

VOLUME 2 / NUMBER 2 / NOVEMBER 2006

ISSN 0794-2192

103 474 97

African Journal of Historical Sciences in Education

*A journal of the History of Education Society of Nigeria
An Affiliate of the International Standing Conference for
the History of Education (ISCHE).*

Secretariat:
Department of Teacher Education, University of Ibadan, Ibadan Nigeria

EDITORIAL-BOARD

CHAIRMAN

Dr Israel Olu Osokoya
Dept of Teacher Education
University of Ibadan

EDITOR-IN-CHIEF

Prof Taju Balogun
Ibadan Nigeria

ADVISORY EDITOR

Pro Pai Obanya
Ibadan Nigeria

ASSOCIATE EDITORS

Dr. Abioye Sarumi
Dept of Adult Education
University of Ibadan.

Dr. B. O. Lawal
Dept of Teacher Education
University of Ibadan

Dr. Martins Fabunmi
Dept of Educational Management
University of Ibadan

INTERNATIONAL CONSULTING EDITORS

Prof Michael Omolewa
Ambassador; Permanent Delegate
Nigeria Permanent Delegation
to UNESCO Paris

Prof Davis Matthew
515 Mullica Hill Road B-114
Glassboro, NJ 08025

Prof Augustus A. Adeyinka
Faculty of Education
University of Botswana

Prof Craig Campbell
Faculty of Edu and Social Work
University of Sydney

Prof Ian Grosvenor
University of Birmingham
Birmingham B 15 2T.T, U.K

Prof. Yoko Yamasaki
Naruto University of Education
Japan

44-54

ISSN 0794-2192

*African Journal of Historical
Sciences in Education*

VOLUME 2 / NUMBER 2 / NOVEMBER, 2006.

*A Journal of the History of Education Society of Nigeria
An Affiliate of the International Standing Conference for
the History of Education (ISCHE)*

Secretariat:

**Department of Teacher Education
University of Ibadan, Ibadan, Nigeria.**

Notes on Contributors

- | | |
|--------------------------|---|
| Pal. Obanya | - Professor of Education, Ibadan. |
| M.O. Okenwa | - Lecturer, Oyo State College of Education, Oyo. |
| F.S. Akinwumi | - Lecturer, Department of Educational Management, University of Ibadan |
| J. Isuku | - A Graduate student, Department of Educational Management, University of Ibadan. |
| M. A. Yusuf | - A Graduate Student of Department of Teacher Education, University of Ibadan. |
| M.I. Oniye | - A Graduate Student of Department of Teacher Education, University of Ibadan. |
| N.P. Okoro | - A Graduate Student of Department of Teacher Education, University of Ibadan. |
| A.O.I. Gabriel | - Associate Professor, Institute of Foundation Studies, Rivers State University of Science and Technology, Port Harcourt. |
| A. O. Johnson | - Head of Department of Teacher Education, Eastern Polytechnic Sierra-Leone. |
| A.U. Terhemba Nom | - Programme Co-ordinator, NOU, Lagos. |
| Theo. Ajobiewe | - Principal Lecturer, Federal College of Education (Special) Oyo. |
| R.C. Ojo | - A Graduate Student of Adult Education Department, Faculty of Education, University of Ibadan. |
| F. Ojebiyi | - Lecturer, Education Foundations, Federal College of Education, Osiele Abeokuta. |
| M.A. Hassan | - Lecturer, Institute of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State. |
| A.O.A. Awofala | - A Graduate Student of Department of Teacher Education, University of Ibadan. |
| O.O. Amao | - Lecturer, Oyo State College of Education, Oyo. |
| Y.A. Oguntimehin | - Lecturer, Department of Educational Management and Business Education, Ago-Iwoye. |
| I. Olarewaju | - Director, Institute of Adult Ethical Education, Ibadan. |
| A.O. Jaiyeoba | - Senior Lecturer, Department of Educational Management, University of Ibadan. |
| A.I. Atanda | - Lecturer, Oyo State College of Education, Lanlatech |
| H.O. Ajayi | - Lecturer, Oyo State College of Education, Oyo. |
| Johanna Hopfner | - Professor of Education, University of Graz. |
| D. Kehinde | - Principal Lecturer, Music Department, Federal College of Education, Abeokuta. |
| O.J. Olayanju | - Lecturer, Department of Educational Foundations, Oyo State College of Education, Oyo. |

