

## Managing Girls' Child Education Programme for Female Youths Empowerment in 21st Century: Way Forward

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**Abstract.** This paper examined the strategies for managing girl's child education for female youth empowerment and sustainable national development in the 21<sup>st</sup> century. It should be noted that the federal republic of Nigeria, meaning Nigeria are interested in the girl child education programme so as to achieve the educational agenda of education for All (EFA) by 2030. Both the government and meaning Nigerians had put up series of efforts yet, the problems still persisted. The papers however find out the major factors that militate against girl child education in Nigeria and strategies that the girl's child education programme can be managed for female youths empowerment and national development in 21<sup>st</sup> century. The way forward toward improving girl's child education in Nigeria was also mentioned.

**Keywords:** managing girl child education, female youths empowerment and national development and way forward.

### 1. Introduction

Education is regarded as an impetus for national transformation, social change and sustainable national development, it should be noted that every society has her own method of educating her citizens. This is because every society acknowledged the fact that illiteracy have baneful effects on national productivity. (Ogunde, 2018), Ojede, (2016), Afolabi, (2017) noted that the education provided for the children of the school age reduced the problems emanated from out of school children such as street children, Girl children, unemployment, prostitution, social menace etc. The basis for the study is to examine the issues relating to Girl child education programme and how the programme can enhance sustainable national development at Global level.

Girl Child education according to Ogunde, Mugu and Yakwal (2016) is the type of education that are provided for the girl children in the developing countries to encourage and prepare them for the necessary global changes and innovations. The authors described that it is essential to prepare the girl children at the youthful ages for the womanhood ages. Nwokedi (2015) also stated that for effective transition from the girl child to the womanhood quality Education is the answer. That girls-child should be provided with quality Education in the interest of providing global peace and transformation.

However, in the developing countries, due to the high rate of poverty, crises, unemployment and all sorts of social menace that are about to disintegrate many countries at the global level. Katunku (2015) also noted that due to many factors like financial problems, religious, socio-cultural, peer-grouping, non-challant attitude to Western Education, parental socio-economic background. All the factors affect effective patronage of the girl children into Western Education. The author attributed these problems to the reasons why girls children do not have interest in Western Education, they prefer hawking biscuit, groundnut fruits, sales girls and wanderers. Due to lack of interest in education, the girls children are exposed to problems of different kinds such as Prostitutions, Sexual harassment, Armed robbery, Raping, Political thuggery, inferiority complex, Religious bigotry and all those problems that does not allow compatibility of all to the global social change and sustainable national development (Ogunde, Dado and Jankur 2017) said government at all levels advocated for the equity, accessibility and quality as the emerging issues that are necessary for sustainable national development. The Federal Republic of Nigeria (2014) also called for all efforts

that encourage equality and accessibility and quality into Nigerian Education among the governmental response for equity, accessibility and quality education programmes is provision of quality girls child education programme for the Nigerian girl children, universalization of basic Education, Adult and Non-forma literacy education, Early childhood education and special education and rehabilitation sciences. The programmes will enable the education be equally accessed by everyone in the country (Federal Republic of Nigeria 2014).

It should be noted that the issue of girl child education had become an issue of concern at the global level. However, the federal republic of Nigeria had been trying all possible best to see that equal educational opportunities are provided for the citizens, such efforts including compulsory universalization of education. According to Abdulkareem (2017), in Nigeria, that the federal republic of Nigeria categorized the countries with two namely, disadvantage and advantaged education areas. Most of the educational disadvantaged areas fall into the North east North central and south south geopolitical areas. However, the government introduced free education for the females at the educationally disadvantaged states and yet the problem of recognizing girls education program as forbidden (Haram) still persist. The paper therefore examined the factors responsible for the poor patronage of girls child education programmes in Nigeria.

## **2. Needs for Managing Girls Child Education in Nigeria**

Since education is a veritable tool for national transformation and development. However, the needs arise for the encouraging and sustaining girls child education due to the following reasons.

- To encourage equity, accessibility and quality educational provisions for all and sundry; sustaining girls child education will encourage the manifestation of United Nations Education and Cultural Organization's (UNESCO) Education for all (EFA) by 2030. However, Ogundele, Dado and Jantrur (2015) noted that all strategies for enhancing equity, accessibility and quality Education for all including disadvantaged groups like girl child education. However, sustaining girl child education will bring about Equal Educational opportunities for all citizens.

