



## Challenges Face Girl Child Education in Nigeria and Ways Forwards

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### ABSTRACT

This article is divided into six points. Point one deals with introduction of the article while point two looked at the concept of girl child education and education in general. Point three discussed the methodologies used in the article. The point four examined the various challenges facing the Girl Child education in Nigeria. The point five discussed the ways forward for the development of Girls' Child education in Nigeria while the chapter six rounds up the discussion on the challenges facing girls' education in Nigeria.

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### 1. INTRODUCTION

The Nigeria educational system is the largest in Africa. This educational system includes the basic education, junior secondary education, senior secondary school education and the higher education. The girl child education is one of the special education included in the Nigerian educational system. The objectives of the girl child education is to provide equal opportunities for the girl child that is at disadvantages in the inclusive educational system in Nigeria. According to British Council (2014) Girls' education is a human right. It is also our responsibility. Educating girls contributes significantly to the development of a stable, prosperous and healthy nation state whose citizens are active, productive and empowered. Yet data show that in Nigeria: (a) Over 5.5 million girls are out-of-school (UNESCO, 2014), (b) 40% women and 28% men have never attended school (NPC, 2009), (c) Nearly two-thirds of women in the North-West and North-East regions have no education, compared to less than 15% in the South South (ibid.), (d) The Net Enrolment Rate at primary school level is 56% for girls and 61% for boys (UNESCO, 2014) and (e) Drop-out rates are highest at the sixth grade of primary school and higher among girls than boys (NPC, 2009, British Council (2014).

Educated women are less likely to die in childbirth and more likely to have healthy and well-nourished children than their non-educated counterparts. We know this. A child born to a literate mother is 50% more likely to survive past the age of five. In Nigeria 66% mothers with secondary education give birth in a health facility compared to 11% with no education (British Council 2014 cited British Council, 2012).

The children of educated women are more likely to go to school. Girls' education spurs exponential positive effects on social and economic development for generations to come. One extra year of schooling increases lifetime earnings to about 10%.

Girls' education is good economics. It is the best investment in a country's national development. We know this. Educating girls enhances growth rates and reduces social disparities. Women with higher educational qualifications are more likely to be in formal wage employment than those with only primary schooling (British Council 2014 cited NPC, 2009).

Yet girls and women suffer educational exclusion across Nigeria. Nigeria's out-of-school population is the largest in the world and it is growing. Of the staggering 10.5 million out-of-school children in Nigeria today, the majority are girls. Girls from the poorest families in rural areas of the North-West and North-East regions are among the most at risk of never attending school. Now is the time to deliver on the Federal Ministry of Education's mission of education to foster the 'development of all Nigerian citizens to their full potential (British Council, 2014)'.

In recognition of the need to increase female enrolment in basic education, the Girl-Child Education Program, one of the UBEC's flagship programs, seeks to establish all-girls' schools with female teachers, and has embarked on the construction of these schools. The Program will support targeted initiatives such as the provision of girl-friendly infrastructure and amenities (e.g. latrines) that not only increase enrolment rate among girls but also enhance the quality of learning, which will contribute to retention of girls in school (British Council, 2014).

Nigeria stands out globally in its number of out-of-school children. Though the number is debated in the country, the latest estimates (based on the 2013 Demographic and Health Survey, DHS) show that 13.2 million of basic education school-age children, i.e. age 6- 14 years old, are out of school. This figure includes children who never entered school as well as dropouts. Unfortunately, the trend is also negative, as this figure represents an increase of 3.3 million from the 2010 estimate. An overwhelming majority of out-of-school children – 12.6 million – are in the North (see Figure 1). Out-of-school rates are also higher among girls, in rural areas, and among the poorest in society. At the national level, the out-of-school rate increased from 24 percent in 2010 for children ages 6-14 years to 30 percent in 2013 and remained highest in 2013 among girls (32 percent vs. 28 percent for boys), in rural areas (41 percent vs. 11 percent in urban areas), and among the poorest (72 percent for the poorest quintile vs. 3 percent for the richest). It is imperative to look at the various factors and challenges facing the girl child education in Nigeria. The aim of this paper is to discuss the challenges facing the girl child education in Nigeria (World-Bank 2017).