AFRICAN JOURNAL OF HISTORICAL SCIENCES IN EDUCATION
Volume 2 Number 2

CONTENT

EDITORIAL

Pai. Obanya	Historical Hints for Futuristic Studies of Education	5
M.O. Okenwa	Improving the Teaching of Adult Learners in Large Classes: A Case Study of Oyo State College of Education, Oyo.	14
F.S.Akinwumi & J. Isuku	The role of Multilateral Organisation in the development of Education in Nigeria.	26
M. A.Yusuf	Revitalizing Girl Child Education in Nigeria: Innovative Approaches and Emerging Challenges.	34
M.I.Oniye & N.P. Okoro	Adoption of Pragmatic Approach: A Major Avenue for Revitalizing Education in Nigeria.	44
A.O.I. Gabriel & I.O. German	Revitalizing University Education in Nigeria: The Private Sector Perspective 1999-2005.	55
O.J. Adlyn	Education for all: Targeting over-age Children, an Assessment of the Complementary rapid Education Programme (Creps) in Sierra Leone.	65
A.U. Terhemba Nom	National Open University of Nigeria: An Historical Perspective and Challenges.	76
Theo. Ajobiewe	The Role of Voluntary Organisations in the provision of Services for Persons with disabilities.	92
R.C. Ojo	Conceptualizing Universal Basic Education: A Governmental Approach at Revitalization Education in Nigeria.	101
F. Ojebiyi	Teacher Education Preparation in Revitalizing Education: The Challenges of National Teachers' Institute (NTI).	118

M.A. Hassan	Government Approaches in Revitalizing Education in Nigeria: National Open University.	126
A.O.A. Awofala	The acquisition of Mathematical Literacy by Nigerian Students in The Mathematics Curriculum of the 6-3-3-4 System of Education.	137
O.O. Amao	Promoting Responsible and Function Citizenry Through Universal Basic Educations UBE.	154
Y.A. Oguntimehin	Assessment of National Teachers' Institute's Physical Facilities for Nigeria Certificate in Education Programme in Ogun State.	162
O.O. Kolawole	Availability and Utilization of Audio-Visual Materials for the Teaching of English Language in Some Nursery/Primary Schools In Ibadanland	170
I. Olarewaju	On Government Approach in Revitalizing Education Through Moral and Religious Education.	179
J. A. Jolayemi	Revitalizing History in the Curriculum of the Secondary Schools in Nigeria.	192
J. A. Omoladun	The Teacher as an Indispensable Resource in Revitalizing Education in Nigeria.	199
O.P. Aromolaran & M.O. Owoeye	Revitalizing of Girl-Child Education in Nigeria.	206
H.O. Ajayi	The Nigerian Child and Reading Proficiency.	213
H. Johanna	Rhythm and Rhetoric: How to Achieve Literacy	222
A.O. Jaiyeoba & A.I. Atanda	Revitalizing Education Through Private Sector Participation: Challenges to Primary and Secondary School Proprietors.	229
D. Kehinde	Revitalizing Music Teaching at the Secondary School Level: An Innovative Approach.	236
O.J. Olayanju	The role of Colleges of Education in Achieving the objective of Universal Basic Education Programmes in Nigeria.	246

REVITALIZING GIRL CHILD EDUCATION IN NIGERIA: INNOVATIVE APPROACHES, AND EMERGING CHALLENGES

M.I. Oniye, and Okoro Ngozi

Abstract

The study investigated participation of girl child education in Nigeria both in the past and at present. The research work is done from 1960 when Nigeria got her independence to 2005 to time of 2nd annual National Conference of History of education society of Nigeria. Historical method was use, and primary sources were heavily relied upon. Structured interview were held with Director Research and statistics of Kaduna and Lagos States' Universal Basic Education Boards, Focal persons incharge of girls education in two state's ministry of Women Affairs, and some Non Governmental Organization in both states. The study examined some factors hindering girl's participation in education. Factors such as tradition and cultural practices, economic condition of the house hold, school organization, opportunity were considered. The study also examined various innovative approaches made by Governments and Non Governmental organization towards revitalizing participation of girls in education. These include laws enacted in this regard, taskforces, female favoured policies, national policy on women, launch of UBE in 1999, establishment of Girls education movement, mothers club in the south Eastern part of the country, girls education in the national policy on education, Advocacy and sensitization, addressing problems of Almajiri and beggars in the Northern Nigeria. The study goes further to talk briefly on emerging challenges toward improvement of girls' education in Nigeria. The challenges include policy favouring the poor monitoring and evaluation, empowerment of parents and guardians. Some recommendations were finally made. The study specifically focused on Kaduna and Lagos States' primary school roles few Non Governmental organizations in the two states. While Kaduna represents northern part, Lagos represents Southern part.

