make the educational and health authorities at National level to meet the basic learning need of

children and women.[66] Furthermore, the manual highlights on the project focus, which includes a survey on the analysis of the constraints and opportunities in basic education. And also notes that the education for women is expected to accelerate functional literacy attainment through educational centres and non formal programmes especially for females[67]. The project includes training of early childhood educators and the setting up of community based childcare centres, and will also assist in introducing appropriate, standardised and affordable teaching and learning materials to women and children. Inclusive in the manual are the objectives of basic education (strategies) which are:

> Firstly, to increase functional literacy attainment through non formal programmes for females through local government areas and community education centres for women.
>
> Secondly, to improve access to and quality in non-formal education.
>
> Thirdly, to ask for the revision of different adult and non-formal education lesson so that more messages for child survival and development will be achieved.
>
> Fourthly, the training of early childhood educationist and setting up of community based child care centres.

It is however worthy to note the contention in the manual that in developing economies, education has been identified as the main vehicle for supporting and promoting the process of change.

## 2.2 Women and The Development Process: A Theoretical Consideration

Since the adoption of the Plan of Action for integrating women in development in 1974, in Addis Ababa, Ethiopia, a number of government machineries have been

created for effective involvement of females in nation-building. This seems to be a demonstration of government's growing interest in female affairs.[68]

The need to sustain this interest has led to well thought out women programmes and policies in recognition of their roles in development. Inorder for women to achieve the aim of effectively participating in development process, they need to acquire education which will really be a liberating tool for them in the society. Needless to say, this will be of great benefit to the nation as an educated woman will be more meaningfully integrated in the process of National Development.

The analysis of this work is situated within the developmental framework of analysis. The developmental approach to issues and phenomena began in the 1960's when developmental issues became paramount on the agenda of African countries. The need to build a strong and virile economy, led to the propounding of theories by scholars and development planners on how third world countries can develop.

### 2.2.1 Redistribution With Growth Theory (RWG)

This theory advocates the need to recognise the heterogenuity of social groups and the particular constraints that face specific categories of the populace, as women in their attempt to wrest a livelihood in a hostile economic environment.[69]

RWG Theory, while alerting development planners to the fact that women form a large proportion of the very poor, also increased the tempo of world response to the women question. This later became the basis for much subsequent research and policy demands. The result of this was the evolution of specific gender approaches to development. They are women in Development (WID). Gender and Development (GAD) and Women and Development (WAD). Although these do not share a common

theoretical perspective, in practice there is a considerable overlap and common ground.[70]

WID perspective attributes women's unequal status and social position to their exclusion from the public sphere largely due to the sexual division of labour. It sees the need to educate women so as to incorporate them into the decision - making process same as men. WID however tends to view women as removed from the effects of society especially male influences, thus neglecting to situate the women problem within their particular grouping.[71]

GAD perspective in contrast to WID, sees women as part and parcel of a societal system, an analysis of which cannot be treated in isolation from the society. GAD recognises that women are not a homogenous group but are divided by class, colour and creed. Any analysis of social organisation and process has to take into account the structure and dynamics of gender relations. In otherwords, from this perspective, the basic problematic is not women's integration in development, or their invisibility, or their lack of education, training and credit, but the structure and process that give rise to women's disadvantage.[72]

WAD on the other hand, does not see increasing women's participation and improving their share in resources, land and employment in relation to men as sufficient to evoke any dramatic changes in the lives of women, rather the inequality between industrialised market economies (IME) and less developed countries (LDC) has to be addressed before a solution can be got.

#### 2.2.1.1 Women in Development Perspective (WID)

WID offshoot of the RWG Theory has however been chosen for the analysis of this study. It is concerned with the development of women in terms of greater access to training, education, self-esteem, etcetera which will put them in a more advantageous position and enable their integration in the development process. Education and training however, will help stimulate and increase the females creative capability, increase their skills and capacity, and also help stimulate awareness amongst them to sensitize them to their role in the development process.

Focusing on education, which constitutes the basic constraint to women development, it is a sin qua non for the social, economic and political development of any nation, as well as the personal development of females. The Theory recognises the fact that the most fundamental channel for ensuring women's development and participation in the development process is education, which stands out to be a form of profitable human investment if properly managed and delivered. An educated individual has the advantage of mastering his environment, managerial and technological skills acquisition equip the individual for comprehension of development issues and positive performance. For females to cultivate these attributes, aside being able to read and write and learning how to calculate in Arithmetics or mathematics: it is also necessary to provide them with functional education. To this end, female education both in the formal and the non formal Western school system, should be encouraged and compelling as to benefit large number of the female group. Female basic educational programme should expand to cover courses in Science and Technology, health, policy studies, economics, etcetera and skill development in areas like weaving and sewing house hold items, pottery, etcetera are also important for the females to be vast in

knowledge which will aid their personal development and enable them to be part an parcel of the development process.[73]

Mainstream WID lies squarely within the framework of the liberal feminist theory, which is based on the premise of the rational individual seeking his (almost invariably) own self interest, virtually free from social encumbrances (children, family, community). Liberal feminism attributes women's unequal status and social position to their exclusion, from the public sphere largely due to the sexual division of labour. Liberal feminist seek to ensure women get greater access to a wide range of occupations and within them to positions of decision-making.[74]

Inorder to integrate women into the mainstream of economic political and social life, laws and institutions must be reformed, and attitudes changed. However, women without the right level of qualifications have to be persuaded and aided in getting into higher level of education and training. The approach which is informed by sex role theory, and interms of development, by modernization theory and the linear notion of development, accentuates the fact that women can do everything men do and are as capable as men.

With economic growth and modernization therefore, it is assumed that better living conditions, wages, education etcetera will be within the grasp of all and that the grosser elements of patriarchal traditional belief systems will be dissolved by the more progressive attitudes inculcated by modern education. The WID approach gives little importance to a historical perspective or structural divisions among women, whether those of class, caste, race or creed. It focuses on women and their experience, and places its major emphasis on individuals and their capacity for self betterment. It therefore emphasises the importance of role models or outstanding women who have

gained social recognition in the public sphere. The WID approach concentrates on ensuring women's better integration into development and emphasises on the proper education of women for development or nation building. However, with the poverty alleviated emphasis in the 1970's, the approach also focused on the needs of poor women in developing countries.

The original WID perspective however has been criticized for its weaknesses. First of all, the almost exclusive focus on women appears based on the assumption that women can become sole agents of their destiny, without any corresponding change in or reaction from men. Yet to be candid, women's lives are shaped in very great measure by their relations with men. Nonetheless, WID gives scant importance to understanding how gender relations actually work on the ground; how changes in the economy give both sexes additional options or destroy support systems and weaken the relative standing of individuals or a gender itself; how both sexes are able to recruit support in moments of tension or dispute. As a result, little thought was given to how women were to be enabled to withstand the outright opposition or covert, but by no means less disruptive resistance of men to any change in gender relations and the distribution of the benefits of development.[75]

To the practitioners however, the recognition of the fact that economic development was not benefitting women, led to legitimation of a women only focus, whether interms of research or of delivery of benefits via projects.

The motive of the WID approach however is to point to the need for a clearly thought through and determined strategy for change in the lives of females. Also, the institutional practice of WID looks to reforming the social and economic system to be more user friendly to females. Its strategies largely focus on technical solutions to the

problems of inequality, training, access to resources, incorporation in the market etcetera. With the WID's approach therefore, nations in the world today are aware of the importance of education as a means to enhancing the participation of individuals in the development process, and viewing education as the handmaiden of development, no nation can make much headway by way of development with the bulk of its population remaining stark illiterates. To this end, so much interest is now on the education of the females who constitute more than one half of the world's population, and have been disadvantaged for so long.

It is for these reasons advanced above that an application of the WID perspective is used as the theoretical framework for this study, to find out essentially what impact the Education for All Programmes is making on females education in Tafawa Balewa and Misau Local Government Areas of Bauchi State.

## 2.3 Conclusion

So far, the various sources consulted have addressed the issues on women education and its relevance to National Development generally. They have all attempted to make contribution to knowledge in their various ways. However, if a closer attention is given to those works reviewed, a clear cut line or difference can be traced between the works of the different authors. First of all, the authors do not talk about how men can be educated to change their present negative attitude about female education. Also, the feminist authors and majority of those categorised under the gender neutral group very often talk about the women - that is adult women - without starting with the girls or talking about the girls who are supposed to be the starting point of their discussion, since the problem starts with them and they can learn better at their

tender age. Moreover, since the girls are the women and mothers of tomorrow, basic education needs to be instilled in them at their tender age so that they can grow up armed with it. On the part of the gender sensitive authors whose works are more recent, they focus on both the girl-child and women, and recognise the fact that there are various factors or obstacles that contribute to females not being able to participate fully in education. The problem with them is that they only flip through these socio-economic and cultural factors without expounding on them.

Lastly, none of the authors commented on the effect of government policies on female educational development.

These research work aims at rectifying the loopholes mentioned above and also make new contributions to enhance our knowledge.

## NOTES


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# CHAPTER 3

## 3.0 THE ROLE OF INTERNATIONAL AND NATIONAL AGENCIES IN FEMALE EDUCATION IN BAUCHI STATE

### 3.1 Introduction

This chapter intends to give a general overview of female educational development in Bauchi state. The origin of the 'Education for All' initiative and the position of the International and National agencies involved in promoting the education of females will be given due consideration. Attempts will also be made to look at efforts made by the state government to enhance female educational development and the role of the Local Government Education Authorities in this direction will be discussed. Finally, the factors or obstacles to female participation in the Education system will be identified.

### 3.2 'Education For All' Initiative in Historical Perspective

When representatives of one hundred and fifty-five governments, including policy makers, educationist and one-hundred and fifty non-governmental organisations met in Jomtien in March, 1990 to discuss basic education, what they were seeking to do could be characterized as an attempt at confronting the reality of the state of education in their individual countries and in the world. They were seeking to study and analyze the problem so that they could on the basis of insights gained, embark on effective action that would issue in sustainable change.

Nigeria being a part of that ferment of activity joined to launch the global challenge of 'Education for All' by the year 2000, and was signatory to the Jomtien

Declaration. Worthy to note however, is the fact that the 1990 World Conference on Education for All (EFA) held in Jomtien, Thailand was the initiative of Nine High-Population Developing countries - E9 countries - which are; Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. Together, these countries account for 75 percent of the world's nearly one billion illiterates.[1] The reasoning is that action taken in these countries to promote Education for All will significantly and positively influence the achievement of Education for All goals globally.

The World Declaration on Education for All adopted by the conference makes clear that basic Education for All is necessary for children, youth and adults, first as a human right but also for the full development of society, as well as of the individual. The Education for All guiding principle is the equipment of every citizen with such knowledge and skills, attitudes and values which will enable them derive maximum benefits from membership of society.[2] Basic Education must however be given priority because it is, above all, a human right. At the same time, it transmits the knowledge and skills needed for the community's economic and social development, as well as for the self-fulfilment of the individual. In addition to the three Rs (Reading, Writing and Arithmetic) education aids the ability to reason, to criticize and to seek out and use information needed for solving problems of everyday life, for improving health, productivity and living standards and for protecting the environment and the cultural heritage - these skills are all crucial to the development of individual and of the society.[3]

Nigeria's endorsement of the Declaration on Education for All was a re-affirmation of her commitment to the eradication of illiteracy. Article three of the world

Declaration on Education for All, made at the conference contains specific provisions on the education of females. It states that:

> "The most urgent priority is to ensure access to and improve the quality of Education for girls and women, and to remove every obstacle that hampers their active participation. All gender-stereotyping in education should be eliminated".[4]

The goals and objectives of Education for All, as defined by the government of Nigeria in the Education for All Master Plan, are:

Firstly, reduction of the adult female illiteracy rate to at least half of its 1990 level, that is from 61 percent to 30.5 percent by the year 2000.

Secondly, removal of all barriers to the active participation of women and girls in education.

The attainment of the goal of Education for All in Nigeria however, especially on female education will involve changing the traditional attitude which disparages the education of females through appropriate awareness programmes and also ensuring that the quality of education delivered fits the recipients either for the next level of the system or for the world of work which is increasingly geared towards the acquisition of appropriate scientific and technical fields.[5]

It could however be noted that over the years, government has recognised that universalization and equity of access to education are powerful tools for personal as well as societal growth. To this end, a number of measures were instituted for the realization of the same goal of Education for All. One of the measures in this direction was the introduction of the Universal Primary Education Scheme in 1976. Another was the enactment of "National Policy on Education" in 1977 (revised 1981) which recognises the right to education for all Nigerian citizen. This education will fit them into society and empower them to contribute to its overall development. But inspite of

these efforts, there has been little impact on increasing access or retention and at reducing the high percentage of illiteracy in the country. The situation is further exacerbated by declining financial resources and political instability resulting in frequent policy changes as well as by other socio-cultural constraints.

For these reasons advanced above, as one of the countries involved in the UNESCO-UNICEF Nine High-Population Developing Countries initiative, Nigeria has risen to the challenge of accelerating Education for All goal attainment and reducing the high level global illiteracy. The aspiration to achieve Education for All by 2000AD, led government to institutionalize structures such as the National Primary Education Commission and the National Commission for Mass Literacy, Adult and Non-Formal Education. While the National Primary Education Commission which was disbanded in 1991 and resuscitated in 1993 was concerned with pursuing Education for All goals at the primary level, the National Commission for Mass Literacy Adult and Non-Formal Education was charged by Decree Number 17 of June 1990 "to make literate all those who for one reason or the other can no longer benefit from the formal school system".

### 3.3 Position of International and National Agencies on Female Educational Development

In view of the petro-allied international economic slump which has adversely affected the revenue of oil-dependent economies including Nigeria, the hope for achievement of Education for All goals and female Educational development in Nigeria comes from increased contributions of the Non governmental sectors. External assistance in this direction has been given to Nigeria by the United Nations funding agencies like UNDP, World Bank, IMF, UNICEF, UNFPA, and other United Nations specialized agencies such as UNESCO, ILO, UNIDO, WHO and other multilateral

institutions like the EEC, Commonwealth, ADB and ECA. Through bilateral agreements several countries have contributed equipment, provided experts for researching and training for Nigerian schools. External assistance had been employed in such areas as the development of new institutions, training of educational personnel, curriculum development, provision of equipment to schools and training institutes, refurbishing libraries and science and language laboratories, and construction of infrastructure among others.[7]

### 3.3.1 International Agencies In Bauchi State

Bauchi State has derived great benefit from its cooperation with international agencies. Among the foreign institutions that features prominently in the state are UNICEF, ADB, UNDP, SHELL, ELF, CHEVRON, and WORLD BANK.

International cooperation has yielded lots of positive benefit for the state. The contribution of these international agencies is very necessary because no nation or state can be an island to itself in this modern world (now a global village). Inter-relationship and inter-dependence is now the order of this modern world.

For the purpose of this study, the mention of UNICEF and UNDP is considered appropriate here, because of their immense contributions to female educational development in the state, inorder to promote the 'EFA' goals.

#### 3.3.1.1. United Nations Children's Educational Fund (UNICEF)

As a co-sponsor of the Nine High-Population Developing Countries (E9) initiative, UNICEF have been working closely with the state authorities for the

universalization of Basic Education for both children and adults, and have contributed in various ways.

The major thrust of UNICEF's approach however is defined by its consideration of primary education as the 'cutting edge' for basic education. Its area of concentration is thus on primary education, with early childhood education, and non-formal education for girls and mothers, as complementary strategies.

The introduction of UNICEF Basic Education in 1991, brought support to the existing women Centres, Primary schools and Early Child Care Development and Education (ECCDE) centres in the state. Bauchi state now has twenty-eight women education centres, fifty-one out-reach classes, twenty-six ECCDE Centres, twenty-eight upgraded primary school's and three functional girl-child centres being assisted by UNICEF.

UNICEF's further contributions and assistance to Basic Education in the state from 1991 - 1995 can be seen through the following; shared between Local Government Areas.

- Motor cycles suzuki with helmet (30)
- Textbooks assorted enough for primary 1-6 pilot schools.
- Cassette Recorders (49).
- EECDE materials and toys for four ECCDE Centres in each Local Government, and three ECCDE centres in Bauchi town.
- Photocopier.
- Computer and Printer papers.
- Video Cassettes (10)
- Audio Cassettes (400)

- Scientific calculators

- Cash advances, over ₦870,000.00

- Type writer (1)

- Cartons of Medicines and Hospital Equipment.

- One Land Cruiser (hilux)

- Sewing Machines (17)

- Seven Public Address Systems.

- Two tool boxes with assorted vocational equipments.[8]

Recently, the agency proposed a project titled "the 1997 to 2001 Basic Education Programme", designed to assist the Federal Ministry of Education to tackle the critical problems of low access to pre-primary and primary education, deteriorating quality of basic education delivery services, and economic geographic and gender based inequalities.[9] This is in pursuance of the right of the Nigerian Child to education as acceded by the Government of Nigeria in Article 28 of the 1990 convention on the Rights of the Child. The programme will consist of two projects; firstly, primary education and secondly, non-formal education.

However, the centrality of education to UNICEF's intervention in Nigeria is evidenced by the allocation to the sector of 25 percent of the total 1997-2001 programme of cooperation budget. This represents a dramatic jump from fourth to second place after Health (28 percent) and before water sanitation and Environment (17 percent) and Nutrition (15 percent)[10]. With education already running through all the other programmes, this further underscores the shift towards capacity building and empowerment of customers as key elements of UNICEF's assistance to Nigeria.