## **2. Concept of Girl Child Education**

According to Proshareng (2018), the girl-child is a biological female offspring from birth to eighteen (18) years of age. This is the age before one becomes a young adult. This period covers the crèche, nursery or early childhood (0-5 years), primary (6-12 years) and secondary school (12-18 years).

During this period, the young child is totally under the care of the adult who maybe her parents or guardians and older siblings. It comprises infancy, childhood, early and late adolescence stages of development. During this period, the child is malleable, builds and develops her personality and character. She very depends on the significant others, those on whom she models her behaviour, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage. From the above definition, the girl child is a female that is below the age of 18 according to the Nigerian constitutions.

### **2.1. Concept of Education**

Education is to providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically. Education is the process through which individuals are made functional members of their society (Proshareng 2018 cited Ocho, 2005). It is a process through which an individual gains knowledge and realizes his/her potentialities and uses them for self-actualization, to be useful to her very self and others. It is a means of preserving, transmitting and improving the culture of the society. Proshareng (2018), submitted that to educate means to train the mind, character and abilities of individuals. Education is a fundamental human right that should be availed to all citizens irrespective of age, sex and nationality. There are a lot of human right instruments that provide for education as a fundamental right, including the Universal Declaration of Human Rights (1948).

Girl Child education refers to education for the girls. It is an organized education designed for educating the girls in across the world. Girl child education is an education from early childhood (0-5 years), primary (6-12 years) and secondary school (12-18 years) for the girls. The importance of girl child education cannot be overemphasised. The girl child education is a reproduction education with many effects on the social, economic and political development of a country. In both spiritual and temporal or mundane aspects of human existence, education is paramount.

Proshareng (2018), observed that educating the girl child translates to better health for the future generation, reduction in child morbidity and mortality thus triggering a snowball effect of achieving all other Sustainable Development Goals in a viable manner. The girl child needs to be educated to obtain knowledge and skills needed to advance her status for social interactions and self-improvement. The girl child education also prepares her to face the reality in society and teaches her to be a good wife and mother. When she is educated, she realises the full potentials endowed in her; she discovers to be whoever and whatever she wants to be. With education, she would break the shell of ignorance and open that of self-discovery.

It has been established by researchers that enabling female education is crucial for national development, and we cannot underestimate the role of women. The general belief is that “when you educate a man, you educate one; but when you educate a woman, you educate a nation.” This is so because the education of every child starts from the family and the mother is the first teacher. Educating the girl child produces educated mothers and who will in turn educate their children, care for their families and provide their children (Proshareng, 2018).

### **3. Methodology**

The major objectives of this article is to discuss challenges facing girl child education in Nigeria and specifically proffer suggestions on how to improve child education in Nigeria. However, the researchers employed the used of secondary data, which was sourced from articles, papers and reports.

The researcher sourced their data from CEON, Elsevier, Hindawi, IEEE, JSTOR, LearnTechlib, Nebraska, Springer and SAGE, amongst others. This study adopted Content Analysis as an analytical tool. The data collected were organized, collected and analyzed from the relevant secondary sources. The scope of the finding was limited to challenges facing girl child education in Nigeria and how the identified problems could be overcome. This study has chosen content analysis method by selecting the relevant content of the various literatures related to this study; and the literature review enable the overall development of the study which ordinarily centered on theoretical and conceptual exploration.

#### **4. Challenges Facing Girl Child Education in Nigeria**

Girl child education is a special programme in Nigeria, The government at every level is involved in the development by making plans, policies and implement them towards the realization of the objectives of girl child education. With all this efforts, the girl child education programme is still facing many challenges and some of these challenges include: inadequate funding of girl education, inadequate infrastructural facilities, shortage of female professional teacher, lack of learning materials, high poverty, insecurity, corruption, sexual harassment, culture, lack of political will, poor supervision and early marriage.

##### **4.1. Inadequate Funding of Girl Education**

Inadequate funding is a challenge facing the girl's educational education in Nigeria. There are many policies and programme designed for the development of girl child education in Nigeria but such wonderful policies and programme have not been implemented due largely to the challenge of inadequate funding of education. Generally, the educational budget in Nigeria is poor. For one decade now annually budgetary allocation for the ministry of education is below 15% less than the UNECO 20% recommendation for the education in the developing countries like Nigeria. This poor funding of education is responsible for slow implementation of girl child educational programme that supposed to have aided the development of girl child educational programme in Nigeria. Ogunode (2012) who opined that inadequate funding of education; especially the basic education prevents many Nigerian children from accessing basic education in their various communities.