Background

Since independence of this country in 1960, progress has been made in providing education for the citizenry. From less than 3,000 primary schools in 1960 enrolling about 1.3 million pupils, there are now over 44,000 primary schools with pupils enrolment in excess of 20 million. Secondary schools number and enrolment went from 534 and 24,640 respectively in 1960 to over 9000 public and private secondary schools in 1999 with 3.4 million students. At the tertiary level, there has been similar growth. From one university college in 1960, there are now over 148 tertiary level institutions made up of government and private own universities, polytechnics and colleges of education with aggregate student population of over 800,000 (full – time and part time) (Nigeria Education sector analysis 2002).

In spite of the progress recorded in number of schools and pupils/students enrolment, one of the shortcomings of our education is gender disparity. This is very glaring when one considers the wide national disparity in the ratio of male and female enrolment in schools. For instance, statistical report (Federal Government of Nigeria and United Nations Children's Fund 1997 – 2001) shows that on the national level, primary school enrolment ratio for the boys and girls is 94:75. According to the same source, the ratio is almost twice higher in the Northern states where formal female education is accorded less values. Furthermore, besides girls low enrolment rates, their attrition rates are particularly high in 8 states in the North. The data cited above is not statistically at variance with that of Oladunmi (1999) which indicated that in Nigeria, primary school net enrolment ratio is 67% boys and 52% girls age 15yrs and above in 1995 was 67% for males and 47% for females.

The problem of gender disparity in access to education in Nigeria is not restricted to primary schools and adult literacy alone. Infact, the situations are not statistically different from the picture painted above. For instance the 1999 statistical report of the National Board for Technical Education (NBTE), and National Council for Colleges of Education, (NCCE), as cited by UNICEF (2001) shows that out of a total number of about 500,000 students that were admitted in all tertiary institutions in Nigeria, female enrolment represented only 34%. According to the same source, the imbalance in the number of male and female enrolment is more pronounced in the Polytechnics and in the non Arts disciplines in the Universities such as engineering, technology Environmental design and veterinary medicine. The World Bank calls women's education the single

most influential investment that can be made in developing world. In a similar vein, the world conference on Education which was held at Dakar, Senegal in 2000, emphasized the importance of eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015. These pronouncements arose essentially because of the realization that women's education fosters economic growth, promotes women's self esteem, political awareness and involvement and positively impact on the quality of family and societal life (Williams, 2001).

Factors Hindering Girls Participation In Education In Nigeria

Within nations, the main set of factors explored in the literature as hindrance of female participation in education include; cultural/religious factors; economic condition of the household; school organization; opportunity cost of formal education; parent level of education; labour market opportunities; government policy and management, in Nigeria it is the same.

Williams (1986) says that the extent to which cultural and religious beliefs accord women a role outside the home in Nigeria is a factor among factors hindering girls' participation in education. She argued that one would expect to find that in cultures dominated by patriarchy or where female seclusion is practiced, females will have less access to education than men. As a patriarchal society women are expected to perform mainly domestic roles and thus education was irrelevant to the everyday life of females.

Jiya (2005) said that people held the belief that girls should marry early especially in the Northern Nigeria. The reason being that such girls are still chaste, young and fresh, even though this idea has this attendance consequences as some of these girls become victims of VVF (Vesico Vaginal Fistula) and UVF Urethro, Vaginal Fistula), early divorce and prostitution. The time a girl is given out in marriage is very important. When girls are married at age 10 – 14 their educational careers are disrupted especially if an avenue for second chance learning is not provided.

Indabawa (2004) says that misunderstanding of the position of Islam on girls' education hindered their education participation. Due to lack of sufficient knowledge of Islam many parents think that formal learning is not meant for Muslim girls. They equate it with Christianity or Westernization or both. The belief is anchored on the historical origin of Western education in Nigeria.

Fear of excessive emancipation according to Williams (1986) is

another hindrance. There are various myths about this. It is widely believed that educated women do not make 'good' (submissive) wives; that they are morally corrupt or promiscuous; that they are barren; that educated girls will reject parental choice of husband. The real fear was of the effects of education on women's attitudes, newly acquired attitude are seen as incompatible with their role as wives and mothers. Economic condition of the household when it is poor hindered girls education. This has to do largely with the costs of acquiring education. Even when no school fees are paid, other costs have to be borne by parents such as boarding fees (for boarders), cost of text books, school uniforms, transports fares etc. For a poor parent in particular, when a choice is to be made, the female child is sacrificed, given the cultural beliefs that boys are breadwinners and girls education will end up in the kitchen.