### 3.3.1.2 United Nations Development Programme (UNDP)

This is another International Agency that has made a significant mark in Bauchi State, with its laudable programme of illiteracy eradication and substantial support to the state. To this effect, the state government in conjunction with the Federal Government in 1991 signed a memorandum of understanding with the UNDP with a view of assisting the state in wiping out illiteracy within the shortest possible time, inorder to enhance the 'EFA' goals.

The state government contributed the sum of four million, six hundred thousand naira (₦4,600,000.00) as counterpart funding for the UNDP five-year mass Literacy Support Programme. UNDP inturn contributed nineteen million, four hundred thousand naira (₦19,400,000.00) to the state for success full take-off of the programme in the state.[11]

In line with the memorandum of understanding, 400 literacy classes were opened in the state and the Agency recruited four hundred part-time instructors to man the literacy classes. Instructional materials worth two million, two hundred thousand naira (₦2,200,000.00) were purchased and distributed to all the Local Government Areas in the state. Workshops were also organised for the newly recruited four hundred adult education part-time instructors while plans were also made to ensure regular payment of their allowances to ensure continuity.

A survey carried out in the state discovered that about 2.5 million people in the state were below the primary school level of education, that is more than 50 percent of the state's population. Of the number, about eight hundred and fifty thousand women of child-bearing age are illiterates. The Agency's target group, therefore, comprise the adult population between the ages of 15 and 55, with special concentration on women,

peasant farmers, nomads, young school leavers and the disabled. However in some cases, the Agency caters for people below the age of 15 years who have no primary school in their area. It works closely with the local government officials. Adult education coordinators were identified and posted to all Local Governments to serve as life wires of adult education activities in their respective duty post.

Furthermore, network committees on mass literacy were established at class and local government levels to ensure positive results and successful implementation of the programme in the state.

The Agency has free air time twice a week with the Bauchi Radio Corporation (BRC) to publicize its programme titled "JAMA'A MU YAKI JAHILCI". It also has a life programme on literacy class in session "YAKI DA JAHILCI" once a week. This is in order to enlighten the general public, mainly rural dwellers on government programmes and activities to eradicate illiteracy.

Literacy activities were also incorporated in the NYSC scheme, such that all graduates in Education, particularly specialist in Adult Education, are fully utilized in the current mass literacy programme. Corpers were encouraged to volunteer their leisure time for the success of the "each-one-teach-one" campaign.

### 3.3.2 National Agencies

In the areas of policy promotion and advocacy, and social mobilisation in support and for achievement of the Education for All goals, overall execution of the programmes is the responsibility of the Federal Ministry of Education; the state ministries of education at the state levels; and the Local Government Education Authorities (LGEAs) at the Local Government Area level.

To enhance female Education, the Federal Ministry of Education pronounced female Education a Policy Impact Area, that is, an area of Educational need selected for special funding and programme implementation. A women Education Branch, was therefore established at Federal level and charged with the responsibility of providing more educational opportunities for girls from primary to tertiary levels in the formal and informal sectors, creating educational equity, uplifting the self-image and confidence of girls and women, and promoting science, Technology and Mathematics among females. The states were also directed to set up women education units for the same purpose.

For the purpose of this study, the role of two important women agencies that have been contributing to the development of female education in line with government policies, will be discussed here.

### 3.3.2.1 National Commission for Women (NCW)

The increase in public awareness of the positive role women play in development led to the establishment of the National Commission for Women in the presidency by Decree Number 30 of 1989, later amended and replaced by Decree Number 42 of 1992. But essentially, the objectives of the commission remain the same.

The main thrust of the commission's activities is to initiate, promote and execute programmes and projects that will improve and enhance the status of females and empower them economically, politically and socially.[12] In her linkages with the United Nations System, the commission has liased with the United Nation agencies to implement United Nations General Assembly resolutions in respect of women and children's programmes in Nigeria. For example, the commission has participated at a

conference on the status of women in 1992 Vienna, Austria which aimed at the elimination of all forms of discrimination against women. Also the Pan-African Conference on Education of Girl-Child, jointly sponsored by UNICEF and UNESCO held at Burkina Faso from 28th March to 1st April, 1993, which came up with recommendations for eradicating the level of girl-child abuse especially in the field of education.

In pursuance to the above objectives, the National Commission for women and UNICEF decided to set up National and Zonal Task Force on the girl-child for quick and effective implementation of the plan of action sequel to which seven coordinating zones were set up with Bauchi as the zonal headquarters of Adamawa, Taraba, Plateau and Bauchi States.

The Bauchi zonal task force was inaugurated by the state Chairperson Advisory Council, State Commission for women, Mrs. Lydia J.K. Kalau on Thursday 15th March, 1994. During its meeting, opinions were shared, resolutions and recommendations were made for the upliftment of Girl-Child Education in all the states concerned, for the attainment of the Education for All goals.

In line with this, they came up with a project called the Girl-Child Education. This is an avenue where non-formal education takes place. This non-formal learning however does not create undue distability in the social and cultural life pattern of the prospective targets. The objectives of the programme is to increase access to and improve the quality of education of young girls in areas of the state where the education of girls poses serious problems. The aim however is to give the girls who do not have access to schools, non-formal education, from ages eight to fourteen years. Lessons starts from 9.00am to 12.00 noon, therefore leaving ample time for the girls to sell

their wares. Subjects taught in these Centres are basic literacy, basic numeracy, cookery, clothing, home management and health education. The programme is a three year programme and if by chance a girl is withdrawn for marriage and is interested to continue, she can then join the women classes at the women Centre nearest to her.

The teachers are employees of the Local Governments, specialized in adult and non-formal education. Monitoring of the Centres is done by the women education unit in the Ministry of Education and the Basic Education Project officer UNICEF, Bauchi.

### 3.3.2.2 The Family Support Programme (F.S.P)

The Family Support Programme was formulated among other things in line with the Declaration of 1994 by the United Nations as 'International Year for the Family'. The establishment of the National Commission for Women, made women in Development programme a permanent feature to be constantly reviewed in line with global focus and economic realities.[13]

The Family Support Programme aims at improving previous experiences of women in development programmes by broadening its coverage and sharpening its focus.

The programme focuses on the role of the family in National Development particularly as it affects major social sectors such as health, education, commerce, industries, agriculture, social development, child welfare etcetera.[14] This is said to be crucial now that the economy is going through difficult times characterized by declining productivity, unemployment, inflation, worsening Balance of Payment (BOP) and external debt. The overall effect of a deteriorating economy has been devastating on disadvantaged members of society such as women and children.

The whole philosophy of the Family Support Programme is based on the notion that the family as the basic unit of society is the bridge between the individual and the community at large. WHO describes the family as the smallest democracy at the heart of the society. It is so fundamental that the quality of life in the family is regarded as an index of social status of the entire society. Amid socio-economic distress in Nigeria, many families have come under the threat of dislocation and disintegration. The programme therefore seeks to address the challenges facing the family by formulating certain objectives, which are:

Firstly, improve and sustain family cohesion through the promotion of social and economic well-being of the Nigerian family for its maximum contribution to National Development.

Secondly, to promote policies, programme's that strengthen the observance and protection of human rights and the advancement of social and human dignity.

Thirdly, to promote recent health care delivery in reducing maternal and child mortality and morbidity through improved health care system.

Fourthly, to eradicate negative social and cultural factors that affect women and children.

Fifthly, to assist families identify economically viable enterprises for income generation and to provide technical and financial support for their implementations.

Sixthly, to create and sustain the interest of government, Nigerian people and the international community on the activities of the Family Support Programme. Also to sensitize government on the need to provide adequate shelter for all Nigerians.

Lastly, to promote the maintenance of high moral standards of the nation as well as responsive actions against policies and trends both foreign and local that militate against such standards.[15]

These objectives, the Family Support Programme, hope to practicalize inorder to arrest the crisis the family unit faces, thus hindering its effective contribution to National Development.

The Bauchi committee for state launching of the programme was inaugurated on 31st November, 1994 and the real launching was successfully held on 4th April, 1995. In the state, the Family Support Programme works with the Local Government Authorities and contributes immensely to the development of women activities in the local Government Areas.

In the educational sector, the state chapter has planned to have its own model secondary school. During the period under review, the commission in connection with the State Ministry of Education have got an old school that was closed down for so many years, now been reopened and renamed 'Family Support Junior Secondary School', Luda in Bauchi Local Government Area. Already, the commission have ordered for all necessary needed equipment and working materials ranging from books, uniform, badges, furniture, etcetera. Ministry of Education will be providing teachers, and the commission to run the school as a special school. Already a principal has been posted to the Family Support Junior Secondary School, Luda and a special committee have been formed for the take off of the school.

The Family Support Programme creates an awareness in parents and the general public of the need for compulsory education for girls through its enlightenment

programmes with the Local Government Education Authorities, and also provides incentives likely to make the teaching profession more attractive and secure.

### 3.4 Bauchi State Policies Towards Female Education

Education is considered to be the key to development in any society, it constitutes an area of basic investment in man, an investment which is needed to developing the manpower needs of the state and the country in general. Consequently, no progressive government can afford to ignore the centrality of education in any developmental efforts.

In view of this however, education in the successive regimes in Bauchi State since its creation in 1976, has always received the highest priority in the state governments budgetary allocations. An emphasis has rightly been placed on the provision of qualitative rather than quantitative education as a deliberate policy. The importance placed on Basic education could be seen from the 1995 budget, below:-

**FUNDING IN NAIRA**

| PROJECT | UNICEF | STATE | L.G.A. |
|---|---|---|---|
| Early Child Care Development and Education | 1,659,000 | 203,000 | 744,000 |
| (Female Education) Women and Girls Child Education | 1,558,000 | 646,000 | 862,000 |
| Community Supported Primary Education. | 2,652,000 | 992,000 | 1,658,000 |
| **Total** | **5,869,000** | **1,741,000** | **3,264,000** |
| **0% Share** | **54%** | **16%** | **30%** |

***SOURCE: S.P.A., BAUCHI STATE, 1995.***

Bauchi State have since 1988 made the Education of girls free up to the Secondary school level, and extended boarding facilities to all secondary school girls. The state also passed a law prohibiting the withdrawal of girls from schools for marriage, until she gets to the marriageable age of eighteen years while empowering girls to report offending parents to the appropriate quarters.

The state has demonstrated its commitment to human development through education and has recognised that because of its very nature, the formal school system is incapable of reaching more than a small proportion of the population. It has however over the years put more emphasis on non formal education approaches by giving high priority to the provision of functional literacy education for the adult population who have never gone to school, also to the provision of functional and remedial training for young people who dropped out of the formal school system, and vocational skills training for adults out of school to enable them participate meaningfully in the development process.

High priority is also given to the promotion of the welfare of women in the state. Along this line, an agency was formed under the Ministry of Education which handles all matters involving Adult and Non-formal Education (ANFEA). Its institute known as the 'Adult and Non-Formal Education Institute' is organized under the following departments. Namely:

Mass Literacy

Women Programme

Public Enlightenment

'Second Chance' Programmes (Continuing Education).

Personal Training

International Cooperation for Development.[16]

In addition, the institute awards affiliation certificates of ABU Zaria in various fields ranging from Mass Literacy, Women Programmes and Community based Crafts. Of recent, a total of ₦63,276.79[17] was made available to the Agency by the State Government in order to enhance its activities.

Female Education is given high priority because of the high level of illiteracy among females in the state.

### 3.5 The Local Government Education Authorities (LGEA) and Female Education

By the 1979 constitution, revised in 1989, education was instituted as the shared responsibility of Federal, State and Local Governments. Thus it is the constitutional responsibility of Local Government Education Authorities to provide and maintain primary education, and the state to apportion allocations to the third tier local government areas whose role in spreading development to the grassroots cannot be overemphasized.

The local government areas in the state under the leadership of their Chairmen have cordial relationship with the state government who interacts closely with them through subvention support for primary school education through the State Education Board.

For the educational development of females to be more rapid, the Local Government Education Authorities liase with other agencies like the Family Support Programme, Mamser, UNDP, and the Agency for Adult and Non-formal Education to carry out public enlightenment programmes or campaigns on mass education. For this to be effective, each local government in the state is encouraged to set up Television

viewing Centres equipped with Television sets and Video recorders to enable people who cannot afford such gadgets to watch educative and entertaining programmes; also using land Rovers fitted with public address systems, which go to remote areas of the local government areas. The primary objective of this activity is to create awareness among the population - illiterate and literate alike, of their civic responsibilities and to motivate illiterate adults to send their children to school, attend literacy classes, and the literate adults to participate in the fight against illiteracy by volunteering their services as instructors, if they could.

Worthy to note is the fact that as a result of the traditional influence of Islam on the majority of the people in the state, women were hitherto not free to attend literacy classes. But due to the intensive public enlightenment campaigns resulting an apparent change of attitude on the part of the men, and also perhaps because of the new perception women have of themselves as a result of the Family Support Programme in conjunction with the role of the Local Government Education Authorities, more parents are now sending their daughters to school and women are now registering for basic literacy classes, which are also now being requested and opened for women in purdah.

For the implementation of the literacy exercises to be successful, the Local Government Education Authorities employ female extension workers who carry out women programmes, and also set up rural libraries so that people are not only taught how to read and write but are encouraged to read for information, for pleasure, etcetera.

### 3.6 Obstacles to Female' Participation in the Educational System

Sources of inequality in educational attainment and participation between males and females are many and complex. However, the major obstacles to female education will be discussed here under the following headings:

Firstly, cultural and religious factors.

Secondly, Socio-economic factors.

#### 3.6.1 Cultural and Religious Factors

It is argued that female's access to institutions such as schools or education centres depends on the extent to which cultural and religious beliefs accord females a role outside the home. Thus one would expect to find that in cultures dominated by patriarchy or where female seclusion is practised, females will have less access to education than males. Both factors operate with varying degrees of relaxation in the state and Nigeria as a whole.

As a patriarchal society, women are expected to perform mainly domestic roles and thus education was irrelevant to the everyday life of females.[18] This attitude is weakening in the state, where patriarchy and females seclusion combined make many parents reluctant to send their daughters to school. In line with this however, there is the preference by some parents for religious schools in place of primary schools or the formal school system, which hinders the enrolment of a large number of primary school age and consequently in a lower educational achievement by females.

Also the practice of early marriage is another reason for female's limited access to education especially at higher levels. Girls are withdrawn from school to get married. The more attractive the girls were, the more likely they were to catch the eyes of a

wealthy personality in the community and marry young. The myth about this attitude is that it is widely believed that educated females do not make 'good submissive wives' and will reject parental choices of husbands. However, the real fear was of the effects of education on female's attitudes. The newly acquired attitudes are seen as incompatible with their "proper" roles as wives and mothers.

### 3.6.2 Socio-Economic Factors

Engagement in income-generating activities and also the cost of acquiring education also prevents some children from attending schools.

Absence from school during farming season to help parents on the farm and hawking of wares on the streets for income is particularly prevalent in the state. This lack of availability of time to participate in educational activities however reduces study time for the young girls. On the cost of acquiring education; even if no school fees are paid, other costs have to be borne by parents such as costs of textbooks, school uniform, transport fares, etcetera. For poor parents in particular, when a choice has to be made, the female child is sacrificed, given the cultural beliefs discussed above. It is for this reason that one tends to find that girls at higher levels of education in particular come from higher socio-economic status families who have perceived the advantage of female education.

## 3.7 Conclusion

For the attainment of the education for all goals in the state, the role of the International, National, State, Local and personal efforts as discussed above and highlighted upon in appendix IV, cannot be overemphasised.

Worthy to note is the fact that with these combination, barriers to female educational development are being broken in Bauchi State.

## NOTES

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# CHAPTER 4

## 4.0 AN EMPIRICAL ASSESSMENT OF THE IMPACT OF THE EDUCATION FOR ALL PROGRAMMES ON FEMALE EDUCATION IN TAFAWA BALEWA AND MISAU LOCAL GOVERNMENT AREAS OF BAUCHI STATE

### 4.1 Background Information to the Areas of Study

The study was carried out in two local government areas, firstly Misau with Yerima, Hardawa, Jalam, Dambam and Dagauda districts. Secondly, Tafawa-Balewa with Lere, Bula, Kardam and Bogoro districts.

The local government areas are located in Bauchi State of Nigeria. Bauchi State is bordered by Jigawa and Yobe States to the North, Kano and Kaduna States to the North-East, Plateau, Taraba and Adamawa States to the South, and Borno State to the East.[1]

The total population size of Misau Local Government Area is two hundred and nineteen thousand, one hundred and eighty one (219,181). There are one hundred and ten thousand, three hundred and forty one (110,341) males and one hundred and eight thousand, eight hundred and forty (108,840) females.[2] Tafawa Balewa Local Government Area, has a population size of one hundred and seventy nine thousand, three hundred and seventy two (179,372). There are eighty seven thousand three hundred and ninety three (87,393) males and ninety one thousand, nine hundred and seventy nine (91,979) females.[3]

The major ethnic groups in Misau and Tafawa Balewa Local Government Areas are Hausa, Fulani, Kanuri; and Fulani, Hausa, Sayawa, Jarawa and Angas respectively. The predominant religion in Misau Local Government Area is Islam while the predominant religions in Tafawa Balewa Local Government Area are Islam and

Christianity, though some people of the area still practise traditional religion inherited from their ancestors, decades of years ago.

Farming is the main occupation of the people of the two Local Government Areas of study. Misau and Tafawa Balewa Local Government Areas with their approximate thirty-eight thousand, nine hundred and twelve (38,912) and thirty thousand, nine hundred and seventy three (30,973) households[4] respectively, produce such crops as cotton, groundnuts and beans as cash crops while such crops as millet, cassava, guinea corn, maize, rice, yams, sweet potatoes, irish potatoes, are produced as food crops. Fishing is also important to the people of Tafawa Balewa as a result of the existence of Rivers in the area.

