



Baseline Study Report on the Community-led Collective Action for Girls' Education (C-CAGE) Project in Adamawa State

A Study by the
African Centre for Leadership Strategy & Development
in partnership with Malala Fund



(Centre LSD)



Centre LSD Book Series No. 13, July 2019



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ISBN: 978-978-56252-7-1

List of Acronyms

ADSUBEB:	Adamawa State Universal Basic Education Board
BECE:	Basic Education Certificate Examination
C-CAGE:	Community-led Collective Action on Girls Education
CDA:	Community Development Association
Centre LSD:	African Centre for Leadership, Strategy & Development
CSO:	Civil Society Organisation
FGC:	Federal Government Colleges
FCT:	Federal Capital Territory
FGD:	Focus Group Discussion
GDJSS:	Government Day Junior Secondary School
GDSSS:	Government Day Senior Secondary School
IDI:	Individual In-Depth Interview
JSS:	Junior Secondary School
JSSCE	Junior Secondary School Certificate Examination
KII:	Key Informant Interview
HGSFP:	Home Grown School Feeding Programme
LEA	Local Education Authority
LGA:	Local Government Area
NCE:	National Certificate of Education
NECO	National Examination Council
NGO:	Non-Governmental Organisation
NPE:	National Policy on Education
NPopC:	National Population Commission
PTA:	Parents Teachers Association
PPSMB:	Post Primary Schools Management Board
SMoE:	State Ministry of Education
SSS:	Senior Secondary School
UBE:	Universal Basic Education
UBEC:	Universal Basic Education Commission
UIS:	United Nations Information System
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UNICEF:	United Nations International Children's Emergency Fund
WDC:	Ward Development Committee

Glossary of Terms

Some terms and concepts which are core to the operationalisation of this study are explicitly clarified below to facilitate shared understanding of their usage:

i. Basic Education: This is an education system aimed at ensuring an uninterrupted access to 9-year formal education by providing FREE and COMPULSORY education for every child of school-going age in primary school (6 years) and junior secondary school (3 years) in Nigeria. It is called basic as it is an attempt to raise the quality of education such that beyond primary or elementary school a person is able to acquire further knowledge that will make them more functional in the society.

ii. Completion: Completion as used in this study refers to a situation in which a pupil or student is able to go through the stipulated academic requirements in any level of education be it primary school, junior secondary school or senior secondary school. However, with reference to basic education, completion means the ability to go through primary and junior secondary schools and sit for the JSSCE.

iii. Enrolment: This refers to two things. The number of pupils/students admitted or registered at the commencement of any level of education – primary, JSS or SSS. For example, the number of pupils admitted into primary one or JS1 or SS1 in a school or in all the schools in a particular area. Second, the total number of pupils/students in a school or in all the schools in a particular area whether – primary, junior secondary or senior secondary schools. For example, primary school enrolment in Adamawa state refers to the total number of pupils in all the primary schools in Adamawa state.

iv. Girl-Child Education: The deliberate inclusion of girls in the education system such that they can enjoy the numerous benefits of going through a school system. This has become imperative in view of the growing conscious or unconscious neglect of this strategic segment of 'educatable' population. This term is used interchangeably with 'girls' education.

v. **In-School Girls:** This refers to girls that are enrolled in primary, junior or senior secondary school pursuing their educational programmes.

vi. **Out-of-School Girls:** This refers to girls that are not currently enrolled in primary, junior or senior secondary school. It can also be used to describe those that may have never been admitted into a school or those that dropped out due to one reason or another.

vii. **Retention:** This refers to pupils'/students' ability to remain in school throughout the duration of the school (be it primary, junior secondary or senior secondary schools) having been admitted or enrolled.

viii. **Transition:** The process of moving on completion of one level of education to begin another is called transition. Transition as used in this baseline study refers to movement across various education systems like from primary school to junior secondary school or from junior secondary school to senior secondary school. When a pupil completes her or his primary school, s/he proceeds to a junior secondary school, likewise when s/he completes the junior secondary school; s/he proceeds to a senior secondary school.

Acknowledgement

The management and staff of the African Centre for Leadership, Strategy & Development (Centre LSD) appreciates the Almighty God for His all-round faithfulness and particularly for accomplishing through the Centre this research work - Baseline Study Report on the Community-led Collective Action for Girls' Education (C-CAGE) Project in Adamawa State. We appreciate and thank the Malala Fund for supporting and partnering with the Centre to implement this project “Baseline Study Report on the Community-led Collective Action for Girls' Education (C-CAGE) Project in Adamawa State”.

We are grateful to the government and people of Adamawa State, most especially the focal local government areas of Maiha, Numan and Song. We thank them for their warm embrace of the project, beginning from the preliminary visits to create awareness about the project and for the subsequent co-operation given to our Consultant on the project. To the Staff of the Adamawa State Ministry of Education and Adamawa State Basic Education Board, we thank you for your support. Indeed, the milestone the project has recorded thus far would not have been possible without your support.

We also thank Mr. Clement Ekeoba of Clape Consulting, Abuja, Our Consultant who carried out the baseline research on behalf of the Centre. And finally, to the staff of the Centre for their tenacity and zeal to push for positive change in the Nigerian society.

Centre LSD

June 2019

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Forward

Nigeria is not immune from the crisis rocking the educational sector in the third world countries. Records around education are not in the positive for the country. Various attempts at reforming the educational sector have not lived up to expectation. This is capped by the low funding from the national budget which has consistently fallen short of the UNICEF standard of 26 percent of the total yearly budget.