##### **4.2. Inadequate Infrastructural Facilities**

Inadequate infrastructural facilities is another problem facing the girl child education. Most girls' schools in the country do not have adequate infrastructural facilities. Infrastructural facilities refers to classrooms, offices, exam halls, laboratories, tables, chairs, desks, power supply, water, good roads network within the schools etc. Infrastructural facilities support the administration and management of education. Their availability aid the realization of educational objectives and their inadequacy affects the implementation of teaching, learning, researching and delivering of other education services. It has been observed that an inadequate infrastructural facility is one of the problems facing the entire educational system of Nigeria. Inadequate infrastructural facilities is a major challenge affecting the administration of higher institutions in Nigeria. Majorities of educational institutions meant for girls' education in Nigeria lack adequate facilities to accommodate the numbers of learners enrolling for the programme annually. This study observed a lack of proper infrastructure in those schools surveyed, with only 19 percent of schools having the minimum infrastructure. Significantly, given the well documented adverse effects on female enrolment, in particular, only 27 percent of toilets in schools were clean, 44 percent private, and 38 percent accessible. This includes in addition budget constraints and inconsistencies in the policy environment on the supply side (World-Bank 2017). Deji (2016) observes that many children are not going to basic schools because of inadequate classrooms.

ActionAid, (2011), submitted that corporal punishment is entrenched in school systems and was discussed most by girls in Nigeria. It is often connected to poverty, for example in response to non-payment of fees and lack of uniform or books, and parents and girls complained about this occurring but appeared powerless to stop it.

### **4.3. Shortage of Female Professional Teacher**

Shortage of professional female teachers in majorities of the educational institutions in Nigeria is another challenge preventing the development of girl child education in Nigeria. Research has it that girls are more comfortable and inspiring when been taught by female teachers, and female teachers are model and inspiring factor to motivate the girls to further their education. Despite an increase of 287,000 in the total number of teachers in primary and secondary schools between 1999 and 2009, less than half of the primary and secondary teaching staff are female (48% and 46% respectively). This perpetuates barriers to girls' enrolment and retention. Countries with a wide gender disparity in enrolment often lack women's teachers. The proportion of women teachers in Nigeria has stayed the same at primary level since 1999, though it has increased at secondary level by 10% (UNESCO, 2014). Ogunode (2020) submitted that one of the major challenges facing the Nigerian educational institutions is lack of adequate professional teachers. A report by independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools, and 2,446 shortage in Junior Secondary Schools across the nation. Apart from the shortage of teachers, there is a problem of qualifications. World-Bank (2017) observed that most basic education teachers lack the formal qualifications as well as required content knowledge and skills for effective teaching. In 2010, on average, 32 percent of teaching staff in pre-primary education, 40 percent in primary education, and 15 percent in junior secondary education lacked formal qualifications. Besides being concentrated in the South, qualified teachers are in urban areas and private schools. As part of the 2013 SDI Survey in two northern and two southern states, actual teacher skills were assessed. The average score on the English and mathematics assessments, among English and mathematics teachers, was 32.9 percent, with only 3.7 percent of the teachers managing to obtain a score of at least 80 percent on these assessments. These findings show that teachers in Nigeria do not have the knowledge and technical competencies to teach their subjects. In addition, there is some evidence of overcrowded classrooms in urban areas and poorly staffed schools in rural areas, so that recruitment and deployment of teachers is a concern.