There are many primary and post-primary institutions in the Local Government Areas, for both males and females. In Misau Local Government Area, there is a model farm institute at Alhajiri which turns out twenty (20) married farmers out regularly as students. The wives of the students of this farm institute also undergo courses in Home Economics and baby care.

## 4.2 Research Findings

Results from the two Local Government Areas of study; Tafawa Balewa and Misau.

### 4.2.1 Tafawa Balewa Local Government Area:

**Table 4.2.1.1 Distribution of Respondents by Sex, Age, Marital Status, Religion and Number of Respondents**

| SEX | | AGE | | | MARITAL STATUS | | | RELIGION | | NUMBER OF RESPONDENT |
|---|---|---|---|---|---|---|---|---|---|---|
| Male | Female | <20 | 21-30 | >30 | Married | Single | Divorce | Islam | Christian | Respondents |
| 25 | 21 | 3 | 21 | 22 | 37 | 8 | 0 | 4 | 42 | 46 |
| 54% | 46% | 6% | 46% | 48% | 80% | 18% | 0% | 9% | 91% | 77% |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that out of the total number of respondents in terms of sex, twenty five are males representing (54%) while twenty one are females representing (46%). Respondents who are less than twenty years are three in number representing (6%) while those between twenty one to thirty years are twenty one in number representing (46%) and those who are more than thirty years are twenty two in number representing (48%). As regards marital status, a total of thirty seven respondents are married, representing (80%) while eight respondents, representing (18%) are single and non divorced, representing (0%). One respondent representing (2%) did not respond here.

On religion, four respondents are Muslims, representing (9%) while forty-two respondents are Christians, representing (91%).

The table also shows that a total number of forty six respondents, representing (77%) responded to the questionnaires administered in this local government area. However, fourteen respondents representing (23%) did not return the questionnaires administered to them.

**Table 4.2.1.2 Respondents by Occupation, Income and Educational Qualification**

| OCCUPATION | | | INCOME | | EDUCATIONAL QUALIFICATION | |
|---|---|---|---|---|---|---|
| Civil Servant | Business | Housewife | <30,000 | >30,000 | High Qua | Low Qua |
| 42(91%) | 4(9%) | 0(0%) | 9(19%) | 12(26%) | 16(35%) | 28(61%) |

**SOURCE: FIELD SURVEY DATA (1997)**

In terms of occupation, the table shows that forty two respondents, representing (91%) are civil servants, while four respondents, representing (9%) are civil servants,

while four respondents, representing (9%) are businessmen and women, and non representing (0%) housewife.

On income, the table shows that nine respondents representing (19%) earn less than thirty thousand naira per annum, while twelve respondents representing (26%) earn more than thirty thousand naira per annum (classified under high income with two thousand, five hundred naira - 2,500- per month. However, twenty five respondents, representing (54%) did not respond here.

As regards educational qualification, sixteen respondents representing (35%) have high qualification, with HND, Degree and above while twenty eight respondents, representing (61%) have low qualification with less than HND or Degree. Two respondents, representing (4%) did not respond here.

#### 4.2.1.3 Consciousness to Educational Programmes Based on Education for All (EFA) Initiative

**Table 4.2.1.3.1 Showing the Level of Respondents Consciousness to Educational Programmes**

| CONSCIOUSNESS | | MEDIUM | | | | |
|---|---|---|---|---|---|---|
| Positive | Negative | Radio | School | Television | Symposia | Others |
| 43(93%) | 3(7%) | 17(37%) | 7(15%) | 16(35%) | 2(4%) | 1(2%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty three respondents, representing (93%) gave a positive response indicating that they have heard about the EFA programmes, while three respondents representing (7%) gave a negative response, indicating that they have not heard about the education for all initiative and are not conscious of the programmes' activities around them.

Seventeen respondents, representing (37%) heard about it through the radio, seven respondents representing (15%) through the school, sixteen respondents representing (35%) through television, while two respondents representing (4%) heard through symposia. Another one respondent representing (2%) specified other mediums such as public enlightenment campaigns, Adult and non formal education programmes' publication and through other news dailies. Three respondents representing (6%) did not respond here.

**Table 4.2.1.3.2** **Showing the Opinions of Respondents on the Need for the Special Focus on Female Education**

| ANY NEED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 44 | (96%) |
| Non-Affirmative | 2 | (4%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty four respondents representing (96%) gave an affirmative response indicating that there is a need for the special focus on female education, while two respondents representing (4%) gave a non affirmative response indicating that there is no need for the special focus on female education.

For the follow-up question, the following reasons for yes response are the summary of the range of responses;

- For development; personal and society - twenty four respondents representing (52%) gave this reason.
- Backbone of the family - nineteen respondents, representing (41%) gave this reason.

- To eradicate high level illiteracy among females in the society - Eighteen respondents, representing (39%) gave this reason.
- To improve their economic base, - Eighteen respondents representing (39%) gave this reason.
- To have equal opportunity with the males - Nine respondents representing (19%) gave this reason.
- For matrimonial advantage - Eight respondents, representing (17%) gave this reason.
- To improve the health of the family - Seven respondents representing (15%) gave this reason.
- To discourage early marriage - Four respondents, representing (9%) gave this reason.

On the other hand, the following reasons for No response, are the summary of the range of responses;

- Females who are the weaker sex cannot do much, so they do not need much education - Two respondents representing. (4%) gave this reason.
- In order to discourage feminism - One respondent, representing (2%) gave this reason.

**Table 4.2.1.3.3** **Showing Respondents Opinions on the General (Attitudes Towards Educational Programmes, Aimed at Achieving the Goals of Education for All**

| GENERAL ATTITUDE | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Welcome | 46 | (100%) |
| Not Welcome | 0 | (0%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty six respondents, representing (100%) believes the programme is a welcome development indicating that members of the community are interested in the aims of the programmes, while none of the respondents representing (0%) gave a negative responses.

For the follow-up question, the following reasons for welcome response are the summary of the range of responses.

- The programme's will expose females and their parents/husbands to the realities of life and benefits of education - sixteen respondents, representing (35%) gave this reason.
- Female illiteracy rate will reduce - fifteen respondents representing (33%) gave this reason.
- The programmes will enhance quicker realisation of female education at all levels - fourteen respondents, representing (30%) gave this reason.
- Educational standards will improve - twelve respondents representing (26%) gave this reason.
- Individuals in the community are contributing in various ways to ensure success of the programme - ten respondents, representing (22%) gave this reason.
- The programmes have brought awareness to the people especially in the rural areas, on the importance of education - Eight respondents, representing (17%) gave this reason.

**Table 4.2.1.3.4** **Showing if the Activities of the Educational Programmes have Made an Impact on the Male And Female Population in the Locality**

| ADEQUATELY INFORMED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 32 | (70%) |
| Non - Affirmative | 13 | (28%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty two respondents, representing (70%) gave an affirmative response indicating that the male and female population have been adequately informed about the benefits of female education, while thirteen respondents, representing (28%) gave a non affirmative response (No) indicating that the male and female population have not been adequately informed. One respondent representing (2%) did not respond here.

For the follow-up question, the following reasons for Yes response, are the summary of the range of responses;

- The rural people now encourage mass mobilisation campaigns by the local government education authority and other agencies - sixteen respondents representing (35%) gave this reason.
- Community members come together to hold meetings in order to discuss how they can contribute to the development of schools in their locality - fifteen respondents representing (33%) gave this reason.
- People are now interested in sending their females to school - thirteen respondents, representing (28%) gave this reason.

The following reasons for No response, are the summary of the range of responses.

- *Activities of the programmes are not so intensive and sufficient enough in the* interiors of the rural area, to convince and make the rural people more enlightened -twelve respondents, representing (26%) gave this reason.
- More of the campaigns are on television or radios, so many of the rural people who do not possess these electronics cannot be adequately informed - eleven respondents, representing (24%) gave this reason.
- Most of the agents cannot speak the dialects of the rural people in the interiors, so the local people do not show interest because they believe that what the agents are trying to impart is another way to make them do away with their tradition - eleven respondents, representing (24%) gave this reason.

**Table 4.2.1.3.5** **Showing the Opinions of Respondents on the Attitudes and Responses of Females to Education**

| ENCOURAGING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 43 | (93%) |
| Non - Affirmative | 2 | (4%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty three respondents, representing (93%) gave an affirmative response, indicating that the females are interested and willing to go to school while two respondents, representing (4%) gave a non-affirmative response

indicating that females are not willing to go to school. One respondent, representing (2%) however did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- More positive attitudes especially by married women towards enrolment and furthering their studies - Nineteen respondents representing (41%) gave this reason.
- Many females now show a lot of enthusiasm and also join campaigns in support of female education - Eighteen respondents, representing (39%) gave this reason.
- Encouragement from parents and husbands who know the value of education and also females believing that even in poverty, the government and other agencies are ready to do much for them to be educated - Eighteen respondents, representing (39%) gave this reason.
- Drop-out girls are returning to school and those in school are working very hard to succeed - Seventeen respondents, representing (37%) gave this reason.

While the following reasons for No response, are the summary of the range of responses.

- Many females are bothered about their future roles as housewives and mothers to the detriment of their studies and they feel their husbands will provide them with all they need in the future - Two respondents, representing (4%) gave this reason.
- There is no financial support from some parents, husbands which however discourages some females -One respondent, representing (2%) gave this reason.

- So many females are not ready to study because they are discouraged by teachers negative attitude to teaching and lack of facilities in schools - Two respondents, representing (4%) gave this reason.

#### 4.2.1.4 Accepting Female Education, Based On The Influence Of Educational Programmes

**Table 4.2.1.4.1 Showing The Opinions Of Respondents On The Need For More Emphasis On The Education Of Females**

| ANY NEED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Agree | 44 | (96%) |
| Disagree | 1 | (2%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty-four respondents, representing (96%) agreed to the fact that there is the need for more emphasis on the education of females, while one respondent, representing (2%) disagreed, indicating that to them there is no need for more emphasis on the education of females. One respondent, representing (2%) did not respond here.

For the follow-up question, the following reasons for "Agree" response, are the summary of the range of responses;

- Because there is still the need to create awareness and enlighten more people inorder to make them understand the importance of female education - Twenty one respondents representing (46%) gave this reason.
- Since females are the nurturers of every nation, special emphasis should be given to their education so that they can help build up the home and the young

generation who will help to build the nation as a whole - Twenty respondents, representing (43%) gave this reason.

- Because educated females are still few when compared with their male counterparts - Fifteen respondents, representing (33%) gave this reason.
- Inorder for the females to be encouraged, show more interest to education and be able to further their education - Thirteen respondents, representing (28%) gave this reason.

Others who do not support more emphasis on the education of females reasoned that;

- Because females will on the long run depend on their husbands, they do not need much education - One respondent, representing (2%) gave this reason.
- The people already know the importance of education - One respondent representing (2%) gave this reason.

**Table 4.2.1.4.2** **Showing The Opinion Of Respondents On The Attention Being Given To Female Education By Parents In Terms Of Willingness To Send Their Daughters To School**

| IS ATTENTION ENCOURAGING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 31 | (67%) |
| Non - Affirmative | 10 | (22%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty one respondents, representing (67%) gave an affirmative response which indicates that the attention is encouraging and parents are willing to send their daughters to school, while ten respondents, representing (22%) gave a non affirmative response which indicates that the attention is not encouraging

and parents are not willing to send their daughters to school. Five respondents, representing (11%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- So many parents now know the importance and value of female education and so do not withdraw their female children from school - Twenty two respondents, representing (48%) gave this reason.
- Awareness through literacy programmes - Nineteen respondents, representing (41%) gave this reason.
- So many parents now attend and pay PTA levy- Twelve respondents, representing (26%) gave this reason.
- Many attend literacy campaigns with their daughters inorder to enable them know the benefits of western education and be encouraged to further their education - Twelve respondents, representing (26%) gave this reason.
- So many parents now monitor their daughters performance in school - Twelve respondents, representing (26%) gave this reason.
- Because a lot of suitors now prefer educated girls - Four respondents, representing (9%) gave this reason.

While the following reasons for No response, are the summary of the range of responses;

- Illiteracy - Ten respondents representing (22%) gave this reason.
- Most parents see the girls as their husbands responsibility, so too much education for them, they believe is a waste of time - Eight respondents, representing (17%) gave this reason.

- Because in some cases, the females themselves are not willing to further their education - Six respondents, representing (13%) gave this reason.
- Parents in villages are disappointed at the fact that pupils learn under trees and schools lack infrastructure and facilities - Six respondents, representing (13%) gave this reason.
- Some parents do not have enough money to sponsor their daughters - Five respondents, representing (11%) gave this reason.

**Table 4.2.1.4.3** **Showing The Opinion Of Respondents On The Attention Being Given To Female Education By Husbands In Terms Of Willingness To Allow Their Wives Further Their Education Or Attend Literacy Classes**

| ADEQUATE ENOUGH? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 23 | (50%) |
| Non - Affirmative | 16 | (35%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that twenty three respondents, representing (50%) gave an affirmative response indicating that husbands attention is adequately enough and they are willing to allow their wives further their education and attend literacy classes. While sixteen respondents, representing (35%) gave a non-affirmative response which indicates that the attention is not adequate enough. Seven respondents, representing (15%) did not respond here with no comment.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- So many husbands now encourage their wives because of their level of awareness through literacy programmes, which has enabled them know the value of education and the fact that an educated wife will assist them financially - Sixteen respondents, representing (35%) gave this reason.
- The educated husbands want the same for their wives - Fifteen respondents, representing (33%) gave this reason.
- Because more women now attend literacy classes - Fourteen respondents, representing (30%) gave this reason.
- The husbands contribute to the development of schools and women centres - Twelve respondents, representing (26%) gave this reason.

On the other hand, the followings reasons for No response are the summary of the range of responses;

- Selfish interest; some men still believe that with education, women will be too exposed and will eventually try to control them - Thirteen respondents, representing (28%) gave this reason.
- So many who are illiterates feel the wives should not waste their time going to school since they will depend on them (the husbands) and there is no pressure from the wives who are not interested in going to school - Twelve respondents, representing (26%) gave this reason.
- Distance of schools and the fact that some many schools are still yet to be equipped with necessary facilities, discourages them - Ten respondents, representing (22%) gave this reason.
- Financial reasons and the fact that extended family ties is an additional burden to the husbands - Eight respondents, representing (17%) gave this reason.

- A large number of illiterate women are still away from school - Five respondents, representing (11%) gave this reason.

#### 4.2.1.5 Participation By Individuals And Organisations To Enhance Female Educational Development

To the question; How Have the implementors of the educational programmes been able to help solve the problems of female education; Thirty nine respondents, representing (85%) responded, while seven respondents, representing (15%) did not respond here. However, the following is the summary of the range of responses;

- With their intensive literacy enlightenment campaigns through posters, *Television, Radio, Symposia and also personal discussions with members of the* community through the traditional rulers, village - district and family heads, they have helped to increase public awareness on the benefits of female education - Twenty three respondents, representing (50%) gave this reason.
- They have been erecting new classroom structures and hostels in women centres, girl-child model schools and formal educational institutions inorder to encourage the females, their parents, husbands and to increase female enrolment in schools - Twenty respondents, representing (43%) gave this reason.
- They have been encouraging females by giving scholarships and fellowships to women and making education free to secondary school level. Eighteen respondents, representing (39%) gave this reason.
- They provide incentives such as text books and other learning materials to enhance female education in schools - Seventeen respondents, representing (37%) gave this reason.

- They employ part-time trained teachers for subjects that students have not been performing well in and organise extra lessons for pupils or students in schools - Fifteen respondents, representing (33%) gave this reason.
- Training of more female teachers and personnels that will serve as good role models for the female students - Fifteen respondents, representing (33%) gave this reason.
- Their responses is not encouraging because of mismanagement of little available funds - Nine respondents, representing (20%) gave this reason.

To another question; In which of the following areas are International agencies helping to solve the educational needs of females; Forty four respondents, representing (96%) responded, while two respondents representing (4%) did not respond here. The following are the responses to the range of answers provided;

a. Provision of learning materials for functional education - Twenty nine respondents, representing (63%) responded to this.
b. Provision of relevant books - Twenty seven respondents, representing (59%) responded to this.
c. Regular source of funding to encourage enrolment or participation - Twenty one respondents, representing (46%) responded to this.
d. Renovating and building of new classrooms - Twenty respondents, representing (43%) respondended to this.

However, other areas of support indicated, include provision of sports materials, loans for training teachers, provision of vehicles for easier penetration into remote rural

areas for supervision and inspection. They also encourage and motivate the national agencies to participate more, through their keen interest and support.

**TABLE 4.2.1.5.1:** Showing The Opinion Of Respondents On The Attention Being Given By Parents To Their Daughters Progress At School.

| ATTENTION GIVEN? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Enough/Adequate | 22 | (48%) |
| Not Enough | 8 | (17%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that twenty two respondents, representing (48%) responded to the attention being given by parents as enough or adequate, while eight respondents representing (17%) responded to the attention being given as not enough. Sixteen respondents, representing (35%) however did not respond here.

For the follow-up question on how this attention influence the performance of the students, the following reasons are the summary of the range of responses;

- Students perform better in Exams - Twenty respondents, representing (43%) gave this reason.
- Encourages the students to work hard and be interested in furthering their education - Fifteen respondents, representing (29%) gave this reason.
- Enables students have a right attitude to education (punctual to school) and maintain discipline - Fourteen respondents, representing (30%) gave this reason.
- The learning materials some parents donate to schools, help students have more knowledge and be vast - Ten respondents, representing (22%) gave this reason.