- To create awareness about individual human right: It is a misconception in African society to say that the right of females ends in the kitchens and bed room, which is not so, However sustaining girl child education will enable the females to know that they have active role to play in the national development of the nation.
- To eradicate all forms of illiteracy in the society; Ojedele (2017) stated the need for sustaining quality education among the disadvantaged groups. That illiteracy among the citizens have baneful effects on the national integrity and socio-economic development. However for effective global compatibility of any nation, such nation-should provide avenue for developing quality education to all citizens including the diverse and marginalized citizens.
- Also, sustaining girl child education in Nigeria is to develop sound moral mind and attitude and to create positive national attitude and interest towards developing national wealth, governance and domestic affairs. Moral sound developed among the girl child will create the spirit of honesty commitment, dignity of labour and all attitude that will aid national transformation of the society. (Jimba & Maina (2016)
- Furthermore, effective management of girls child education will encourage the information communication technology breakthrough, since the society wants computer literacy applications utilization to the daily life, effective integration of girl child education will aid digital literacy among the children and the will be able to meet up with the global challenges and provide solution through the use of digital social media and electronic media in the society (Etejere & Ogundele (2018)

Finally, sustaining girl child education programme in Nigeria will enhance effective utilization of the available resources for the national development; It should be noted that efficient utilization of the National physical and human resources in Nigeria, it is everybody responsibility. Therefore nobody should be neglected in the educational provision including the girls children in the country.

## **3. Factors responsible for poor patronage of girl child education in Nigeria in 21<sup>st</sup> century.**

The problems affecting the sustainability of girl's child education are as follows:

**Early marriage problem:** The problem of bathroning a female children for marriage at teenage age caused a lot of problem for exposing them to the schooling. Already the children must have been exposed to the domestics and maternal problem before going to school. However to encourage them for schooling become difficult, (Sambo(2019).

**Parental employability status:** Many of the parents are substance farmers, that can only produce what the family will feed on. The some the parents are under employed and some are unemployed. The problem of parental employability status discouraged effective sponsorship into the quality of girls child education. (Irimiya & Ogundele (2020).

**Misconception on the girl child education:** The traditional society believed that the office of the female education ended up with their offices in the kitchen and bed room and their main functions are to cook delicious food for the family and to bear children for the society. The notion however made many parents to be discouraged in sending their children to school. They just started their education in hawking of coconut, cigarette, palm, products, groundnut and maize to go to school therefore become problem to the girl child in Nigeria.

**High cost of education in Nigeria:** It should be noted that despite the outcry of the government and meaning Nigerians to educate the girls for the society. there had been a flimsy excuse of the government that government alone , can not shoulder the responsibilities of Education provision to her citizens and for the fact that education cannot be fully funded, the patronage of the girls children to education become problem for the achievement of united nations, educational scientific commission (UNESCO) agenda of education for all (EFA) of 2030 .

**Poverty:** Poverty is another factor that affect the patronage to the girls child education, Ogundele, Ariya & Oparinde (2015) observed, that poverty had become a threat to functional educational provision in Nigeria. However, it should be noted in Nigeria country had become one of the country that are being threatened by the poverty, corruption and malnutrition problems in Nigeria. Ogunsayin (2000) said that an hungry man is an angry man therefore as an educationist to make campaign for girl child education become difficult at the help of poverty and malnutrition, it further stated that at the global level food is always first before any of other things.

Faculty nature of educational programe provided for girl children: the specific types of education programme to be for the girl child education

supported to be skills acquisition like both technical and vocational skills acquisition programe. But it should be noted the curriculum of the girl child education are mainly theoretical and non-activity oriented, it was so designed to focus on literacy and cognitive skills with less emphasis on the psychomotor development which can never help in sustaining girl child education in Nigeria.

Finally, **infiltration of Islamic culture**, despite the fact that Islam is a religion of peace and much emphasis is laid on quality education. Islamic cultural value of pudah usage made the patronage of the child education to be difficult. (Akan(2020).