### **4.4. Lack of Learning Materials**

Learning materials refers to those educational resources that the learners use to learning in the educational institutions. Similarly, learning materials can be viewed as materials designed for the students to learn in the schools. The learning materials include textbooks, writing materials and personal ICT facilities. The availability of the learning resources favour fast learning by the students and the shortage or absent hampered the learning programme of the learners. In Nigeria, because of high rate of poverty many parents cannot affords these learning materials for their wards, making it inability for their children to learning in the schools. The 2013 SDI Survey tracks the availability of minimum teaching and learning materials and equipment in schools (pens, pencils, notebooks, textbooks, black boards, chalk, and so forth) and minimum infrastructure, including clean, private, and accessible toilets. In terms of teaching equipment, only 55 percent of schools surveyed in the four States had the required minimum. In terms of availability of textbooks, only 38 percent of pupils had a mathematics and English textbook. This figure is roughly comparable to the figure reported in the 2015 NEDS on availability of free textbooks in primary schools (World-Bank 2017).Ogunode (2012)

submitted that lack of learning materials and fees charges by schools is responsible for why many female children are not going to school in Nigeria. There is a high rate of poverty in Nigeria and many parents cannot afford to buy learning materials for their children.

#### **4.5. High Poverty**

Another major factor preventing girl child education in Nigeria is the high rate of poverty in the country. This is responsible for the reasons many parents prefer their girl child should stay at home and support their economic activities like going helping them to farm or trade. On the demand side, household poverty prevents children from enrolling in school as families face many indirect costs, including the opportunity cost of child labor. Lack of belief in the benefits of education, especially for girls, and the appropriateness of different types of education, is also an important contributing factor. In the conflict-affected areas of the North East, given Boko Haram's targeting of schools and its notorious kidnapping of the female students of the Chibok Secondary School, demand-side constraints are severe (British Council, 2012). NPC (2011) observed that these costs of schooling vary across Nigeria but can absorb as much as three quarters of household expenditure. An inability to pay may be punished by preventing pupils from sitting exams, sending pupils home, or girls missing classes to earn more money to stay in school (ActionAid, 2011). British Council (2014), hold the views that the costs of schooling may push children out of school, poverty and employment expectations simultaneously curb parents' demand for education, pulling children into various forms of work. With over 60% of Nigerians (almost 100 million people) living in poverty, on less than US\$1 per day, girls are often sent to work in markets or hawk wares on the street. UNICEF (2004), estimated that 15 million children work full time in Nigeria, most of who are girls out of school in Northern States. Most of these children work in very low-paid jobs. Mothers may place girls in roles as domestic helpers, nannies to younger children or petty traders to bring additional income into the family home. Educated adult women in urban areas may employ young girls from rural areas as nannies or domestic workers, while their own daughters stay in school. Among migrant communities, girls may be kept out of school to tend grazing herds. James (2014) did a study that investigated the causes for decreasing enrolments of female students in secondary schools in Niger State and found that preference for private schools and the socioeconomic status of parents/guardians were significant factors.

#### **4.6. Insecurity**

Insecurity problem is another challenge confronting the girl child education in Nigeria. Insecurity is the state of being afraid, not stable emotional and psychological. No any meaningful supervision of education can take place in the mists of insecurity. Security challenges become part and parcel of the Nigerian states immediately after returning to democratic practices. Nigeria is experiencing insecurity challenges, and this is affecting the administration, management and supervision of education in across the federation, specially the Northeast part of Nigeria. In April 2014, 200 school-girls from Chibok in Borno State in the North East were abducted, and the majority remains in captivity. Schools have been partly transformed into shelters for Internally Displaced Persons (IDPs). Many professional in the administration and management of education in the Northeast Nigeria have been killed while implementing educational programme in the areas. Many school infrastructural facilities worth billions of Naira have been destroyed by the insurgent. Academic calendar and supervision been suspended due to insecurity. Many lecturers have been killed and kidnapped across the country. The United Nations Children Education Fund (UNICEF) reported that Nigeria has the largest number of children, globally, who miss school. The report noted that out of 10.5m children who do not attend school in Nigeria, 60% are girls who live in the north. (See Pg 47, Daily Independent newspaper of 18/6/2014).

Although UNICEF also fingered the insurgency and insecurity in the north-east as primarily responsible for the millions of out-of-school children, the reality of course is that the high rate of drop-outs is certainly more firmly rooted in the prevailing social culture on girl child education. Thus, the Boko Haram threat to security and girl child education may be seen as the insurgent's endorsement of this retrogressive abiding cultural practice. Nonetheless, the limited opportunities for formal quality education in Nigeria is certainly also a contributory factor to the large population of Nigerian children who miss school. Deji (2016) observes that the insecurities challenges facing the Northern part of Nigeria discourages girl child from going to basic schools because they are not safe from Boko Haram attack.