**TABLE 4.2.1.5.2** Showing The Responses Of Respondents On The Contributions Of The Community To Support Female Educational Development Projects.

| ANY SUPPORT? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 40 | (87%) |
| Non-Affirmative | 3 | (6%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty respondents, representing (87%) gave an affirmative response, indicating that the community supports female educational development projects, while three respondents representing (6%) gave a non-affirmative response which indicates that the community does not support female educational development projects. Three respondents, representing (6%) did not respond here.

For the follow-up question, the following are the responses to the range of answers provided:

- Donations (in terms of cash) - Eighteen respondents representing (39%) responded to this.
- Building of new classrooms and renovations - Fifteen respondents, representing (29%) responded to this.
- Liase with schools to launch appeal funds - Fourteen respondents representing (30%) responded to this.
- Provision of learning materials for functional education - Fourteen respondents, representing (30%) responded to this.

On the attitude of parents and husbands to PTA meetings and also support for educational development projects, to the question; comment generally on the attitudes of parents and husbands - Forty respondents, representing (87%) responded while six respondents representing (13%) did not respond here. The following are the summary of the range of responses on parents;

- They have been co-operating and putting their best - Seventeen respondents, representing (37%) gave this response.
- They do not frequent PTA meetings - Fifteen respondents, representing (29%) gave this response
- They donate funds and learning materials - Twelve respondents, representing (26%) gave this response.
- The mothers are more active and punctual to PTA meetintgs eleven respondents, representing (24%) gave this response.

While the following are the summary of the range of responses on the husbands;

- They need to improve on their support - Twelve respondents representing (26%) gave this response.
- Their attitude is not impressive - Twelve respondents, representing (26%) gave this response.
- Their attitude is not encouraging - Ten respondents, representing (22%) gave this reason.
- They donate funds and learning materials for functional education - Eight respondents, representing (17%) gave this response.

On the kind or form of children, husbands and parents support to enhance female education and development of schools, to the question - What kind or form of

support do they give as their contributions to the development of female education and schools;

- Thirty one respondents, representing (67%) responded, while fifteen respondents representing (33%) did not respond here. The following are the summary of the range of responses on the children;
- They give moral support, which encourages the women - Seventeen respondents, representing (37%) gave this response.
- Financial support from the matured children - Fifteen respondents, representing (33%) gave this response.

On the husbands, the following are the summary of the range of responses;

- They donate during fund-raising and co-operate with their wives - Sixteen respondents, representing (35%) gave this response.
- They provide working materials - Fifteen respondents, representing (33%) gave this response.

While on the parents, the following are the summary of the range of responses;

- During enlightenment campaigns, literate parents encourage the illiterate ones to send their daughters to school and attend PTA meetings inorder to be part of the system - Seventeen respondents, representing (37%) gave this response.
- They assist through financial and material contributions to develop schools - Seventeen respondents, representing (37%) gave this response.
- They liase with the implementors through PTA to launch appeal funds inorder to raise more funds for the development of schools - Fifteen respondents, representing (33%) gave this response.

**TABLE 4.2.1.5.3:** Showing The Opinion Of Respondents On The Role Of National Agencies To Enhance Female Education.

| ARE THEY DOING ENOUGH? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 31 | (67%) |
| Non-Affirmative | 11 | (24%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty one respondents, representing (67%) gave an affirmative response, which indicates that national agencies are doing enough to enhance female education, while eleven respondents, representing (24%) gave anegative response, indicating that these agencies are not doing enough to enhance female education. Four respondents, representing (9%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- By funding schools, providing fees for students inorder to encourage them, and providing more learning materials and vehicles for schools - Twenty respondents, representing (43%) gave this reason.
- The importance of education is well known through their workshops, seminars, literacy campaigns, and members of the community are cooperating by sending their daughters and wives (females) to school - Eighteen respondents, representing (39%) gave this reason.

While the following reasons for No response are the summary of the range of responses;

- They need to improve on their enlightenment campaigns, by recruiting more agents who understand the local dialects of the people, inorder to encourage the

illiterate parents or husbands in the interior rural areas to send their females to school - Eleven respondents, representing (24%) gave this reason.

- Because more contributions come from international agencies, who have been doing so much to enhance female education - Ten respondents, representing (22%) gave this reason.
- Some schools still lack good infrastructures and learning materials - Eight respondents, representing (17%) gave this reason.

**TABLE 4.2.1.5.4:** Showing The Opinion Of Respondents On The Success Of Female Education In The Local Government Area.

| IS FEMALE EDUCATION SUCCEEDING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 33 | (72%) |
| Non-Affirmative | 5 | (11%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty three respondents, representing (72%) gave an affirmative response which indicates that the aim of enhancing female education is succeeding in their locality, while five respondents, representing (11%) gave a non affirmative response, indicating that the aim of enhancing female education is not succeeding in their locality. Eight respondents, representing (17%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- Female enrolment is increasing in schools; for the fact that members of the community are aware of the benefits of female education and the various

contributions of educated women to aid development in their areas, they are now interested in sending their females to school and providing them with essential needs - Twenty respondents, representing (43%) gave this reason.

- The number of female graduates is increasing, since more females are now interested in furthering their education - Eighteen respondents, representing (39%) gave this reason.
- More female students are encouraged and are now performing better in school - Sixteen respondents, representing (35%) gave this reason.

While the following reasons for No response are the summary of the range of responses;

- Most times, agencies or governments allocation for female education does not reach the interior villages, so the schools in these areas are in poor conditions - lacking good infrastructures and necessary facilities - This however does not make the rural people interested in sending their females to school - Five respondents, representing (11%) gave this reason.

On the role of government in improving female education, to the question; As to what government should do to improve on female education: Forty two respondents, representing (91%) responded while four respondents representing (9%) did not respond here. However, the following are the summary of the range of responses;

- Government should introduce more programmes that will reach the interior rural areas, inorder to enlighten the villagers and also encourage them - Twenty respondents, representing (43%) gave this response.

- They should intensify on their literacy campaigns and fulfill all their promises to provide enough funds for facilities, instead of saying what they will eventually find difficult to do - Twenty respondents, representing (43%) gave this response.
- They should enforce the bye-laws enacted on female education and punish offending members of the community who disobey these laws - Eighteen respondents, representing (39%) gave this response.
- More female institutions should be established, equipped with necessary facilities and equipments for teaching and learning to be made easier, and also for functional education - Seventeen respondents, representing (37%) gave this response.
- Provide good salaries for teachers and employ qualified teachers who will serve as good role models - Fifteen respondents, representing (33%) gave this response.
- Provide more employment opportunities for educated females inorder to encourage those coming behind - Ten respondents, representing (22%) gave this response.
- Provide free education for females to university level with good incentives for teachers and providing enough funds for schools - Ten respondents, representing (22%) gave this response.

### 4.2.2 Misau Local Government Area

**TABLE 4.2.2.1:** Distribution of Respondents by Sex, Age, Marital Status, Religion and Number of Respondents:

| SEX | | AGE | | | MARITAL STATUS | | | RELIGION | | NUMBER OF RESPONDENTS |
|---|---|---|---|---|---|---|---|---|---|---|
| *Male* | *Female* | *< 20* | *21 - 30* | *> 30* | *Married* | *Single* | *Divorce* | *Islam* | *Christian* | |
| 29 | 22 | 2 | 16 | 21 | 40 | 7 | 2 | 45 | 6 | 51 |
| (57%) | (43%) | (4%) | (31%) | (41%) | (78%) | (14%) | (4%) | (88%) | (12%) | (85%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that out of the total number of respondents in terms of sex, twenty nine are males representing (57%) while twenty two are females representing (43%). Respondents, who are less than twenty years are two in number representing (4%) while those between twenty one to thirty years are sixteen in number representing (31%) and those who are more than thirty years are twenty one in number representing (41%). However, twelve respondents, representing (23%) did not respond here. As regards marital status, a total of forty respondents, representing (78%) are married, while seven respondents, representing (14%) are single and two respondents, representing (4%) are divorced. Two respondents, representing (4%) did not respond here.

On religion, forty five respondents, representing (88%) are muslims, while six respondents, representing (12%) are christians.

The table also shows that a total number of fifty one respondents representing (85%) responded to the questionnaires administered in this Local Government Area. However, nine respondents, representing (15%) did not return the questionnaires administered to them.

**Table 4.2.2.2** Respondents By Occupation, Income And Educational Qualification.

| OCCUPATION | | | INCOME | | EDUCATIONAL QUALIFICATION | |
|---|---|---|---|---|---|---|
| Civil Servant | Business | Housewife | <30,000 | >30,000 | High Qua. | Low Qua. |
| 46 (90%) | 4 (8%) | 1 (2%) | 12 (23%) | 10 (20%) | 14 (27%) | 31 (61%) |

**SOURCE: FIELD SURVEY DATA (1997)**

In terms of occupation, the table shows that the forty six respondents, representing (90%) are civil servants, while four respondent, representing (8%) are businessmen and women, and one respondent representing (2%) is a housewife.

On income, the table shows that twelve respondents representing (23%) earn less than thirty thousand naira per annum, while ten respondents representing (20%) earn more than thirty thousand naira per annum (classified under high income with two thousand, five hundred naira - ₦2,500 per month). However, twenty nine respondents, representing (57%) did not respond here.

As regards educational qualification, fourteen respondents representing (27%) have high qualification, with HND, Degree and above, while thirty one respondent representing (61%) have low qualification with less than HND or Degree. Six respondents, representing (12%) did not respond here.

### 4.2.2.3 Consciousness To Educational Programmes Based on Education For All (EFA) Initiative.

**Table 4.2.2.3.1** Showing The Level OfRrespondents Consciousness To Educational Programmes.

| CONSCIOUSNESS | | MEDIUM | | | | |
|---|---|---|---|---|---|---|
| Positive | Negative | Radio | School | Television | Symposia | Others |
| 47 (92%) | 4 (8%) | 21 (41%) | 5 (10%) | 14 (27%) | 3 (6%) | 4 (8%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty seven respondents, representing (92%) gave a positive response indicating that they have heard about the EFA programmes, while four respondents representing (8%) gave a negative response, indicating that they have not heard about the education for all initiative and are not conscious of the programmes' activities around them.

Twenty one respondents, representing (41%) heard about it through the radio, five respondents representing (10%) through the school, fourteen respondents representing (27%) through television, while four respondent representing (8%) specified other mediums such as public enlightenment campaigns, Adult and non formal education programmes' publications and through other news dailies. Four respondents representing (8%) did not respond here.

**Table 4.2.2.3.2** Showing The Opinions Of Respondents On The Needs For The Special Focus On Female Education.

| ANY NEED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 48 | (94%) |
| Non-Affirmative | 3 | (6%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty eight respondents, representing (94%) gave an affirmative response indicating that there is a need for the special focus on female education, while three respondents representing (6%) gave a non affirmative response indicating that there is no need for the special focus on female education.

For the follow-up question, the following reasons for yes response are the summary of the range of responses;

- For development; personal and society-twenty three respondent representing (45%) gave this reason.
- Backbone of the family-fifteen respondents, representing (29%) gave the reason.
- To eradicate high level illiteracy among females in the society - Fourteen respondents, representing (27%) gave this reason.u
- To enlighten the populace on the importance of female education - Ten respondents representing (20%) gave this reason.
- To improve their economic base - Six respondents representing (12%) gave this reason.
- For matrimonial advantage - Five respondents, representing (10%) gave this reason.
- To improve the health of the family - Five respondents, representing (10%) gave this reason.
- To discourage early marriage - Four respondents, representing (8%) gave this reason.
- To have equal opportunity with the males - Four respondents representing (8%) gave this reason.

On the other hand, the following reasons for No response, are the summary of the range of responses;

- Too much education which will expose the females will not be useful to them since they will end up in their husbands house - Three respondents, representing (6%) gave this reason.

- There is no need for the special focus on female education because Islamic religion does not encourage too much education for females-Three respondents, representing (6%) gave this reason.
- Females who are the weaker sex cannot do much, so they do not need much education - Two respondents, representing (4%) gave this reason.
- In order to discourage feminism - Two respondents, representing (4%) gave this reason.

**Table 4.2.2.3.3** Showing Respondents Opinions On The General Attitudes Towards Educational Programmes, Aimed At Achieving The Education For All Goals.

| GENERAL ATTITUDE | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Welcome | 49 | (96%) |
| Not Welcome | 0 | (0%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty-nine respondents, representing (96%) believes the programme' is a welcome development indicating that members of the community are interested in the aims of the programmes, while none of the respondents representing (0%) gave a negative response. Three respondents, representing (6%) did not respond here.

For the follow-up question, the following reasons for welcome response are the summary of the range of responses.

- The programmes will expose females and their parents/husbands to the realities of life and benefits of education - Nineteen respondents, representing (37%) gave this reason.

- Female illiteracy rate will reduce - Seventeen respondents representing (33%) gave this reason.
- The programmes will enable the realisation of female education at all levels quicker - Seventeen respondents, representing (33%) gave this reason.
- Educational standards will improve - Sixteen respondents, representing (31%) gave this reason.
- The programmes have brought awareness to the people especially in the rural areas, on the importance of education - Eleven respondents, representing (21%) gave this reason.
- People are now interested in sending their females to school - Eight respondents, representing (16%) gave this reason.
- Individuals in the community are contributing in various ways inorder to ensure success - Seven respondents, representing (14%) gave this reason.

**Table 4.2.2.3.4** Showing If The Activities Of The Educational Programmes Have Made An Impact On The Male And Female Population In The Locality Of Respondents.

| ADEQUATELY INFORMED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 35 | (69%) |
| Non-Affirmative | 13 | (25%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty five respondents, representing (69%) gave an affirmative response indicating that the male and female population have been adequately informed about the benefits of female education, while thirteen respondents representing (25%) gave a non affirmative (No) response indicating that the male and

female population have not been adequately informed. Three respondents, representing (6%) did not respond here.

For the follow-up question, the following reasons for Yes response, are the summary of the range of responses;

- The rural people now encourage mass mobilisation campaigns by the local government education authority and other agencies - Nineteen respondents, representing (37%) gave this reason.
- Community members come together to hold meetings in order to discuss how they can contribute to the development of schools in their locality - twelve respondents representing (24%) gave this reason.
- People are now interested in sending their females to school - Eleven respondents representing (22%) gave this reason.
- More females are now interested in going to school or attending literacy classes and working very hard to succeed - Ten respondents representing (20%) gave this reason.

The following reasons for No response, are the summary of the range of responses.

- Because some of the local people still have the same negative attitude towards western education and female education - Thirteen respondents, representing (25%) gave this reason.
- Activities of the programmes are not so intensive and sufficient enough in the interiors of the rural areas, to convince and make the rural people more enlightened - Twelve respondents representing (24%) gave this reason.

- More of the campaigns are on television or radios, so many of the rural people who do not possess these electronics cannot be adequately informed -Eleven respondents, representing (22%) gave this reason.
- Some members of the community still prefer sending their daughters out to hawk wares in the streets - Eleven respondents representing (22%) gave this reason.
- Most of the agents cannot speak the dialects of the rural people in the interiors, so the local people do not show interest because they believe that what the agents are trying to impart is another way to make them do away with their tradition - Ten respondents, representing (20%) gave this reason.

**TABLE 4.2.2.3.5** Showing The Opinions Of Respondents On The Attitudes And Responses Of Females To Education.

| ENCOURAGING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 31 | (61%) |
| Non-Affirmative | 13 | (25%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty one respondents, representing (61%) gave an affirmative response, indicating that the females are interested and willing to go to school while thirteen respondents, representing (25%) gave a non-affirmative response indicating that females are not willing to go to school. Seven respondents, representing (14%) however did not respond here.

For the follow-up question, the following reasons are given for Yes response:

- More positive attitudes especially by married women towards enrolment and furthering their studies - Twenty respondents, representing (39%) gave this reason.
- Drop-out girls are returning to school and those already in school are working very hard to succeed in their school work - Twenty respondents, representing (39%) gave this reason.
- Many females now show a lot of enthusiasm and also join campaigns in support of female education with other members of their youth clubs - fifteen respondents representing (29%) gave this reason.
- Encouragement from parents and husbands who know the value of education and also females believing that even in poverty, the government and other agencies are ready to do so much for them to be educated -thirteen respondents representing (25%) gave this reason.
- So many females help to educate their younger ones at home inorder to encourage them - Thirteen respondents, representing (25%) gave this reason.

While the following reasons for No response, are the summary of the range of responses;

- Some are not interested because they feel marriage is the ultimate and most important thing for them as females, and that their husbands will provide them with all they need - Twelve respondents representing (24%) gave this reason.
- Because of their traditional and religious backgrounds, some believe that western education is not so good for them - Twelve respondents, representing (24%) gave this reason.

- There is no moral and financial support from some parents, husbands and other members of their family, who are yet to be convinced - Eleven respondents, representing (22%) gave this reason.
- So many females are not ready to study because they are discouraged by teachers negative attitudes to teaching and lack of facilities in schools - Ten respondents, representing (20%) gave this reason.

#### 4.2.2.4. Accepting Female Education, Based On The Influence Of Educational Programmes.

**TABLE 4.2.2.4.1** Showing The Opinions Of Respondents On The Need For More Emphasis On The Education Of Females.

| ANY NEED? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Agree | 45 | (88%) |
| Disagree | 3 | (6%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty-five respondents, representing (88%) agreed to the fact that there is the need for more emphasis on the education of females, while three respondents, representing (6%) disagreed, indicating that to them there is no need for more emphasis on the education of females. Three respondents, representing (6%) did not respond here.