It should be noted that the girl children are not willing to attend the schools due to their early betrothed for early marriages by their parents. The children are not allowed for skills acquisition at early childhood; these constitute problems to the goals attainment of girl child education programme, it should also be noted that the girls need quality education because according to Ijaya (2007) which stated that if you educate a girl you are educating a nation, because the girls will be transformed to womanhood that will be bearing children to become the population. To the author when every woman is educated, all the children in every nation will be educated for global development.

However, most of the girl children especially in Northern part of Nigeria are not willing to go to school; Instead they prefer early marriage, house maid, sales girls, hawkers, prostitutes and all the activities that are likely to deter the development of the society.

#### 4. Way Forward

In order to achieve the achievement of concerned issues of equity, accessibility and quality for girl child education programme at global level including Nigeria and India, the following measures should be taken into considerations and be acted upon:

**Establishment of Mono-gender school in both primary and secondary schools:** In each country; Girl schools should be established in the strategic areas of all the areas that their girl children are not willing to go to school. Such schools be female secondary or primary schools. When the children see their counterparts attending schools, the attendance will definitely caught their interest and they too can be interested in the type of Education provided for the female children.

**Provision of Free-Education Programme For the Girl Children in The Country:** The female

education programme should be provided in every country at global level; especially where Western Education for the girl children has no meaning. In the countries where the culture still believe that women office is in the bed rooms and kitchen. The girl child education programme should be provided free of charge in the 21<sup>st</sup> century.

**Universalization of Basic Education Programme At Global Level:** Educational provision should be compulsory for all the school aged children. All the school aged female children forced into the school during hour of schools. The three tiers of government should establish boarding system for the students for them to be camped in the school environment.

**Provision of Effective Welfare Services for the Girls Education:** Welfare services like transports, accommodation, recreational feeding security, work-study and any other services that will enable the girl children to happily stay in the school and embrace school environment as the second home, especially in the 21<sup>st</sup> century.

**Integration of Skills Acquisition into girls Education Curriculum:** In the girl's children education planning, implementation and evaluation stages, the Educational planners should encourage effective integration of vocational, technical and moral skills into the curriculum for effective implementation. The integration of the skills will encourage creative thinking and responsibilities among the girls when they are transformed into the womanhood. The skills acquired will prepare them in the 21<sup>st</sup> century for future greater height.

**Adequate Provision of Educational Facility for Effective Implementation of Girl Child Education Programme at the Global Level:** The government, other stakeholders and Non-governmental agencies should encourage instructional facilities like audio, visual, audio-visual aids that will develop girl child interest in the western educational pursuit. The development will encourage all the school aged children to go into school and acquire necessary educational qualification for the benefits in the 21<sup>st</sup> century.

**Supervision and Monitoring of the Girl Child Education is essential tool for Quality Educational Provision:** Girl child educational planning and implementation should be adequately supervised to encourage early goals achievement of the girl child education programme at global level. It is however essential to provide effective supervisory strategies for the planning and implementation of the girl child education so that the goals can be easily achieved in the 21<sup>st</sup> century. (Yakub ,2015).

The teachers handling the girl children education programme in the 21<sup>st</sup> century should be exposed to

training and retaining opportunities like seminars, conferences, e-learning, part-time, workshops, and in-service training.

The training received will develop teacher's capacity building and be able to be compatible with the changes and innovations regarding the girl child education in the 21<sup>st</sup> century.

The commission for women affairs be established to cater for female Education in Nigeria

Mobile court for the enforcement of girl child education programme and intensified the efforts to enhance internal efficiency of the programme in every state. The court should enforce prompt attendance to school, any child found wanting should be charged to the court and fine the parents .

Finally, there should be parent-teacher collaborative efforts. The government should encourage interpersonal relationship among the parents and the girl education stakeholders. The relationship fostered will enhanced quality and effective achievement of girl child education programme in the 21<sup>st</sup> century.

## 5. Conclusion

Since Education for All in the 2030 demand adequate preparations, all efforts should be put in place to confront all the challenges that militate against effective planning, implementations and evaluation of the girl child education at global level. The three tiers of government and well-meaning citizens do fight against the mass illiteracy at every nation. The belief is that illiteracy has harmful effects on the social transformation and sustainable national development. Therefore, the eradication of the problems militating against the effective implementation of girl child Education will enhance effective implementation of national developmental programme for sustainable development especially in the 21<sup>st</sup> century.

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