#### 4.7. Corruption

Corruption is one of the major challenges preventing the development of girl child education in Nigeria. Corruption practice is endemic in Nigeria public and private institutions. The commonest form of corruption in the Nigeria public and private sector is funds diversion. Public funds diversion is not new in the Nigerian institutions. Research has it that educational institutions are among the top ten most corrupt institutions in Nigeria. Corruption has penetrated the Nigerian educational institutions leading to diversion of funds meant for the provision of educational services for the citizens. Funds budgeted for implementation of capital projects like building of more classrooms, provision of textbooks, and instructional materials have been diverted by officials and political officeholders within the educational institutions. All funds budgeted for planning, supervision, capacity development and for recruitment of more professional teachers are been looted. The level of corruption in the educational institutions is high and is affecting the girl-child educational programme. Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities," the report said. The report highlighted "Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices" as the various corruption risks and challenges facing education systems in all the countries (Premium time 2019). The report on *Teaching and Learning: Achieving Quality for All* shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not so soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). Ogunode (2020) submitted that corruption is responsible for poor implementation of educational programme in Nigeria.

#### 4.8. Sexual Harassment

Many girls in the educational institutions in Nigeria have been harassed by their teachers, and it is making them to be afraid of going to school. Some parents will not send their daughter to schools because they are afraid of being harassed by either their teachers or colleagues in the school. World-Bank (2017), observed that there is a case where a girl was raped by three men. Her peers have refused to go to school. The State and UBEC are also looking into a case where girls are being sexually abused by stepfathers. Minor girls end up sleeping with older men, and they are subject to human trafficking. Girls complain of sexual and psychological harassment and physical punishments, including caning, from male teachers and boys in school. Inadequate school infrastructure, such as a lack of school

fences and remote, unsuitable toilets, can contribute to increasing the risk of violence for girls. The journey to school may be unsafe, since many girls experience harassment and physical attacks either on public transportation in urban areas or remote part in rural areas. In some cases extreme physical assault, including rape may be perpetuated against girls at school. The threats that come in form of unequal treatment, harassment, bullying and undervaluing girls harm them in profound and long-lasting ways in terms of school attendance (Ahmad and Najeemah, 2013).

#### 4.9. Culture

Nakpodia, &Urien, (2012) observed that culture regulates our life at every time from the moment a child is born until he dies. There is constant pressure upon that child to follow certain types of behaviour that other men have created for us. The female child is given out in marriage at an early age. Therefore, Afe (1980) sees the diminished and relegated position of women as a result of society's unpalatable attitude towards the development of the feminine personality. The effect of such an attitude is a persistent imbalance in the development of sexes in the society. Culture comprises of attitudes and values. Culture is the means by which humanity controls and regulates nature. The universal evaluation of culture as superior to nature is the basic reason for the devaluation of women. Women are closer to nature than men and therefore are inferior to men. Women produce children; women are mothers and wives. They do the cooking for men and subordinate to male authority. They are largely excluded from high-status occupations and from position power (Nakpodia, &Urien, 2012). In Nigeria, the culture of many people forbids the girl from going to school. Atayi (2008) observed that Parents' demand for the education of their daughters is low, reflecting both cultural norms and girls' work in and around the home. This is worsened by cultural perceptions of girls as child minders, marriage material and a burden to the family. Some parents decided in many cultures that, education is not worthwhile for their daughters who will move into their husbands' families when they marry and that the gains in productivity or income because of education will accrue to the families of the sons-in-law rather than to them (Ahmad and Najeemah, 2013). Some families distrust formal schooling, fearing that it inculcates immoral behaviour and will lead girls away from marriage and childbearing altogether. Relatively few girls who drop out of school for marriage may return to school. Girls who stay in school longer, marry later. Ahmad and Najeemah (2013), observes that in Zamfara State like many other part of the world inaccessibility, low participation, withdrawal and dropping out of girl children's from schools is attributed to many factors of cultural traditions and practices of the parents towards the education of their daughters, prominent among these factors are: socio-cultural beliefs, customs, early marriage, pregnancy, insecurity, harassment, employment in domestic markets, personal engagement, parental services and other traditions practiced by the parents; and also the female students' own decisions to drop-out of schools (Ahmad and Najeemah 2013, UNESCO, 2002). As a girl in the North Central said: "Some parents prefer their boys to go to school because only sons inherit and carry on the family name" (Mahdi, 2011 in British Council, 2012). Others may express hostility towards girls' schooling, connecting it with loosening morals and Westernisation. Some parents disapprove of what they view as a secular curriculum taught by state schools. Bello and Oluwadare (2013) in their research found out the disparities between male and female enrolment in the Nigerian school system and for the study of science courses have a wide gap. The female is seen as being weaker in all fields of endeavours. Parents and society see the female sex as being inferior intellectually, physically and otherwise to her male counterparts.