For the follow-up question, the following reasons are given for the Positive response,

- Because there is still the need to create awareness and enlighten more people inorder to make them understand the importance of female education - Twenty five respondents representing (49%) gave this reason.
- Since females are the nurturers of every nation, special emphasis should be given to their education so that they can help build up the home and the young generation who will help to build the nation as a whole - Twenty one respondents, representing (41%) gave this reason.
- Inorder for the females to be encouraged, show more interest to education and be able to further their education - Nineteen respondents, representing (37%) gave this reason.
- Because educated females are still few when compared with their male counterparts - Fourteen respondents, representing (27%) gave this reason.

Others who do not support more emphasis on the education of females reasoned that;

- Because females will on the long run depend on their husbands, they do not need much education - Three respondents, representing (6%) gave this reason.
- The people already know the importance of education - Two respondents, representing (4%) gave this reason.
- No need for more emphasis because already, literacy classes are seriously on and parents/husbands give their full support - Two respondents, representing (4%) gave this reason.

**Table 4.2.2.4.2:** Showing The Opinion Of Respondents On The Attention Being Given To Female Education By Parents In Terms Of Willingness To Send Their Daughters To School.

| IS ATTENTION ENCOURAGING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 35 | (69%) |
| Non-Affirmative | 12 | (23%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty five respondents, representing (69%) gave an affirmative response which indicates that the attention is encouraging and parents are willing to send their daughters to school, while twelve respondents representing (23%) gave a non affirmative response which indicates that the attention is not encouraging and parents are not willing to send their daughters to school. Four respondents, representing (8%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- So many parents now know the importance and value of female education and so do not withdraw their female children from school - Twenty three respondents, representing (45%) gave this reason.
- Awareness through literacy programmes - Twenty respondents, representing (39%) gave this reason.
- So many parents now attend and pay PTA Levy - Fifteen respondents, representing (29%) gave this reason.

- Many attend literacy campaigns with their daughters inorder to enable them know the benefits of western education and be encouraged to further their education - fourteen respondents, representing (27%) gave this reason.
- Because a lot of suitors now prefer educated girls - Twelve respondents, representing (24%) gave this reason.
- So many parents now monitor their daughter's performance in school - Six respondents, representing (12%) gave this reason.

While the following reasons for No response, are the summary of the range of responses;

- Illiteracy and misinterpretation of Islamic religion - Twelve respondents, representing (29%) gave this reason.
- Most parents see the girls as their husbands responsibility, so too much education for them, they believe is a waste of time - Eleven respondents, representing (22%) gave this reason.
- Some still maintain that western education is meant for males only - Eleven respondents, representing (22%) gave this reason.
- There are still many girls hawking wares in the streets, who do not attend school regularly - Ten respondents, representing (20%) gave this reason.
- Parents in villages are disappointed at the fact that pupils learn under trees and school's lack infrastructure and facilities - Nine respondents, representing (18%) gave this reason.
- Some parents do not have enough money to sponsor their daughters - Eight respondents, representing (16%) gave this reason.

- Because in some cases, the females themselves are not willing to further their education - Seven respondents, representing (14%) gave this reason.

**TABLE 4.2.2.4.3:** Showing The Opinion Of Respondents On The Attention Being Given To Female Education By Husbands In Terms Of Willingness To Allow Their Wives Further Their Education Or Attend Literacy Classes.

| ADEQUATE ENOUGH? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 25 | (49%) |
| Non-Affirmative | 18 | (35%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that twenty five respondents, representing (49%) gave an affirmative response indicating that husbands attention is adequate enough and they are willing to allow their wives further their education and attend literacy classes. While eighteen respondents, representing (35%) gave a non affirmative response which indicates that the attention is not adequate enough. Eight respondents, representing (16%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- So many husbands now encourage their wives because of their level of awareness through literacy programmes, which has enabled them know the value of education and the fact that an educated wife will assist them financially - Eighteen respondents, representing (35%) gave this reason.
- The educated husbands want the same for their wives - Seventeen respondents, representing (33%) gave this reason.

- Because more women now attend literacy classes - Fifteen respondents, representing (29%) gave this reason.
- The husbands contribute to the development of schools and women centres - Fourteen respondents, representing (27%) gave this reason.

On the other hand, the following reasons for No response are the summary of the range of responses;

- Traditional and religious factors; the believe that wives should be in purdah, makes education less important for them - Eighteen respondents, representing (35%) gave this reason.
- Selfish interest; some men still believe that with education, women will be too exposed and will eventually try to control them - Fifteen respondents, representing (29%) gave this reason.
- So many who are illiterates feel the wives should not waste their time going to school since they will depend on them (the husbands), and there is no pressure from the wives who are not interested in going to school - Fourteen respondents, representing (27%) gave this reason.
- Distance of schools and the fact that so many schools are still yet to be equipped with necessary facilities, discourages them - Twelve respondents, representing (24%) gave this reason.
- Financial reasons - Eleven respondents, representing (22%) gave this reason.
- A large number of uneducated women are still away from school - Nine respondents, representing (18%) gave this reason.

#### 4.2.2.5 Participation By Individuals And Organisations To Enhance Female Educational Development.

To the question; How have the implementors of the educational programmes been able to help solve the problems of female education; Forty two respondents, representing (82%) responded, while nine respondents representing (18%) did not respond here. However, the following is the summary of the range of responses:

- With their intensive literacy enlightenment campaigns through posters, Television, Radio, symposia and also personal discussions with members of the community through the traditional rulers, village - district and family heads, they have helped to increase public awareness on the benefits of female education - Twenty five respondents, representing (49%) gave this reason.
- They have been erecting new classroom structures and hostels in women centres, girl-child model schools and formal educational institutions inorder to encourage the females, their parents, husbands and to increase female enrolment in schools - Twenty two respondents, representing (43%) gave this reason.
- They have been encouraging females by giving scholarships and fellowships to women and making education free to secondary school level. Twenty respondents, representing (39%) gave this reason.
- They provide incentives such as text books and other learning materials to enhance female education in schools - Seventeen respondents, representing (33%) gave this reason.
- They employ part-time trained teachers for subjects that students have not been performing well in and organise extra lessons for pupils or students in schools - Seventeen respondents, representing (33%) gave this reason.

- Training of more female teachers and personnels that will serve as good role models for the female students - Sixteen respondents, representing (31%) gave this reason.
- Their responses is not encouraging because of mismanagement of little available funds - Twelve respondents, representing (24%) gave this reason.
- With their help and various forms of encouragement, female withdrawal from schools have reduced and female enrolment in both formal and non-formal institutions is increasing - Eleven respondents, representing (22%) gave this reason.

To another question; In which of the following areas are International agencies helping to solve the educational needs of females; Forty five respondents, representing (88%) responded, while six respondents representing (12%) did not respond here. The following are the responses to the range of answers provided;

a. Provision of learning materials for functional education - Thirty one respondents, representing (61%) responded to this.
b. Provision of relevant books - Twenty three respondents, representing (45%) responded to this.
c. Regular source of funding to encourage enrolment or participation - Twenty two respondents, representing (43%) responded to this.
d. Renovating and building of new classrooms - Twenty two respondents, representing (43%) responded to this.

However, other areas of support indicated, include giving of loans for training of teachers, provision of vehicles for easier penetration into remote rural areas for

supervision and inspection. They also encourage and motivate the national agencies to participate more, through their keen interest and support.

**TABLE 4.2.2.5.1:** Showing The Opinion Of Respondents On The Attention Being Given By Parents To Their Daughters Progress At School.

| ATTENTION GIVEN? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Enough/Adequate | 25 | (49%) |
| Not Enough | 10 | (20%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that twenty five respondents, representing (49%) responded to the attention being given by parents as enough or adequate, while ten respondents representing (20%) responded to the attention being given as not enough. Sixteen respondents, representing (12%) however did not respond here.

For the follow-up question on how this attention influence the performance of the students, the following reasons are the summary of the range of responses;

- Students perform better in Exams - Twenty two respondents, representing (43%) gave this reason.
- Encourages the students to work hard and be interested in furthering their education - Seventeen respondents, representing (33%) gave this reason.
- Enables students have a right attitude to education and maintain discipline - Fifteen respondents, representing (29%) gave this reason.
- The learning materials some parents donate to schools, help students have more knowledge and be vast - Twelve respondents, representing (24%) gave this reason.

**TABLE 4.2.2.5.2** Showing The Responses Of Respondents On The Contributions Of The Community To Support Female Educational Development Projects.

| ANY SUPPORT? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 42 | (82%) |
| Non-Affirmative | 5 | (10%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty two respondents, representing (82%) gave an affirmative response, indicating that the community supports female educational development projects, while five respondents representing (10%) gave a non-affirmative response which indicates that the community does not support female educational development projects. Four respondents, representing (8%) did not respond here.

For the follow-up question, the following are the responses to the range of answers provided:

- Donations (in terms of cash) - Twenty respondents representing (39%) responded to this.
- Building of new classrooms and renovations - Eighteen respondents, representing (35%) responded to this.
- Liase with schools to launch appeal funds - Sixteen respondents representing (31%) responded to this.
- Provision of learning materials for functional education - Sixteen respondents, representing (31%) responded to this.

On the attitude of parents and husbands to PTA meetings and also support for educational development projects, to the question; comment generally on the attitudes of parents and husbands - Forty four respondents, representing (86%) responded while seven respondents representing (14%) did not respond here. The following are the summary of the range of responses on parents;

- They have been co-operating and putting their best - Nineteen respondents, representing (37%) gave this response.
- They do not frequent PTA meetings - Eighteen respondents, representing (35%) gave this response
- They donate funds and learning materials - Fourteen respondents, representing (27%) gave this response.
- The mothers are more active and punctual to PTA meetings Fourteen respondents, representing (27%) gave this response.

While the following are the range of responses on the husbands;

- They need to improve on their support - Fifteen respondents representing (29%) gave this response.
- Their attitude is not impressive - Thirteen respondents, representing (25%) gave this response.
- Their attitude is quite encouraging - Eleven respondents, representing (22%) gave this reason.
- They donate funds and learning materials for functional education - Nine respondents, representing (18%) gave this response.

On the kind or form of children, husbands and parents support to enhance female education and development of schools, to the question; What kind or form of

support do they give as their contributions to the development of female education and schools? - Thirty four respondents, representing (67%) responded, while seventeen respondents representing (33%) did not respond here. The following are the summary of the range of responses on the children;

- They give moral support, which encourages the women - Nineteen respondents, representing (37%) gave this response.
- Financial support from the matured children - Seventeen respondents, representing (33%) gave this response.

On the husbands, the following are the summary of the range of responses;

- They donate during fund-raising and co-operate with their wives - Seventeen respondents, representing (33%) gave this response.
- They provide working materials - Seventeen respondents, representing (33%) gave this response.

While on the parents, the following are the summary of the range of responses;

- During enlightenment campaigns, literate parents encourage the illiterate ones to send their daughters to school and attend PTA meetings inorder to be part of the system - Eighteen respondents, representing (35%) gave this response.
- They assist through financial and material contributions to develop schools - Sixteen respondents, representing (31%) gave this response.
- They liase with the implementors through PTA to launch appeal funds inorder to raise more funds for the development of schools - Sixteen respondents, representing (31%) gave this response.

**TABLE 4.2.2.5.3:** Showing The Opinion Of Respondents On The Role Of National Agencies To Enhance Female Education.

| ARE THEY DOING ENOUGH? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 35 | (69%) |
| Non-Affirmative | 13 | (25%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty five respondents, representing (69%) gave an affirmative response, which indicates that national agencies are doing enough to enhance female education, while thirteen respondents, representing (25%) gave a negative response, indicating that these agencies are not doing enough to enhance female education. Three respondents, representing (6%) did not respond here.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- By funding schools, providing fees for students inorder to encourage them, and providing more learning materials and vehicles for schools - Twenty one respondents, representing (41%) gave this reason.
- The importance of education is well known through their workshops, seminars, literacy campaigns, and members of the community are cooperating by sending their daughters and wives (females) to school - Twenty one respondents, representing (41%) gave this reason.
- By building more schools for females and recruiting more female teachers and instructors who will serve as role models for the female students and to teach women in purdah - Twenty respondents, representing (39%) gave this reason.

While the following reasons for No response are the summary of the range of responses;

- They need to improve on their enlightenment campaigns, by recruiting more agents who understand the local dialects of the people, inorder to encourage the illiterate parents or husbands in the interior rural areas to send their females to school - Thirteen respondents, representing (25%) gave this reason.
- Because more contributions come from international agencies, who have been doing so much to enhance female education - Twelve respondents, representing (24%) gave this reason.
- Some schools still lack good infrastructures and learning materials - Twelve respondents, representing (24%) gave this reason.

**TABLE 4.2.2.5.4:** Showing The Opinion Of Respondents On The Success Of Female Education In The Local Government Areas.

| IS FEMALE EDUCATION SUCCEEDING? | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Affirmative | 35 | (69%) |
| Non-Affirmative | 16 | (31%) |

**Source:** **Field Survey Data (1997)**

The table shows that thirty five respondents, representing (69%) gave an affirmative response which indicates that the aim of enhancing female education is succeeding in their locality, while sixteen respondents, representing (31%) gave a non affirmative response, indicating that the aim of enhancing female education is not succeeding in their locality.

For the follow-up question, the following reasons for Yes response are the summary of the range of responses;

- Female enrolment is increasing in schools; for the fact that members of the community are aware of the benefits of female education and the various contributions of educated women to aid development in their areas, they are now interested in sending their females to school and providing them with essential needs - Twenty two respondents, representing (43%) gave this reason.
- More female students are encouraged and are now performing better in schools - Ten respondents, representing (20%) gave this reason.

While the following reasons for No response are the summary of the range of responses;

- Misinterpretation of Islamic religion teachings, with the believe that higher western education is better for males only and in some cases females can only mix Islamic education with first few years of basic education programme, after which the parents or guardians will then allow them to marry - sixteen respondents, representing (31%) gave this reason.
- Most times, agencies or governments allocation for female education does not reach the interior villages, so the schools in these areas are in poor conditions - lacking good infrastructures and necessary facilities - This however does not make the rural people interested in sending their females to school - Ten respondents, representing (20%) gave this reason.

On the role of government in improving on female education, to the question; What can government do to improve on female education: Forty three respondents,

representing (84%) responded while eight respondents representing (16%) did not respond here. However, the following are the summary of the range of responses;

- The government should liase with Islamic religion leaders to help carry out enlightenment campaigns on the teachings of the religion concerning female education, inorder to stop misinterpretation - Sixteen respondents, representing (31%) gave this response.
- They should introduce more programmes that will reach the interior rural areas, inorder to enlighten the villagers and also encourage them - fourteen respondents, representing (27%) gave this response.
- They should intensify on their literacy campaigns and fulfill all their promises to provide enough funds for facilities, instead of saying what they will eventually find difficult to do - Fourteen respondents, representing (27%) gave this response.
- They should enforce the bye-laws enacted on female education and punish offending members of the community who disobey these laws - Twelve respondents, representing (24%) gave this response.
- More female institutions should be established, equipped with necessary facilities and equipments for teaching and learning to be made easier, and also for functional education - Eleven respondents, representing (23%) gave this response.
- Provide good salaries for teachers and employ qualified teachers who will serve as good role models - Nine respondents, representing (18%) gave this response.

- Provide more employment opportunities for educated females inorder to encourage those coming behind - Five respondents, representing (10%) gave this response.
- Provide free education for females to university level with good incentives for teachers and providing enough funds for schools - Four respondents, representing (8%) gave this response.

### 4.2.3 Level of Education Respondents Desire For Their Male and Female Children, Based On Their Sex, Qualification, Income And Religion

**Table 4.2.3.1:** Showing the level of Education respondents desire for their male children, based on the sex of respondents.

| SEX OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Male respondents desiring high level of education for their male child. | 49 | (59%) |
| Male respondents desiring low level of education for their male child. | 0 | (0%) |
| Female respondents desiring high level of education for their male child. | 34 | (41%) |
| Female respondents desiring low level of education for their male child. | 0 | (0%) |
| **TOTAL** | 83 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty-nine male respondents, representing (59%) desire high level of education for the male child, while none of the male respondent representing (0%) desire low level of education for the male child.

On the part of the female respondents, thirty-four representing (41%) desire high level of education for the male child while none of them, representing (0%) desire low

level of education for the male child. Fourteen respondents, representing (14%) did not respond here. The difference here is not statistically significant since the evidence here is overwhelming that none of the male and female respondents desire low level of education for their male children. According to the respondents however, they desire high level of education for their male children because they are the future heads of households who will need to be properly educated for them to be in good positions and be well paid, inorder to be able to carry the responsibilities of their homes in the future.

**Table 4.2.3.2** *The level of education respondents desire for their female children, based on the sex of respondents.*

| SEX OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Male respondents desiring high level of education for their female child. | 36 | (42%) |
| Male respondents desiring low level of education for their female child. | 10 | (12%) |
| Female respondents desiring high level of education for their female child. | 34 | (40%) |
| Female respondents desiring low level of education for their female child. | 6 | (7%) |
| **TOTAL** | 86 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that thirty six male respondents, representing (42%) desire high level of education for their female child, while ten representing (12%) desire low level of education for their female children. Female respondents on their part, thirty-four representing (40%) desire high level of education for their female children, while six

representing (7%) desire low level of education for their female children. Eleven respondents, representing (11%) did not respond here.

However, with the table in view, though most of the male and female respondents desire high level of education for their female children, with such reasons as they will need to be independent; share the family responsibility with their husbands; and be good teachers to their young children inorder for them to have a good foundation. Unlike for the male children, some respondents still prefer low level of education for their female children since to them, there should be no equality between males and females who will in future become housewives, and according to Islamic doctrines are suppose to solely depend on their husbands and take good care of their homes.