School organization is very important according to Akweshi (1994) she said many parents are known to be protective of their daughters. They therefore will not allow their daughter to walk long distance to school, at the primary level or to travel far away to boarding school because of fear of sexual harassment and to keep their daughter under closer watch. Infact, they tend to favour the establishment of single sex schools. The presence of male teachers at girl's schools is also very repulsive to some parents. Such parents would readily prefer female teachers because of their concern for their daughter's morality and security. Opportunity cost is another hindrance. Time spent in school entails activities forgone. This means labour contribution of children to the household. Girl's time is taken up by children's care; household tasks, work in the farm or garden fetching water or fire wood, assisting in trading or food processing activities. Time spent on these activities is very important to poor households which cannot afford to employ helpers some poor households infact gave out their daughters as house maids in return for income. The consequence is non attendance at school or poor performance as there is little or no time for home study (Anderson and Brown man, 1980). Labour market opportunity is another hindrance. Indabawa (2004) mentioned that there is a popular belief in the society that modern education only emphasizes instrumental goals, that is, it is mainly employment oriented. Therefore when learner complete an educational programme without commensurate assurance for modern sector jobs, society sees a mismatch and lack of synergy. This discourages participation, given that no serious meaning is attached to learning itself. Poor self concept according to Indabawa (2004) is another hindrance.

That there are instances where the females themselves bears on themselves poor self concept of being unable to cope with challenges of modern learning. They are unduly influenced by the negative impressions society place on them. This then becomes a very serious impediment to their learning and educational pursuits.

Innovative Approaches Made by Government and NGOs to Revitalize Education Participation of Girl Child in Nigeria

In order to comply with the conclusion of the Jomtien's conference in Thailand in 1990 which stressed as the most urgent priority to ensure access and improve the quality of education of girls. The call of the 42nd session of the International Conference on Education (1990) for the elimination of all gender stereotyping in education. The convention on the Rights of the Child (1989) which established universal access to primary education with special emphasis on girls as a goal for development in 1990s. the World summit for children (New York 1990) which underlines the education of the girl child as the nucleus for enhancing women's status and their roles in development; the sixth conference of Ministers of Education and those responsible for Economic Planning in African Member States (Dakar 1991); Ouagadougou Declaration (1993) which called on Governments to make the girl child the focus of education, planning and development. The International Conference on Assistance of African Children which identified the need for quantitative goals, especially to reduce the disparity between boys and girls by at least one third by the year 1995; the World Conference on Education held at Dakar, Senegal in 2000 which emphasized the importance of eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, Nigerian Government and a number of NGOs across the country put in various measures to revitalize participation of girl child education in Nigeria.

The measures include enactment of laws which prohibit the employment of school age girls as house helps without opportunity for any form of education. Example of such laws is the National Assembly compulsory, free, Universal Basic Education Bill, 2003. Where it is stated that every parent shall ensure that his child or ward attends and completes his or her primary and junior secondary school education, and any parent who contravenes this section 2 of the Bill commits an offence and is liable.

- (a) On first conviction, to be reprimanded
- (b) On second conviction, to a fine of #2000 or imprisonment of a month. Some state governments have promulgated edicts prohibiting collection of all forms of fees in girls school, and withdrawal of girls from schools respectively.

As a follow up to the resolutions reached at the Pan Africa Conference, Task forces on the Education of the girl's child were inaugurated in Nigeria on the 28th of October 1993. The Task forces were set up at the National, Zonal, and states level by the National Commission for women Affairs. Isa (1994) said that the task forces have been working hard to create awareness on issues related to the education of girl child. And, according to Ahmed (1995) the objectives of the taskforces are to identify areas of intervention in the education of girl child, to work out a definite programme of activities to bridge the gap between the level of literacy among boys and girls; to identify those traditional norms, values and administrative practices that tend to encourage and widen the disparity between girls and boys, and to ensure through mass mobilization, adequate programmes, enlightenment campaigns, the elimination of socio-cultural practices that limit the full development of the girl child. Female favoured policies were made by governments and technocrats to redress the imbalance in gender education. The policies include;

1. Designation of one of the two federal government colleges in each state of the federation as Girls College while the other one in each state is mixed school.
2. In 1987, the National council on Education adopted the National Women Education Programme. And its objectives were to;
 - (a) Provide more educational opportunities for girls from primary to tertiary levels.
 - (b) Re-orientate the attitude of all females towards education, irrespective of their age.
 - (c) Provide functional education for girls and women; to awake the consciousness of all women.
 - (d) Educate parents and general public so as to bring about a change in attitude towards the new women's education programme.
 - (e) Promote the education of girls and women in the field of science, technology and mathematics.