#### 4.10. Lack of Political Will

Lack of political will to implement policies that will support girl child education by the various political officeholders is another major problem slowing down the development of girl child education in Nigeria. Ogunode (2016) submitted that lack of political will to implement the educational policies in Nigeria is another problem facing the implementation of educational policies in Nigeria. The Child act right bill signed and passed into the law by the federal government of Nigeria have not been signed by many states government because they don't have to sign the bill into law for implementation in their various states. Independent (2019) revealed that twelve states in the Northern part of Nigeria are yet to pass the Child Rights Law despite its obvious benefits for children. UNICEF Child Protection Specialist, stated this during a two-day media dialogue on the Convention on the Rights of the Child (CRC). She identified the states as Bauchi, Yobe, Kano, Sokoto, Adamawa, Borno, Zamfara, Gombe, Katsina, Kebbi, Jigawa and Kaduna. The inability of the state governor to sign the Child act right bill that covers every aspect of the lives of children and adolescents. They are broken down into the following: survival rights, development rights, participation rights, and protection rights. The lack of political will to implement or sign the bills into law is affecting the implementation of educational policies in Nigeria, especially the girl child education.

#### 4.11. Early Marriage

The early marriage is another crucial problem affecting the girl child education in Nigeria. Many cultures and beliefs disfavor the girls from attending or completing their education. UNICEF (2017), submitted that Gender norms in Nigeria keep many girls out of school. The traditional low value placed on female education is rooted in gender roles, where the expectation is that girls will grow to do nothing more than serve their husbands. In many parts of the country, especially northern Nigeria, early marriage is still a common traditional practice, which negatively impacts on girls' enrolment and retention in school. The low net attendance rates for girls presented in national statistics are linked to traditional practices such as early marriage. A significant overlap exists between early marriage and poverty, in which education is squeezed out. Too often early marriage is not taken up as an education issue. World-Bank, (2017), opined that Girl-child constitute the majority of out-of-school children in Nigeria, who are either never enrolled in schools or withdrawn from schools for a wide range of reasons such as early marriages, domestic chores, hawking to mention. Abdulkarim, (2009) submitted that in Gombe and Adamawa States, 60% of girls' withdrawals from primary school were linked to early marriages, which parents considered a religious obligation. ActionAid, (2011) submitted that among girls surveyed in six Northern States in 2008, 43% cited early marriage as a major obstacle that would prevent them from continuing their schooling and 32%.

### 5. Ways Forward

To solve this challenges, this article recommends the following: the government should increase the funding of girl child education, provide adequate infrastructural facilities, employment of female professional teacher, provide free of learning materials, empower the parents, provide security in school, fight institutional corruption, control sexual harassment, develop the political will, effective monitoring and evaluation and public enlightens.

#### 5.1. Adequate Funding

Government should fund education by allocating a higher percentage of her revenue to education for at least 10 years. Many funds should be poured into educational sector to bring education to a normal

standard. Institutions should vigorously adopt the mechanism for internally generated funds. Institutions should establish and equip a unit in their campus solely to generate funds internally e.g. mixed agriculture; catering services; consultancy services; printing; and laundry services; transport; bookshops; publishing; sales; and machines production (Noun, 2011).