Since there are more than two male and female respondents desiring low level of education for their female children, the difference here is statistically significant. Therefore, a statistical test using the chi-square test ($x^2$) was carried out based on the hypothesis; to test if the level of education desired for the female children is gender based. With the critical value (cv) at 3.841. The $x^2$ stipulated reject the hypothesis if the calculated $x^2$ is greater or equal to the table ($x^2$) that is 3.841. After the statistical test was carried out, the calculated chi-square stood at 1.2. Therefore, there is no statistically significant association between gender and level of education desired for female children.

**Table 4.2.3.3** Showing the level of education respondents desire for their male children based on the qualification of respondents.

| QUALIFICATION OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Highly qualified respondents desiring high education for their male child. | 18 | (27%) |
| Highly qualified respondents desiring low education for their male child. | 0 | (0%) |
| Low qualified respondents desiring high education for their male child. | 47 | (70%) |
| Low qualified respondents desiring low education for their male child. | 2 | (3%) |
| TOTAL | 67 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that eighteen highly qualified respondents, representing (27%) desire high level of education for their male children, while none of them desire low level of education for their male children, because to them the importance of higher education (degree and equivalent) for the males as they have experienced cannot be overemphasized. Forty-seven low qualified respondents, representing (70%) desire high education for their male children while two, representing (3%) desire low level of education for their male children, because they feel the boys should combine this little education with farming which is most important for them and their family. Thirty respondents, representing (31%) did not respond here. However, the difference here is not statistically significant with none of the highly qualified respondents desiring low level of education for their male children, and only two low qualified respondents desiring low level of education for their male children.

**Table 4.2.3.4** Showing the level of education respondents desire for their female children, based on the qualification of respondents.

| QUALIFICATION OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Highly qualified respondents desiring high level of education for their female child. | 23 | (29%) |
| Highly qualified respondents desiring low level of education for their female child. | 4 | (5%) |
| Low qualified respondents desiring high level of education for their female child. | 41 | (53%) |
| Low qualified respondents desiring low level of education for their female child. | 10 | (13%) |
| **TOTAL** | 78 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

Twenty three highly qualified respondents, representing (29%) desires high level of education for their female children while four representing (5%) desires low level of education for their female children.

Forty-one low qualified respondents, representing (53%) desire high education for their female children, while ten, representing (13%) desires low level of education for their female children, with the explanation that they will soon become their husbands' responsibility. Nineteen respondents, representing (19%) did not respond here. The difference here however is statistically significant, therefore a statistical test using the chi-square test ($x^2$) was carried out based on the hypothesis; to test if the level of education desired for the female children is dependent on the qualification of the respondents. With the critical value (CV) at 3.841. The $x^2$ stipulates; reject hypothesis

if the calculated $x^2$ is greater or equal to the table ($x^2$) that is 3.841. After the statistical test was carried out, the calculated chi-square stood at 0.05. Therefore, there is no statistically significant association between qualification and level of education desired for female children.

**Table 4.2.3.5** Showing the level of education respondents desire for their male children, based on the respondents income.

| INCOME OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| High income respondents desiring high level of education for their male child. | 24 | (30%) |
| High income respondents desiring low level of education for their male child. | 0 | (0%) |
| Low income respondents desiring high level of education for their male child. | 54 | (68%) |
| Low income respondents desiring low level of education for their male child. | 2 | (3%) |
| **TOTAL** | 80 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that twenty four respondents who are high income earners, representing (30%) desire high level of education for their male children, while none representing (0%) desire low level of education for their male children.

Fifty-four respondents who are low income earners, representing (68%) desire high level of education for their male children while two representing (3%) desire low level of education for their male children. Seventeen respondents, representing (17%) did not respond here. The difference here however is not statistically significant with none of the high income earners desiring low level of education for their male children

and only two low income earners desiring low level of education for their male children.

**Table 4.2.3.6** Showing the level of education respondents desire for their female children, based on the income of respondents.

| INCOME OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| High income respondents desiring high level of education for their female child. | 20 | (25%) |
| High income respondents desiring low level of education for their female child. | 3 | (4%) |
| Low income respondents desiring high level of education for their female child. | 45 | (57%) |
| Low income respondents desiring low level of education for their female child. | 11 | (14%) |
| **TOTAL** | 79 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

Twenty respondents who are high income earners, representing (25%) desire high level of education for their female children, while three representing (4%) desire low level of education for their female children.

On the other hand, forty five respondents who are low income earners, representing (57%) desire high level of education for their female children, while eleven, representing (14%) desire low level of education for their female children. Eighteen respondents, representing (18%) however did not respond here.

The difference here is statistically significant. Therefore a statistical test, using the chi-square test ($x^2$) was carried out based on the hypothesis; to test if the level of

education desired for the female children is dependent on the income of the respondents. With the critical value (CV) at 3.841. The $x^2$ stipulates; reject hypothesis if the calculated $x^2$ is greater or equal to the table ($x^2$) that is 3.841. After the statistical test was carried out, the calculated chi-square stood at 0.14. Therefore, there is no statistically significant association between income and level of education desired for female children.

**Table 4.2.3.7** Showing the level of education respondents desire for their male children based on the religion of respondents.

| RELIGION OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Muslim respondents desiring high level of education for their male child. | 48 | (55%) |
| Muslim respondents desiring low level of education for their male child. | 1 | (1%) |
| Christian respondents desiring high level of education for their male child. | 39 | (44%) |
| Christian respondents desiring low level of education for their male child. | 0 | (0%) |
| **TOTAL** | 88 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

The table shows that forty-eight respondents who are muslims, representing (55%) desire high level of education for their male children with Islamic education, while one representing (1%) desire low level of education for his male child with no explanation. On the other hand, thirty-nine respondents who are christians representing (44%) desire high level of education for their male children while none, representing (0%) desire low level of education for their male children. Nine respondents, representing (9%) did not respond here. However, the difference here is not statistically

significant with only one muslim respondent desiring low level of education for his male child and none of the christian respondents desiring low level of education for their children. We can therefore deduce from the table that all the muslim and christian respondents desire high level of education for their male children.

**Table 4.2.3.8** Showing the level of education respondents desire for their female children based on the religion of respondents.

| RELIGION OF RESPONDENTS | ABSOLUTE DISTRIBUTION | PERCENTAGE DISTRIBUTION |
|---|---|---|
| Muslim respondents desiring high level education for their female child. | 38 | (41%) |
| Muslim respondents desiring low level education for their female child. | 15 | (16%) |
| Christian respondents desiring high level education for their female child. | 35 | (38%) |
| Christian respondents desiring low level education for their female child. | 4 | (4%) |
| TOTAL | 92 | (100%) |

**SOURCE: FIELD SURVEY DATA (1997)**

Thirty eight respondents who are muslims, representing (41%) desire high level of education for their female children though with Islamic education, while fifteen representing (16%) desire low level of education for their female children with the explanation that a low level (primary or secondary education) of Western or formal education is alright for them to be literate and enable them concentrate more on Islamic education which is most important for their moral growth.

Thirty five respondents who are christians, representing (38%) desire high level of education for their female children, while four representing (4%) desire low level

of education for their female children with more of functional education which they feel will be more beneficial to them as females. Five respondents, representing (5%) did not respond here.

The difference here is statistically significant with more than two Muslim and Christian respondents desiring low level of education for their female children. A statistical test, using the chi-square test ($x^2$) was carried out based on the hypothesis; to test if the level of education desired for the female children is dependent on the religion of the respondents. With the critical value (CV) at 3.841. The $x^2$ stipulates; reject hypothesis if the calculated $x^2$ is greater or equal to the table ($x^2$) that is 3.841. After the statistical test was carried out, the calculated chi-square stood at 0.04. Therefore, there is no statistically significant association between religion and level of education desired for female children.

### 4.2.4 Transformation in the Educational System.

#### 4.2.4.1 Enrolment.

On primary school enrolment in the two local government areas of study, Misau and Tafawa Balewa, comparing male and female enrolment rate over the years (1990 - 1996) after the 'Education for All' Jomtien declaration and during the inception of the educational programmes, we can observe from the table 4.2.4.1.1 overleaf that male enrolment is higher than that of the females. Also, we can observe a transformation on female enrolment from primary one to primary six, over the years with the total number of female students enrolment rate rising from eight thousand one hundred and sixty one (8161) students in Misau in 1990, nine thousand nine hundred and seventy six (9976) students in 1991, ten thousand three hundred and eighty five (10385) students

in 1993, ten thousand four hundred and sixty nine (10469) students in 1994, to ten thousand seven hundred and eighty three (10783) students in 1995 and 1996 academic sessions. While in Tafawa Balewa, from fourteen thousand and twelve (14012) female students in 1990, fifteen thousand five hundred and ten (15510) students in 1991, nineteen thousand and fifty seven (19057) students in 1993, nineteen thousand eight hundred and fifty seven (19857) student in 1994, to twenty nine thousand one hundred and twenty five (29,125) students in 1995 and 1996 academic sessions.

## TABLE 4.2.4.1.1 SHOWING PRIMARY SCHOOL ENROLMENT BY LOCAL GOVERNMENT

**MISAU**

| | PRIMARY I | | PRIMARY II | | PRIMARY III | | PRIMARY IV | | PRIMARY V | | PRIMARY VI | | GRAND TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | MALE | FEMALE | TOTAL |
| 1990 | 4101 | 1725 | 2571 | 1661 | 2126 | 1631 | 2930 | 1667 | 2259 | 1497 | 2700 | 1796 | 16596 | 8161 | 24757 |
| 1991 | 1676 | 1116 | 1692 | 1220 | 1818 | 1165 | 1553 | 1034 | 1667 | 1210 | 2910 | 2416 | 12316 | 9976 | 22292 |
| 1992 | IB BABANGIDA DISSOLVED THE PRIMARY EDUCATION BOARD, LGAs TOOK OVER PRIMARY SCHOOLS | | | | | | | | | | | | | | NIL |
| 1993 | 3305 | 2260 | 3026 | 1735 | 2667 | 1719 | 2143 | 1560 | 2919 | 1703 | 2254 | 1492 | 16314 | 10385 | 26699 |
| 1994 | 2394 | 1499 | 3360 | 2304 | 3047 | 1758 | 2670 | 1724 | 2177 | 1582 | 2946 | 1723 | 16590 | 10469 | 27059 |
| 1995/1996 | 3276 | 1916 | 2392 | 1499 | 3360 | 2304 | 3045 | 1758 | 2670 | 1724 | 2177 | 1582 | 16922 | 10783 | 27705 |

**TAFAWA BALEWA**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1990 | 3304 | 2849 | 2820 | 2549 | 2913 | 2445 | 2859 | 2352 | 2441 | 1960 | 2226 | 1857 | 16563 | 14012 | 30575 |
| 1991 | 3052 | 2861 | 3408 | 2950 | 2959 | 2659 | 2999 | 2581 | 2922 | 2446 | 2503 | 2013 | 17843 | 15510 | 33353 |
| 1992 | CENSUS WERE CARRIED OUT AND ALL PRIMARY SCHOOLS WERE TAKEN OVER BY THE LGAS. | | | | | | | | | | | | | | *NIL* |
| 1993 | 3919 | 3247 | 4564 | 5050 | 4064 | 3468 | 2681 | 2054 | 2564 | 3076 | 2329 | 1962 | 20121 | 19057 | 39178 |
| 1994 | 4514 | 3907 | 4376 | 3585 | 4271 | 3275 | 3811 | 2977 | 3480 | 2921 | 3113 | 2461 | 23383 | 19857 | 43240 |
| 1995/1996 | 5118 | 4488 | 5916 | 5336 | 5747 | 5317 | 5473 | 4977 | 5238 | 4691 | 4665 | 4316 | 32157 | 29125 | 61282 |

SOURCE: BAUCHI STATE PRIMARY SCHOOLS MANAGEMENT BOARD (STATISTICS SECTION)

With the table in view, it is however obvious that there is a positive impact on female enrolment over the years which therefore explains that more members of the community are accepting to send their female children to primary school - Basic Education Programme.

On secondary school enrolment in the two Local Government Areas, the table 4.2.4.1.2 overleaf also shows that male students enrolment rate over the years (1990 to 1996) is always higher than that of the female students. However, on the level of female enrolment over the years, we can observe from the table that there is a fluctuation in their enrolment rate over the years in the two local government areas of study, with female enrolment in Misau rising from nine hundred and twenty eight (928) students in 1990, one thousand and ninety two (1092) students in 1991, one thousand one hundred and seventy (1170) students in 1992 to one thousand two hundred and thirty two (1232) students in 1993. Then falling from 1232 students in 1993 to one thousand and forty two (1042) students in 1994 and a drastic fall to five hundred and eighty four (584) students in 1995 and 1996 academic sessions. While in Tafawa Balewa, from two thousand three hundred and fourteen (2314) female students in 1990 rising to two thousand six hundred and fifty eight (2658) students in 1991 and then falling to one thousand four hundred twelve (1412) students in 1992. There is however an increase to three thousand three hundred and eighteen (3318) students in 1993, falling to one thousand seven hundred and seventy two (1772) students in 1994, then an increase to five thousand one hundred and forty four (5144) students in 1995 and 1996 academic sessions. Unlike the steady increase in female enrolment rate over the years in the primary school which indicates a positive impact of the educational programmes, the fluctuation here which suggests a negative impact is as a result of the

students withdrawal from school by parents (who feel they are becoming too ripe for marriage) inorder to be able to marry them off to the intending suitors who may or may not allow them to continue with their education.

On the adult and non formal school enrolment and drop out rate in Misau and Tafawa Balewa Local Government Areas, the table 4.2.4.1.3 overleaf, shows a positive impact with a transformation in female enrolment rate over the years 1994 to 1996. From five hundred and fifty one (551) female students in 1994, nine hundred (900) students in 1995 increasing to one thousand two hundred and twenty (1220) students in 1996, which suggests a better level of awareness by members of the community. Although when compared with that of male enrolment as shown on the table, there is much difference with more males enroling in the schools over the years than females. On the drop out rate of the female students, we can observed a reduction over the years from three hundred and ninety six (396) female students in 1994, one hundred and one (101) students in 1995, to seventy nine (79) students in 1996; which shows that the drop out rate of female students reduces as the years go by.

**TABLE 4.2.4.1.3:** SHOWING ADULT AND NON-FORMAL SCHOOL STUDENTS ENROLMENT AND DROP OUT RATE

| | Number of Schools | Enrolment | | Drop-Out | |
|---|---|---|---|---|---|
| | | Male | Female | Male | Female |
| 1994 Session | 19 | 1847 | 551 | 500 | 396 |
| 1995 Session | 21 | 1872 | 900 | 207 | 101 |
| 1996 Session | 330 | 2148 | 1220 | 148 | 79 |

**SOURCE: AGENCY FOR ADULT AND NON-FORMAL EDUCATION, BAUCHI STATE**

### 4.2.4.2 Performance:

With the table 4.2.4.2.1 overleaf in view, we can deduce that the general performance of students is below average in most of the subjects, which indicates a negative impact. Except in subjects like French, Hausa, Yoruba, CRK, IRK, Fine Art, Food and Nutrition and Home Management where the students performance is above average - with 100%; 51% and 71%; 64.3% and 76.5%; 65.0%; 67.5% and 62.0%; 84.3% and 52.1%; 91.7% and 67.6%; 92.2% and 95.8% respectively in 1991 and 1992 academic sessions.

Though there is a positive impact on the rate of the total number of students that registered over the years, with four thousand eight hundred and sixty one (4861) students in 1991, five thousand seven hundred and eighty four (5784) students in 1992, seven thousand four hundred and fifty nine (7459) students in 1994, eight thousand eight hundred and ninety seven (8897) students in 1995, rising to ten thousand four hundred and ninety (10,490) students in 1996. Also, the number of students with five credits and above increased over the years 1994 to 1996, from one hundred and seventy two (172) students in 1994, to two hundred and thirty (230) students in 1995 and 1996 respectively. However, a great number of the students fall within the one to nine

number of passes category, which indicates a poor performance in the examination results.

Worthy to note is the fact that most of the teachers interviewed attributed the *poor performance of students to lack of necessary facilities to make teaching* and learning easier for them and the students which the researcher observed during field inspection and verification of the schools in the local government areas of study. Also is the fact that the students show a poor response to studying. However, the students interviewed complained about the non challant attitude of their teachers (who are not regularly paid) to teaching which normally paralyses academic programmes, and also their school's lacking a good number of necessary infrastructures for a conducive learning environment and lack of available facilities to make learning easier for them. *However, when asked why they usually perform better in Food and Nutrition, Home* Management and religious studies, they gave the response that 'it is due to the fact that these subjects with the practical aspects and moral teachings are very relevant and useful to them as females and future mothers, and they will really need to put in their best performance despite all odds mentioned inorder to know them by heart and play their immediate role well in the near future'.