Government produced the blue print on Women Education in 1986 in recognition of the fact that education is the basic tool that should be given

to the girl child, and women for them to realize their full potentials in the society. The objective was to provide educational opportunities for girls from primary to tertiary level. In the work of Oboh (2000), other steps taken by government to revitalize girl child education participation include:

(A) The National Policy on Woman (2000) that made provision for the girl's education.

Its Objectives Include:

1. To expand facilities for "Second chance education to girls and women."
2. To enforce legal provision of penalties for withdrawal of girls from school for marriage.
3. To provide education and relevant training for girls and woman with special needs; for example, the handicapped, gifted, nomads, out of school e.t.c.

- (B) (1) Establishment of clubs such as Girls Education Movement (GEM)
(2) Mothers Club organized in the south to monitor girls in the schools.
(3) Advocacy and sensitization in some communities.

In October, 30th 1999 the President of Nigeria (Chief Olusegun Obasanjo) lunched in Sokoto state, Universal Basic Education in place of Universal Primary Education to revitalize education in Nigeria. The objectives of the programme in its implementation Blue Print include;

1. Development in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. Provide free, compulsory, universal Basic Education for every Nigeria child of school age among others.

Nigeria National policy on education in an attempt to revitalize girl child Education, in its section 3, 4 and 6 states thus:

"With regard to women's education, special efforts will be made by Ministries of education and local government authorities, in conjunction with ministries of community development and social welfare and of information to encourage parents to send their daughters to school."

"The aims of technical education should be to enable our young males and females to have an intelligent understanding of the increasing complexity of technology".

"More efforts will be made to encourage women to enter wider area of technical education; technical schools which do not now have facilities for female students will be encouraged to do so." (National Policy on Education 2004)

Beside all mentioned, another approach of the government towards revitalizing girls education in Nigeria was the Girls Education Initiative and Strategy for Accelerating Girls' Education in Nigeria (SAGEN) launched in July 2003 by the Federal Government of Nigeria. SAGEN was launched to focus increased attention on girls education in 6 under-served states of Bauchi, Yobe, Sokoto, Zamfara, Edo and Ebonyi. Non-governmental organizations like UNICEF, HDFN and MILLENNIUM HOPE are doing a lot toward revitalization of girls' education in Nigeria. UNICEF for instance is helping through organization of seminars/workshop. It chooses some schools as child friendly schools that it supplied furniture, instructional materials etc. It organized training for teachers and Primary Board Officers, on how to teach well and on various things that can be done to encourage adequate participation of girl child in education.

Millennium Hope is the project of the wife of Kaduna State Governor. The project focused on Al-majiri or Tangaya schools and the girls hawking on the street during school hours. This NGO contributed through intervention by improving on the infrastructural facilities at Almajiri or Tangaya schools, and then stop these children from going begging after their Quranic or Arabic classes that ends 8am each day. The NGO arranged Western education for children in their Mallam schools based on their ages, and it is between 9a.m and 2p.m. when they will start afternoon Arabic classes again. Cloth, school uniform, and all that the children will need are provided by the NGO from the interview conducted with Hajia Aisha Aliko Muhammed one of the trustee and co-ordinator of the programme, this NGO is about 6years now, and it has been very successful. It is operating in the entire Local Government Areas in (Human Development Foundation of Nigeria) Kaduna State.

Another NGO in Kaduna state is HDFN it is formed by Nigerian males and females. They are working people; they are contributing on their own to finance the organization. The main focus of this organization are the girls doing house help and the orphans. The organization look for them, collect them and put them in school. The organization also discuss with beggars who have children that are taking them about during school hours for begging. The NGO allow the children to take their parent out on begging

between 9a.m. and 12p.m. and from 12p.m. and 5.30p.m the NGO collect these children and put them also in school for Western education and vocational training. The NGO could not prevent them from taking their parent out in the morning on begging according to its president (Hajia Sadia Abdul), because the NGO cant cater for the needs of the parents of these children; although they supplied the children lunch. The NGO has its own school, the building of the school worth 15million naira with the aid of Kaduna state governor. What is fascinating about this organization is that they collect parents of these children who are trainable and give them vocational training. For the house-help girls, the organization discussed with their mistresses and tell them to release the girls for Western education and vocational training the moment their children goes to school and they are through with their morning duties so that the free periods that the house helps wasted can be utilized for their benefit. And when the children finished their basic education they are given machine and other vocational items to let them be self dependent. The organization had been for almost 20years.