## **5.2. Provision of Adequate Infrastructural facilities**

If quality is to be enhanced in our nation's universities, the infrastructural base of the system needs to be improved upon. The government should make available enough funds for the rehabilitation of existing facilities. Government should intensify efforts in providing more physical facilities. Corporate bodies, philanthropists and alumni associations should assist in the provision of these facilities to aid effective teaching-learning activities. There is a need to expand of physical facilities and equipment to meet the increasing student population. There is need to take serious look at the maintenance culture, which is lacking in Nigeria, as this will go a long way to reduce the rate of decay of the existing facilities (Noun, 2011). For girls who do attend school, many experience dark, poorly ventilated classrooms with dirty floors, broken chairs and inadequate desks. Inappropriate and unacceptable toilet facilities put girls at a particular disadvantage. Many schools do not have separate latrines for boys and girls and lack water and sanitation facilities. Evidence from interventions such as the Girls' Education Project suggests that girls' attendance rates can rise by as much as 30% when water and sanitation issues are addressed (British Council, 2012).

## **5.3. Employment of Female professional Teachers**

Research suggests that in schools where there are larger numbers of women teachers, there is more gender parity in attendance, progression and attainment (ActionAid, 2012). So, the government should employ more professional female teachers in schools across the country.

## **5.4. Provision of Free Learning Materials**

To effective implementation of the girl child education programme in Nigeria especially the Northeast. The government should provide free learning materials for all the girls' child in Nigeria and especially those in Northeast Nigeria.

## **5.5. Empowerment for Parents**

Poverty has been identified as the one barrier to girl child education in Nigeria. The government should develop and design policies to lift the people from the poverty through empowerment programmes. This will help to boost parent economic power and send their children to schools.

## **5.6. Adequate Security in Schools**

The government should provide adequate security to all the educational institutions in the country to enable a peaceful teaching and learning environment.

## **5.7. Fight Institutional Corruption**

Corruption practices have done more harm to the educational institutions than good. Corruption within the educational institutions has created a bad image for the Nigerian educational institutions. Corruption is also responsible for the poor girl child education because funds meant for development of facilities that supposed to have improved the quality of education have been diverted. So, the government and school administrators should designed an effective monitoring and valuation system that will monitor the movement of funds within the system. The government should direct all its anti-

corruption agencies to work with the educational institutions with the aims of eradicating diversion of funds.

### **5.8. Control Sexual Harassment**

The government should design policies to protect school children from sexual harassment from either their teachers or colleagues.

### **5.9. Political Will towards Implementation of Educational Policies for Girls**

The political officeholders in the country should develop the attitudes of implementing the various educational policies in the country. The Child's Rights Act should be strengthened and implemented in all states. This would go a long way in checkmating indiscriminate child abuse. This is because, as girls are not educated, they remain dependent on their parents before marriage, on their husbands after marriage, and on their children if eventually their husbands die.

### **5.10. Effective Monitoring and Evaluation**

The government should ensure that all the girl child educational institutions are properly monitored and evaluated. This will help to ensure quality education in all the girls' schools in Nigeria.

### **5.11. Public Enlightenment**

Proper implementation and political commitment are critical to achievement of girl child education in Nigeria. The importance of including sensitization activities in the Program for parents and community members on the value of education for girls

## **6. Conclusion**

Proshareng (2018) observing that educating the girl child translates to better health for the future generation, reduction in child morbidity and mortality thus triggering a snowball effect of achieving all other Sustainable Development Goals in a viable manner. The girl child needs to be educated to acquire knowledge and skills needed to advance her status for social interactions and self-improvement. The girl child education also prepares her to face the reality in society and teaches her to be a good wife and mother. When she is educated, she realises the full potentials endowed in her; she discovers to be whoever and whatever she wants to be. With education, she would break the shell of ignorance and open that of self-discovery. As important as the girl child education, it is unfortunate that in Nigeria the girl child education is facing many challenges. Some of the challenges include; inadequate funding of girl education, inadequate infrastructural facilities, shortage of female professional teacher, lack of learning materials, high poverty, insecurity, corruption, sexual harassment, culture and lack of political will. To solve this challenges, this article recommends the following: the government should increase the funding of girl child education, provide adequate infrastructural facilities, employment of female professional teacher, provide free of learning materials, empower the parents, provide security in school, fight institutional corruption, control sexual harassment, develop the political will, effective monitoring and valuation and public enlightenment.

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