**Table 4.2.4.2.1:** SHOWING THE PERFORMANCE OF STUDENTS IN THEIR RESULT ANALYSIS.

| TOTAL NUMBER OF STUDENTS | | SUBJECTS | PERCENTAGE (%) PASS | |
|---|---|---|---|---|
| 1991 | 1992 | | 1991 | 1992 |
| 4861 | 5784 | English | 12% | 14.8% |
| 1 | 2 | French | 100% | 100% |
| 4050 | 4694 | Hausa | 51% | 71% |
| 60 | 57 | Igbo | 35% | 43.9% |
| 87 | 85 | Yoruba | 64.3% | 76.5% |

| TOTAL NUMBER OF STUDENTS | | SUBJECTS | PERCENTAGE (%) PASS | |
|---|---|---|---|---|
| *1991* | *1992* | | *1991* | *1992* |
| 1896 | 4694 | CRK | 42.6% | 65.0% |
| 2252 | 2708 | IRK | 67.5% | 62.0% |
| 352 | 297 | Literature in English | 38.3% | 50.5% |
| 51 | 140 | Fine Art | 84.3% | 52.1% |
| 360 | 438 | Food and Nutrition | 91.7% | 67.6% |
| 326 | 399 | Home Management | 92.2% | 95.8% |
| 385 | 361 | Physical Education | 28.6% | 21.6% |
| 2989 | 3818 | Economics | 43.3% | 34.6% |
| 3844 | 3818 | Geography | 34.3% | 28.6% |
| 1261 | 1622 | Government | 28.9% | 33.7% |
| 1029 | 1120 | History | 35.0% | 33.0% |
| 508 | 520 | Commerce | 19.5% | 25.8% |
| 192 | 318 | Book Keeping | 17.6% | 10.8% |
| 4845 | 5766 | Mathematics | 20.9% | 33.0% |
| 4099 | 4856 | Agricultural Science | 28.9% | 30.0% |
| 4627 | 5508 | Biology | 26.2% | 34.2% |
| 1677 | 2231 | Chemistry | 15.5% | 31.4% |
| 1272 | 1585 | Physics | 30.6% | 16.3% |
| 233 | 197 | Technical Drawing | 23.6% | 5.5% |

**1994**

| Number Registered | Level of Passes | Number of Candidates | Percentage |
|---|---|---|---|
| 7,459 | Five Credits and above | 172 | 2.31% |
| | One To Four Credits | 3,624 | 48.58% |
| | One To Nine Passes | 2,227 | 29.86% |
| | **Fail** | **1,436** | **19.25%** |

**1995**

| Number Registered | Level of Passes | Number of Candidates | Percentage |
|---|---|---|---|
| 8,897 | Five Credits and above | 230 | 2.59% |
| | One To Four Credits | 1,674 | 18.82% |
| | One To Nine Passes | 5,181 | 58.23% |
| | **Fail** | **1,812** | **20.36%** |

**1996**

| Number Registered | Level of Passes | Number of Candidates | Percentage |
|---|---|---|---|
| 10,490 | Five Credits and above | 230 | 2.8% |
| | Four Credits | 206 | 2% |
| | Three Credits | 431 | 4.7% |
| | Two Credits | 983 | 10% |
| | One Credit | 1,638 | 14.7% |
| | (Ordinary Passes) | | |
| | Five and above | 1,133 | 12% |
| | Four Passes | 480 | 4.8% |
| | Three Passes | 664 | 5.8% |
| | Two Passes | 1,320 | 11.7% |
| | One Pass | 1,584 | 14% |
| | Failed all Subjects | 1,812 | 16.7% |
| | Withheld Results | 9 | 1% |

**SOURCE: BAUCHI STATE MINISTRY OF EDUCATION AND YOUTH DEVELOPMENT (EXAMINATION AND STATISTICS SECTION)**

### 4.2.5 Public and Government Responses to Female Education and the Impact of Educational Programmes

The researcher went to the field to seek public and government opinion on issues of female education and the impact of educational programmes, because the members of the community play an important role in ensuring the success of the educational programmes and the government plays a prominent role in policy formulation and implementation. Group discussions were held with members of the community and local government officials. Two government implementors were also interviewed.

All group discussions disclosed that respondents and the community at large are willing to allow their females attend school, at least to attend the basic programme in primary and other non formal institutions because to them times are changing which they recognised as an ideal part of life. Most of the respondents however leave their daughters education beyond the primary school level to the discretion of their son-in-law. To them, acquiring education up to the University level is most ideal for males since they are the future heads of households and will need to be properly enlightened and educated. In otherwords, acquire as much education as they wanted to be able to occupy good government positions and cater well for their families. However, the females were specifically said not to need too much education since they would be married and will henceforth not need to earn their living. This view was shared by most male respondents who were not willing to have the daughters acquire University education before marriage.

In ensuring group discussions, female respondents attributed their poor educational background to parental evaluation of the whitemans education known as 'boko' in Hausa language, as having a corrupting influence which will also later in life

enable females gain too much freedom, thereby inciting them to disobey their husbands. This to them is detrimental to the practise of Islam. They also with their male counterparts complained that formal education was expensive, which means that parents who might realise its potential benefits could still not afford it for their children especially the female ones due to poverty. Noted is the fact that the rating for Western/Formal Education is poor generally when compared to Islamic education. All respondents however emphasized on the fact that they are impressed with the role of both national and international agencies to support and enhance female education in their local government areas, and also that the educational programmes introduced are helping to change the negative opinion of the illiterate members of the community towards female literacy.

Verbal interview was conducted with two implementors from the National Commission for women in the state Mallama Hadiza Talata (Research Unit) and a member of the implementation committee of the Primary Education Board (name *withheld because of professional reasons*).

Talata (1997) admitted that the pressures mounted by International agencies inorder to achieve the EFA goals to eradicate female illiteracy, has really encouraged the national agencies to work very hard so they could bring out a good result. According to her, the wide gap between boys and girls literacy rate in the basic education programmes (primary schools and other non-formal institutions) is closing up since more members of the community are becoming conscious of the value of education and agreeing to send their daughters to school, which she believes is also due to pressures mounted by government and free education for pupils in the state schools. This to her indicates a positive impact on enrolment at the primary school level. She

further asserts that the second-chance programme introduced for female school drop-outs is really helping the females who were unfortunate to drop out of school for various reasons and also becoming very popular and successful.

When asked about the poor level of facilities and infrastructure in school's despite the funds government and agencies claim to have been donating to schools as a step to enhancing educational development generally, the Primary Education Board Personnel accredited the international and philantrophist' agencies for their efforts, but blamed government for promising what they cannot fulfil which he posits to be fair to government, he attributes to lapses in the economy. According to him, in most cases *the funds government and agencies provide for school's are embezzled by those in* charge. He however commended the present military administrator of the state for his interest and so much efforts to improve on education generally with much emphasis on female education. He recognises the fact that educational programmes have had some impact on the populace who are now aware of the value and benefits of female education through the activities of the educational programmes, since the withdrawal rate in the basic education programmes has reduced and members of the community are also conscious of the important role the educated women in the community play to enhance development - which is the overall motive of the global community for giving special focus on female education.

### 4.2.6 Comparative Analysis Between Tafawa Balewa And Misau Local Government Areas

After carrying out investigations and measuring all the required variables inorder to achieve the objectives of this study, it was discovered that basically, there were similar findings in the research results, except in few cases where some differences were discovered.

Similiarities were however discovered in the following areas;

First, in the female students enrolment rate in the two local government Areas, with increase over the years in Primary schools adult and non-formal institutions of learning, and fluctuations in female enrolment rate in secondary schools as a result of withdrawals from schools.

Secondly, in the below average performance of students in the two Local Government Areas, as seen in the analysis of their examination results. The female students also gave similar responses for the better performance in IRK, CRK, Home Management, Food and Nutrition, being that these subjects with their practical aspects and moral teachings are very relevant and useful to them as females and future mothers and will enable them play their immediate role well in the near future.

Thirdly, in the group discussions and also after a physical verification of school sites and facilities available, there were similarities in discoveries. Though renovations were being done in some institutions of learning, most of the schools in the interior rural areas lacked good infrastructure and facilities, which however discourages parents in the interiors from sending their children to school as discovered during group discussions.

Fourthly, though similiarities were also discovered in the positive responses given in the questionnaires administered to members of the two Local Government Areas, some differences were however discovered in the following areas;

Under consciousness to educational programmes in section 'B' of the questionnaire, to the question - Any need for the special focus on female Education?

Three respondents in Misau Local Government Area, representing (6%) of the sampled population, gave a negative response with the following reasons; first of all that too much education which will expose the females will not be useful to them since they will end up in their husbands house. And secondly that there is no need for the special focus on female education because Islamic religion does not encourage too much education for females; To this however, investigations later revealed that this belief is wrong. To another question; The male and female population in your locality have been adequately informed about the benefits of female education through the activities of the programmes? Thirteen respondents, representing (25%) of the sampled population in Misau Local Government Area, gave a negative response with the following reasons; That some of the local people still have the same negative attitude towards Western education and female education. Secondly, that some members of the community still prefer sending their daughters out to hawk wares in the streets.

Also to another question; Are the attitudes/responses of females to education encouraging in terms of interest and willingness to go to school? Twelve respondents, representing (24%) in Misau Local Government Area, gave a negative response, with the reason that because of their religious and traditional backgrounds, some believe that Western education is not so good for them.

Under Acceptability in section 'C' of the questionnaire, to the question; Is the attention being given to female education by parents in your area encouraging or impressive in terms of willingness to send their daughters to school? Twelve respondents, representing (24%) of the sampled population in Misau Local Government Area gave a negative response with the following reasons; That some parents are not willing because of illiteracy and misinterpretation of Islamic religion. And secondly,

carry out enlightenment campaigns on the teaching of the religious concerning female education inorder to stop misinterpretation.

Though in the course of analysis, it was discovered through the much similar responses of the respondents in the two Local Government Areas that there is a high level of consciousness, acceptability and participation by members of the communities which indicates a positive feed back on female education. These differences discovered in Misau Local Government Area, though in the minority, however goes a long way in explaining that the level of communal participation and interest in female education in Misau Local Government Area is still lower than that of Tafawa Balewa Local Government Area.

The higher level in Tafawa Balewa Local Government Area is as a result of the majority of the peoples perception of Western Education. It is important to note that accepting the missionaries and christian religion in this Local Government Area enhanced their better perception of Western Education, though poverty does not allow the rural people to encourage their daughters to high levels of the educational system with the belief that their husbands will always be there for them in the future. So their daughter's furthering their education is left to the discretion of their sons-in-law.

On the other hand, to the muslim counterparts in Misau Local Government Area, the belief that Islamic Education is most important for females, and also according to respondents in group discussions, the majority of the illiterate people's negative attitude towards "Boko" in Hausa language, refering to the 'white mans' Western Education which they believe will have a corrupting influence on their children especially the girls, who they feel will become corrupt and he incited to disobey their

husbands in the near future, are hindrances to female education in this area besides *poverty, culture and tradition.*

### 4.2.7 Conclusion

It is also worthy to note that though the implementors of the educational programmes still need to put in more efforts inorder to enhance female enrolment rate and retention in institutions of learning, it is however an accepted fact both from my own field observations, records and data's analysed, and views of respondents interviewed that so far, educational programmes have had some impact on female educational development in the two local government areas of study as the research work has shown.

## NOTES

1. Children And Women In Bauchi State - Nigeria. A situation Analysis. 1989. Page 1.
2. National Population Commission: 1991 Census Population Figures, Bauchi State. Volume II. Designed and Printed by NPC Press, Lagos.
3. Ibid, NPC.
4. Ibid, NPC.

# CHAPTER 5

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## 5.0 SUMMARY AND CONCLUSION

### 5.1 Summary and Conclusion

The aim of the research was to examine the impact of the Education for All programmes on female Education. Most importantly a look at the effects during the inception of the programmes and find out the extent to which its aims have been achieved, measuring either a positive or a negative impact, with the specific case of Tafawa Balewa and Misau Local Government Areas of Bauchi State.

However in the course of this research and in particular after the field work which enabled one to physically inspect and verify important areas, heard public opinion as regards government role and the impact of educational programmes in the chosen areas and a thorough analysis done, the research revealed that there is more of a positive impact on most of the variables measured, as records have shown. From our data analysis however, the following constitutes the summary of our findings.

That a more positive impact of the Education for All programmes was observed in the primary adult and non formal institutions of learning with increase in the female students enrolment rate over the years in the two Local Government Areas under study, from 1990 to 1996 and 1994 to 1996 respectively, as seen in the tables 4.2.4.1.1 and 4.2.4.1.3. When augmented with the responses of sixty-six respondents, representing (68%) of the sampled population who gave an affirmative response to the fact that the attention being given to female education by parents in term of willingness to send their daughter's to school is encouraging, with a follow-up response that they now know the importance and value of female education and do not withdraw their female children



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government education authority and other implementors. In view of this positive impact on members of the community, also inclusive as the chi-square test has proved is the fact that now the sex, qualification, income and religion of individuals does not affect the level of education desired for female children, as a result of the efforts of the Education for All programmes.

In contrast to the above however, as deduced from the performance of students in school's, there is a negative impact on the performance of students which is below average as the record of their result analysis shows in table 4.2.4.2.1, in most of the subjects offered which would have earned them the opportunity to further their education in higher institutions. Except in subjects like food and nutrition, Home management and Religious studies, where their performance is good. According to the students interviewed, the general below average performance is attributed to their schools lacking the necessary facilities to make learning easier for them, and also the negative attitudes of teachers-who are mostly NCE teachers as appendix III shows - to teaching, which normally paralyses academic programmes. However, with their responses for the better performance in Religions Studies Home Management and Food and Nutrition, being that it is due to the fact that 'these subjects with the practical aspects and moral teachings are very relevant and useful to them as females and future mothers which in essence will enable them play their immediate role well in the near future'. We can deduce that culture has a great role and effect to play here, with the females bothering more with their roles as mother and housewives to the detriment of their studies. This therefore implies that despite the efforts of the educational programmes in trying to encourage them to further their education to higher levels of the educational system, more of the female student's like their parents are only

interested in enhancing their literacy skills in order to be literate-mixed with functional education-for them to be able to mix well (if need be) in the society. This however goes a long way to explaining that despite the efforts of the policy makers and implementors of the Education For All programmes, achieving 'Literacy For All' is more feasible than 'Education For All' which will entail the majority of the populace'(rural people) interest in education up to higher levels of the educational system.

## 5.2 Discussion of the Major Findings

After a thorough analysis of our data, it is important to try to verify whether the hypotheses of the study have help yield any reason as the work earlier on assumed. However, in terms of the proposition used, it was confirmed that;

First of all, as tables have shown, there is an improvement in female students enrolmer rate in the primary and adult institutions of learning over the years in the two local gove ment areas. While in the secondary school's female enrolment, we observed fluctuations in the enrolment rate over the years which was attributed to female students withdrawal from school by parents who feel they were already ripe for marriage at that time, but left their daughter's furthering their education to the discretion of their son-in-law. With this in view, the hypothesis that female education will improve under the Education For All programmes, has been proved partly correct.

Secondly, when schools in the two local government areas were visited by the researcher for inspection and verification, the proposition that the structure of the educational system will improve under the Education For All programmes was proved partly correct, after observing that though renovations were being done in some institutions of learning, most of the schools in the interior rural areas lacked good

infrastructure and facilities. A lot of primary pupils study under trees in the district areas visited which however discourages parents in the interior villages from sending their children to school and the secondary schools lacked necessary facilities which also affects the performance of the students as records have shown in Table 4.2.4.2.1. The personnel interviewed testified to the fact that government sometimes provides funds but are in most cases embezzled, which in essence does not reach the district areas. However the funds from International and national agencies, government and community would be very useful for the development of schools, as acclaimed in the local government headquarters. To buttress this,to sixty of the respondents representing (34%), International agencies have been helping to solve the educational needs of students in school by providing more learning materials for functional education and on the part of the community, thirty-eight respondent representing (29%) responded that they have been giving donations in terms of cash to develop schools. Records also shows that the present military administrator of the state; Colonel Theophilus Oladapo Bamigboye have ensured that priority attention be accorded to renovation and building of additional classrooms in institution of learning in the state generally with the provision of institutional materials, textbooks, boarding facilities, desks and chairs, in order to improve learning environment. In this regard, science textbooks worth fifteen millions Naira (₦15m) were procured for distribution to post primary schools and colleges. The books of about fifty thousand seven hundred and fifty (50,750) in number, of thirty-eight (38) different titles were given free and evenly distributed to senior and junior secondary schools. In the same vein, one thousand (1000) units of furniture were procured for the schools, while equipments worth ten million nine hundred thousand Naira (₦10.9m) and hostel furniture, school uniforms and

mathematical set worth over three million Naira (₦3m) were also purchased and distributed to schools to boost their moral. Not only that, a sum of five million naira (₦5m) was also approved for the renovations of infrastructure in schools as part of the measure towards creating condusive learning environment. The government had embarked on expansion programme in some institutions through the construction of new classrooms, hostel accommodation and laboratories in secondary schools at the cost of twenty-four million six hundred thousand Naira (₦24.6m) . The government had also taken delivery of five units of computer for seven selected science inclined secondary schools at a cost of eight million naira (₦8m). Inorder to enhance a better attitude to teaching on the part of the teachers, there is now a comprehensive welfare package of incentives with a supply of motor cycles to teachers on loan at subsidized rates, with government shouldering 50% of the cost. And in its drive towards the employment of qualified teachers the government had also embarked on the recruitment of teachers in some states of the federation. To further attain its laudable objectives of improving the educational development and achieving the Education For All goals, the government has allocated a substantial sum of over one hundred and seventeen million Naira (₦117m) to the educational subsector in this years budget. The observation however is that, by the time these donations reach the various schools in the local government areas after distribution, a full positive impact will be felt.

Thirdly, as can be observed in the responses of respondents, inorder to measure the level of consciousness acceptability and participation by members of the two localities to show a positive feedback on female education interms of their interest and willingness, the proposition that the level of awareness of educational programmes based on Education For All initiative will yield a positive feedback on female education:

v) Seventy-five respondents representing (77%) giving an affirmative response that females are interested and willing to go to school, because there is a more positive attitude especially by married women toward enrolment and furthering their studies.