The State of Girl Child Education in Nigeria Today

There is a remarkable improvement on the disparity that existed before in our gender education participation. Infact, from the structured interview carried out in Kaduna and Lagos states with Primary Board; women affairs, Agency for mass Education and some NGOS, there is hope for gender equality in education participation come 2015. From the present statistics the states gave on pupils enrolment, retention and dropout it is clear that there is tremendous improvement especially on girl child education participation. Everywhere the researcher visited in Lagos state the response to the oral interview was that, there is no girl child education problem in Lagos state. From the statistics of enrolment and completion of school showed by the Lagos state primary board/school services in most cases girls out number boys in enrolment and retention. The drop out is nor large and it was attributed to poverty or such misbehaviour of carrying unexpected pregnancy.

Recommendations

The complete picture of public expenditures for education is not known, but is almost certainly inadequate. It remains unclear: what level of total public resources are allocated to the education sector; what

proportion of the allocation is actually spent; how expended funds are used; and the extent to which these funds do or do not reach schools and other intended beneficiaries. All of these must be addressed and allocation to basic education should be increase. Not that alone, the problem of the poor parents and guardians whose household needs is making them to deny girl child opportunity of participating in education must be addressed. Asking the blind, lame, dumb and other poor parents or guardian to send their children or wards to school without showing concern over their weakness will render the policy inactive.

The MLA studies (1996) and 2004) show that learning outcomes in primary schools are poor, although there are very wide variation across states which merit further investigation. Teachers are not well equipped with basic pedagogical skills and understanding, especially at the lower levels of primary education language policies are appropriate but poorly implemented. Teacher/pupil ratio is a problem in most of our schools. There has been inadequate investment in creating physical environments that are conducive to learning, although the FME is committed to the concept of child friendly schools, and the UBE programme is committed to improving the quality of the school environment and availability of learning materials. However, most primary schools still suffer from seriously deteriorated infrastructure, including roofs, teaching resources and toilets. The poor quality of primary schools acts as a disincentive to access and completion, particularly for girls. A strategy to get more girl in school and to retain them may require that all the above issues are addressed.

Cultural attitudes are still responsible for gender disparity in education in some areas, especially the North, where there is resistance to what is seen as 'Western education', particularly among marginalized groups and rural people. Shortage of female teachers to serve as role-models in school seriously affects girl's motivation to attend school. Educational planning needs to identify and focus priority issues and target groups. Foremost amongst these are the large number of girls who are not enrolled in school or who are withdrawn from school early.

Indabawa, S.A. (2004): Some socio-cultural determinants of Girls involvement in Education in Nigeria.

Williams, G.A. (1986): Education on Women for National Development Federal Ministry of Education Lagos.

Oboh, C.O. (2005): Female Education and Sustainable Rural Development in Nigeria.

Jiya R.R. (2005): Female Education and Sustainable Rural Development in Nigeria.

Isa L.A. (1994): National seminar on the Education of the Girl Child Rights implementation committee.

The Girl Child the future of Humankind (1995): Kaduna State Women's Commission and UNICEF.

Integrated growth and development programme 2002-2004 Mid term review Report.

Situation Assessment and Analysis Update for 2004 IGD Programme Review.

Blue Print on Women Education in Nigeria (1986): NERDC printing press, Yaba Lagos.

Federal Republic of Nigeria; National Policy on Education, 2004. NERDC Press, Yaba Lagos, Nigeria

National Assembly UBE Bill, 2003.

National Assembly of the Federal Republic of Nigeria.

William O.O. (2004): Women Emancipation: The Journey so Far in Nigeria.

Bello, F.L. (2004): The Attitude of Parents Towards Girl Child Education. Unpublished M. Ed. Dissertation, University of Ilorin.

Kaduna State Primary Schools enrolment, retention, transition and dropout statistics. Kaduna State Primary Education Board.

Lagos State Primary Schools enrolment, retention, transition statistics. Lagos State Primary Education Board.

REFERENCES

Nigeria Education Sector Analysis 2002

Oladunni, E.B.I. (1999): The dimensions of poverty in Nigeria: Spatial, Sectoral, gender, et al. Bullion Publication of Central Bank of Nigeria.