**B. There is also a high level of Acceptability with:**

i) Eighty-nine respondents representing (92%) agreeing to the fact that there is the need for more emphasis on the education of females because there is still the need to create more awareness and enlighten more people in order to make them understand the importance of female education.

ii) Sixty-six respondents representing (68%) giving an affirmative response to the fact that the attention being given to female education by parents in terms of willingness to send their daughters to school is encouraging, with the reason that so many parents now know the importance and value of female education and so do not withdraw their female children from school.

However forty-eight respondents representing (49%) responded that husbands attention to female education is adequate enough and they are willing to allow their wives further their education and attend literacy classes since many husbands now encourage their wives as a result of their level of awareness through educational programmes, which has enabled them know the value of education and the fact that an educated wife will assist them financially.

**C. There is also a high level of Participation by individuals in the community and organizations inorder to enhance female educational development with:**

i) Eighty-one respondents representing (83%) responding that the implementors of the educational programmes have been able to help solve the problems of female

education, with their intensive literacy enlightenment campaigns through posters, Televisions, radio, symposia and also personal discussions with members of the community through the traditional rulers, village-district and family heads, which have helped to increase public awareness on the benefits of female education.

ii) Eighty-nine respondents representing (92%) responding that International agencies have been helping to solve the educational needs of females by providing learning materials for functional education, and other areas of support indicated include, provision of sporting facilities, loans for training teachers, provision of vehicles for easier penetration into remote rural areas for supervision and inspection , and also encourage and motivate the national agencies to participate more through their keen interest and support.

iii) Forty-seven respondents representing (48%) responding that the attention being given by parents to their daughters progress at school is adequate enough, which will enable students perform better in examinations.

iv) Eighty-two respondents, representing (85%) giving an affirmative response to the community supporting female educational development projects with donation in terms of cash.

v) Eighty-four respondents representing (87%) responding that parents and husbands have been cooperating and putting in their best to PTA meetings and also support for educational development projects.

vi) Sixty-five respondents, representing (67%) responding that children, husbands and parents give support to enhance female education and development of schools by giving moral support, donating during fund raising and cooperate

with their wives. Also, literate parents encourage the illiterate ones during enlightenment campaigns to send their daughters to school and attend PTA meetings inorder to be part of the system.

vii) Sixty-six respondents representing (68%), giving an affirmative response that national agencies are doing enough to enhance female education by funding school's, providing fees for students' inorder to encourage them and also providing more learning materials and vehicles for schools.

viii) Sixty-eight respondents representing (71%) giving an affirmative response that the aim of enhancing female education is succeeding in their locality with female enrolment increasing in primary schools over the years. That since members of the community are now aware of the benefits of female education and the various contributions of educated women to aid development in their areas, they are now interested in sending their females to school and providing them with essential needs.

Fourthly, after a thorough analysis of the data presented, the proposition that children level of educational attainment is a product of the sex qualification, income and religion of their parents has been proved wrong.

Using the chi-square $(x^2) = \dfrac{n(ad - bc - n/2)^2}{(a + b)(c + d)(a + c)(b + d)}$

with its critical value at 3.841. The chi-square states; reject the hypothesis if the calculated value is equal to or greater than the table value. When the tables showing the level of education male and female respondents desire for their female children based on their sex, qualification, income and religion, were analyzed, with the difference being statistically significant, the calculated chi-square for all however was less than the critical value which therefore meant that there was no statistically significant association

between the variables measures (sex, qualification, income, religion) with the level of female children's educational attainment (see tables 4.2.3.1 to 4.2.3.8)

In conclusion, as case studies by some gender sensitive and feminist writers such as Shuaibu[2] Bhasin[3] and Hassan[4] ,in their various write-ups recognize Cultural, Religious, Economic and Biological factors as factors which support the inequality and subordination of females to males in education and other aspects of life, this study reveals that Culture under the umbrella of Religion is the main obstacle to female education. The response of (31%) of respondents from Misau Local Government Area in this research work reveals that there is a misinterpretation of Islamic religious doctrine mixed with culture which stands out to be the main hindrance to female's pursuing their education to higher levels in this and some other Northern states of the country with the believe that higher western education is better for males only and in some cases females can only mix Islamic education with first few years of basic education programme, after which the parents or guardians will then give them out for marriage. This explains why there are withdrawals from schools and poor academic performance by student's in subjects that will earn them more grades inorder to be able to further their education to higher levels. The response of (31%) of respondents in this study tells that the belief of the people that Islamic religion does not encourage much education for females is contradictory with the Islamic religious doctrine.

## 5.3 Recommendations

To achieve fully the aims of the Education For All goals and objectives, and also to solve the problem of female educational development as a whole, the following recommendations are necessary for policies and programmes to have the desired effect.

1. With respondents testifying to the fact that most of the funds from the various agencies and organizations were being embezzled and do not get to the interior villages, there by hindering the development of schools for a favourable learning environment and also discourages the illiterate parents in these villages who constitute the majority of the populace from sending their children to school. These however calls for a strict surveillance on funds before and after distribution to various institutions of learning through consistent auditing and checking of accounts by parents, ministry and education agencies, in order to avoid embezzlement, and serious penalty for offenders.
2. There should be a review of existing laws forbidding early marriage and withdrawal from school in order to make their enforcement more practical and real.
3. To help increase the rate of female enrolment in schools, educational programmes particularly female education programmes should be organized and structured in such a way that culture and religion have more progressive and positive influence or effects on the participants.
4. As a means to uplift the aim of enhancing female education generally, poverty alleviation measures should be put in place by the state, who most importantly should always fulfill their promises. This is because economic statues of parents determines capabilities and ability to keep and maintain their children, particularly females in schools.
5. Inorder to enhance enrolment and retention of females in school's in Muslim dominated societies, government should liase with Islamic religion leaders to help carry out enlightenment campaigns on the teachings of Islamic religion

concerning female education, to stop misinterpretation, since Islam itself encourages female education contrary to peoples beliefs. In this light however, it is very interesting to note that the first message sent to mankind in the Quran is the command to acquire knowledge, to which Justice Abdul Kadir Orire - Grand Khadi of Kwara State asserts that Islam never discourages any of its votaries be it man or woman from acquisition of education which according to him;

Prophet of Islam commended his followers in several occasions and gave directives encouraging the acquisition of knowledge, "seeking of knowledge even if you were to go to China for it ." Seeking of knowledge is obligatory on both male and female muslim. Knowledge is the lost property of a muslim, he/she should take it wherever it is found. "The ink of a scholar is mightier than the blood of the martyr". Search for knowledge is from the cradle to the grave".[5]

To him, the above injunction is not confined to male muslims alone. It is equally applicable to female muslims.

**NOTES**


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2. Shuaibu, F.B; Girl Child Education : The Need For Proper Orientation For National Development page 10. In The Survival Of The Girl - Child; Problems And Prospects. NAUW, Nigeria 1995.

3. Bhasin, K ; What Is Patriarchy? Raj Press Ltd ,New Delhi 1993.

4. Hassan, H.R; Nigerian Womanhood. Jel Publications, Kaduna, Nigeria. 1992. page 32.

5. Orire, A; 'Religion And Cultural Constraints In The Provision Of Basic Education In Nigeria', NPEC, Sokoto. Nigeria, 1996. Page 5.

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## APPENDIX I

**FACULTY OF ARTS AND SOCIAL SCIENCES DEPARTMENT OF POLITICAL SCIENCE (M.S.C INTERNATIONAL RELATIONS) ABU, SAMARU - ZARIA.**

Dear Respondents,

This questionnaire seeks information concerning female Education and the impact of Educational programmes to achieve the 'Education for All' (EFA) by the year 2000.

The research is being conducted for an M.Sc Project .Your response will strictly be used for this research purpose and treated with all confidentiality. You are therefore required to answer all the question to the best of your ability. Thanks very much for your Cooperation.

Olufunke A. Olarinoye

## SECTION 'A'

1. Sex: Male ☐ Female ☐
2. Age:
3. Marital Status; Married ☐ Single ☐ Divorced ☐
4. State:
5. Local Government Area:
6. Religion:
7. Occupation :
8. Educational Qualification (Please specify):
9. Your annual income from all source :
10. Annual income bracket of your wife or husband from all sources:
11. Please kindly complete the following table on the level of education you desire for your children.

| Level of education | Male | Female | Reason why |
|---|---|---|---|
| University level | | | |
| Secondary level only | | | |
| Primary level only | | | |
| Non formal and functional education only | | | |
| Islamic Education only | | | |
| Any other (Specify) | | | |

## SECTION 'B'

12. Have you head of the education for all (EFA) initiative?
    a. Yes ☐ b. No ☐
13. If Yes for question 12 through which medium:
    Radio ☐ School ☐ Television ☐ Symposia ☐ others (specify)
14. Any need for the special focus female education?
    a. Yes ☐ b. No ☐
    a.
    b.
    c.

15. If Yes or No for question 14, please give reasons

a. Yes ☐ b. No ☐

a.

b.

c.

16. Educational programmes aimed at achieving the education for all (EFA)goals is a welcome development?

Example: Girl-child Education Women Education Adult And Non- formal Education, Women education Adult and Non formal education Public enlightenment campaign on the importance of western/formal Education.

a. Welcome ☐ b. Not Welcome ☐

17. If Welcome, Why and how ?

a.

b.

c.

18. If not Welcome, Please state reasons

a.

b.

c.

19. The male and female population in your locality have been adequately informed about the benefit of female education through the activities of the programmes

a. Yes☐ b. No ☐

20. If Yes or No how?

a.

b.

c.

21. Are the attitude/response of female to education encouraging in term of interest and willingness to go to school.

a. Yes ☐ b. No ☐

22. If Yes or No Please state the factor or reason that have contributed to this?

a.

b.

c.

## SECTION 'C'

23. There is need for more emphasis on the education of female

a. Agree ☐ b. Disagree ☐

24. If Agree or Disagree, why

a.

b.

c.

25. Is the attention being given to female education by parents in your area encouraging or impressing, in terms of willingness to send their daughters to school?

a. Yes ☐ b. No ☐

26. If Yes or No, State reason that has contributed to this

a.

b.

c.

27. The attention being given to female education by husbands in your area in terms of willingness to allow their wives further their education or attend literacy classes is adequate enough or impressing?

a. Yes ☐ b. No ☐

28. If Yes or No state reasons that has contributed to this

a.

b.

c.

## SECTION 'D'

29. How have the implementors of the educational programmes been able to help solve the problems of female education?

a.

c.

30. In which of the following areas are international agencies helping to solve the educational needs of female in school

a. Provision of relevant books ☐

b. Provision of learning material for functional education ☐

c. Regular source of funding to encourage enrolment participation☐

d. Renovating the building of new classroom ☐

e. Others (Specify)

31. How mush attention do parent give to their daughter's progress at school?

a. Enough/Adequate ☐ b. Not enough ☐

32. If Enough /Adequate how does this influence the performance of the students?

a.

b.

c.

33. Does your community support female education development projects

a. Yes ☐ b. No ☐

34. If yes in which of the following areas

a. Donation (in term of cash) ☐

b. Liase with schools to launch appeal funds☐

c. Provision of learning material for the functional education☐

d. Building of new classrooms and renovations☐

e. Others(specify)

35. Comment generally on the attitude of (a) parents (b) husbands to PTA Meeting and also support for educational development projects

a. Parents

b. Husbands

36. What kind/form of support do (a) children (b)Husbands (c) Parents, give as their contributions to female education and schools in your area?

a. children

b. Husband

c. Parents

37. Are national agencies doing enough to enhance female education?

a. Yes ☐ b. No ☐

38. If Yes or No, please give reasons for your answer

39. The aim of enhancing female education is succeeding in your locality

a. Yes ☐ b. No ☐

40. If Yes or No, state reasons why

a.

b.

c.

41. What can the government do to improve on female education.

## APPENDIX II

## 1991 CENSUS POPULATION FIGURES

| NAMES OF CHOSEN LGA | TOTAL NUMBER OF DISTRICTS IN THE CHOSEN LGA | POPULATION OF THE CHOSEN LGA | POPULATION OF MALE STUDENTS | POPULATION OF FEMALE STUDENTS | MALE LITERACY | | FEMALE LITERACY | |
|---|---|---|---|---|---|---|---|---|
| | | | | | LITERATE | ILLITERATE | LITERATE | ILLITERATE |
| MISAU | 5 | 219,181 | 15,819 | 7,458 | 39,339(46.0%) | 46,070(53.9%) | 21,086(24.8%) | 64,005(75.2%) |
| TAFAWA-BALEWA | 4 | 179,372 | 15,752 | 10,528 | 35,416(52.5%) | 32,039(47.5%) | 24,118(34.4%) | 48,161 (66.6%) |

SOURCE: NATIONAL POPULATION COMMISSION (ABUJA) NPC PRESS 1997

## APPENDIX III

(BAUCHI STATE) NUMBER OF TEACHERS BY QUALIFICATION 1995/1996 SESSION

| CATEGORY OF SCHOOLS | GRADUATE WITH TQ | GRADUATE WITHOUT TQ | NCE | QUALIFICATION WITH TECH | OTHERS | NYSC | EXPATRIATE | TOTAL | | GRAND TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 12 | | | | MALE | FEMALE | |
| JSS | 75 | 14 | 176 | 31 | 10 | 1 | 225 | 100 | 325 | |
| JSS | 318 | 119 | 556 | 4 | 101 | 21 | 977 | 283 | 1260 | |
| GASS | 61 | 16 | 71 | 21 | 34 | 4 | 146 | 60 | 206 | |
| VTC | 18 | 3 | 41 | 14 | 3 | - | 87 | 14 | 101 | |
| GTC | 17 | 8 | 24 | | 7 | - | 70 | 2 | 72 | |

SOURCE: STATE MINISTRY OF EDUCATION (STATISTICS DEPARTMENT) 1997.

APPENDIX IV

## COLLABORATION WITH DEVELOPMENT PARTNERS

| AGENCY | MAJOR ROLES |
|---|---|
| UNESCO | ♦ NFE Curriculum development<br>♦ Learning Achievement Monitoring<br>♦ Girl-Child Advocacy<br>♦ Monitoring EFA Goals<br>♦ Documentation of educational innovations |
| WORLD BANK | ♦ Pre-School Development Communications project<br>♦ Production of training manuals for the Primary Education assisted project<br>♦ Provision of supplementary reading materials<br>♦ Primary School Enrolment drive |
| BRITISH COUNCIL (Potential collaborator) | ♦ Training of Trainers and Teacher Training in Reading Skills<br>♦ Primary Girls Education |
| UNDP | ♦ Mass Literacy<br>♦ Community Empowerment<br>♦ Social mobilization<br>♦ Supply of instructional materials |
| UNFPA (Potential collaborator) | ♦ Family Life Education<br>♦ Communication Packages development |
| BERNARD van LEER FOUNDATION | ♦ Early Child Care Innovations |
| NGOs | ♦ Community Empowerment<br>♦ Planning, establishment, management and monitoring of NFE facilities<br>♦ Girl-child advocacy |

SOURCE: SAPA REVIEW. FEDERAL GOVERNMENT OF NIGERIA. 1993

PROGRAMME MANAGEMENT STRUCTURE

| EXECUTING AGENCY | |
|---|---|
| Federal Ministry of Education<br><br>(State Ministries of Education) | ♦ Basic Education Steering Committee<br>- programme coordination<br>- policy development & implementation<br>- quality control<br>- planning, M&E<br>- sourcing of funds<br>- Supervision and Inspection of schools<br>♦ - planning, evaluation<br>- training<br>- policy implementation |
| **IMPLEMENTING AGENCIES** | |
| ♦ National Primary Education Commission (NPEC)<br>♦ (State Primary Education Boards) (SPEBs) | - coordination of the project<br>- production of newsletter for teachers<br>- monitoring<br>- Monitoring |
| ♦ National Teachers' Institute (NTI) | - institutional capacity building in management and administrative skills<br>- production of training manuals |
| ♦ National Educational Technology Centre (NETC) | - production and distribution of instructional materials and teaching aids<br>- training on development and utilisation of learning/training materials |
| ♦ Nigeria Educational Research and Development Council (NERDC) | - development of curricula at primary school level<br>- development of core textbooks<br>- desk for ECC sub-project |

| | |
|---|---|
| ♦ National Commission for Colleges of Education (NCEE) | - development and production of teachers' manuals<br>- production of IEC materials for ECC<br>- training of teachers in ECC |
| ♦ Colleges of Education | - In-service pre-service training of teachers<br>- development/review of training instructional teachers' manuals and materials |
| ♦ National Commission for Mass Literacy, Adult and Non Formal Education (NMEC) | - development/review of curricula for NFE<br>- advocacy for NFE<br>- data on NFE<br>- Monitoring |
| ♦ State Agencies for Mass literacy, Adult and Non-formal Education | - establishment of NFE facilities<br>- monitoring<br>- training of instructors/pirateachers |
| ♦ Federal Ministry of Women Affairs | - Advocacy for girl-child education<br>- Monitoring |
| ♦ State Women Commissions | - Advocacy and mobilisation on girl child issues<br>- Monitoring of NFE girls facilities |
| ♦ Parastatals: state-based ERC, FIS | - responsible for state-based activities |
| ♦ Local Government Education Authority (LGEA) | - project coordination<br>- deployment of teachers<br>- supervision, M & E |
| ♦ District Education Committees | - supervision, M&E<br>- mobilization and advocacy |
| ♦ Village Education Committees | - advocacy and mobilization<br>- provision, management and supervision of community education facilities/activities |
| ♦ NGOs 'Network' | - advocacy and mobilization at all levels<br>- Task Forces in support of girl-child education<br>- establishment of NFE centers |