The global number of out of school children is incredibly high notwithstanding the adoption of various conventions, treaties and protocols mandating government of countries across the world to ensure the education of every child. Current data around the world reveal that despite years of efforts to get every child into the school, progress is still far from being impressive. Africa is worst hit by this prevalence of out of school children with Nigeria having the highest number of out of school children concentrated in the Northern region. Global statistics reveal that 263 million children of school going age are out of school. The total includes 63 million children of primary school age (24%), 61 million of lower secondary school age (23%) and 139 million of upper secondary age (53%). Nigeria has 13.2 million out-of-school children - the world's highest number. Sixty per cent of those children are in northern Nigeria. According to UNICEF, girls account for over 60% of out-of-school children in Nigeria, majority of whom are from the northern region.

The girl-child therefore, is not only disadvantaged, but has less chance of attaining the basic level education. There is the fear that the girl child has less chance of completing Secondary school due to the limitations imposed by culture, religion and social norms. The situation is made worst by the deep-rooted patriarchy in the Nigerian society. Within the Northeast, Adamawa state has one of the lowest enrolments and completion rate for secondary school education. Most of the girls stop going to school at the transition stage of JSS3 due to the challenges stated earlier. It is made worst by the growing insecurity in the state and in the region.

To change the narrative, the Community led Collective Action for Girls Education was conceptualized with a view to finding a lasting solution to the problem of girl-child education

in Adamawa state and by extension, the Northeastern region by ensuring the community take ownership and lead of the project. The project working with the relevant stakeholders in the State and focal communities including duty bearers, gate keepers, Heads of families, School Based Management Committee, in and out of school girls, and other critical stakeholders through advocacy and capacity building in the focal local government areas of Maiha, Numan and Song is therefore to hasten and sustain the change that is envisaged.

Centre LSD is optimistic that the pilot will lead to outcomes that will not only be beneficial to the girls but to the community, state and the entire society, as the education of the girl child has the ability of bringing socio-economic changes to any society.

Monday Osasah

Ag. Executive Director

Executive Summary

The Community-led Collective Action for Girls Education (C-CAGE) is a three-year project conceptualized by African Centre for Leadership, Strategy & Development (Centre LSD) to address the root causes of barriers to girl-child education with the goal of increasing the rate of girls' enrolment and retention in public primary and secondary schools in Numan, Song and Maiha Local Government Areas of Adamawa State, Nigeria. These LGAs were deliberately selected for the project to have presence in the three senatorial districts in Adamawa State. The project which has the funding support of Malala Fund will challenge systems and structures that have tended to exacerbate the preponderance of out-of-school children especially that of the girl child. The idea of the Community-Led Collective Action for Girls Education (C-CAGE) project is to Strengthen Systems and Cultural Norms that Encourage Girl-Child Enrolment and Retention of Secondary School Education in Adamawa State.

To appropriately and adequately situate the magnitude of the problem in order to guide programming and programme implementation, a baseline study was commissioned to cover the following objectives:

- i. To assess the state of girls' education in Nigeria with specific reference to Adamawa State as well as determine the number of out-of-school children/girls in Adamawa State including the three selected LGAs – Maiha, Numan and Song.
- ii. To carry out a statistical analysis of girls' education in terms of enrolment figures (in public and private schools) in Adamawa State with a view to establishing/determining the ratio/rate of boys' education to girls' education.
- iii. To identify potential measures by Government, SBMC/PTA, community gatekeepers and other stakeholders to promote girls' education and reduce the number of out-of-school girls in Adamawa State
- iv. To assess the level of demand for quality education as well as the awareness regarding girls right to education in Adamawa State.
- v. To ascertain the barriers to Girls' Education enrolment in Adamawa State

- vi. To recommend solutions that can improve girls' education in Adamawa State based on the findings of the baseline study.

Study Design and Methodology

The study relied on both desk review and survey methods. Qualitative investigation techniques which include the use of the Focus Group Discussion (FGD), Individual In-Depth Interview (IDI) and Key Informant Interview (KII) were deployed to gather information/ data from targeted respondents. This was complemented with the use of questionnaire to gather quantitative data from respondents who were purposefully selected in the interest of the study. The study population included all the stakeholders in the primary and secondary education system in Adamawa State with specific focus on the three LGAs marked for the implementation of the project. Specifically, the following were target respondents from whom data were collected: School Authority; SBMC/PTA; In-School Girls; Out-of-School Girls; CDA/WDC; Traditional Leaders; LEA; ADSUBEB; PPSMB; and SMOE.

Participants/respondents interviewed for the study were carefully selected from the study population and mobilised with the help of the 3 LG Councils and Local Education Authorities officials. A total of 6 schools in 3 communities were selected for the study. One community was selected from each of the 3 pre-selected LGAs. The selection criteria took into consideration, the preponderance of the issues (barriers to girls' education) as well as the presence of a primary school, a junior secondary school and a senior secondary school in each of the communities. The selected communities were:

1. Murke Community, Song LGA, Adamawa Central Senatorial District
2. Pakka Community, Maiha LGA, Adamawa North Senatorial District
3. Zangun Community, Numan LGA, Adamawa South Senatorial District

Data gathered from the 26 FGD/IDI sessions held in course of this study were manually annotated and analysed. In addition, the questionnaire administered and retrieved were carefully analysed to adequately capture the comments and responses as well as other insights to the study under consideration. Furthermore, the themes for analyses were derived from the objectives of the baseline study.

Results/Findings:**A. Status of Girls' Education and the Number of Out-of-School Children/Girls in Adamawa State****a) Adamawa State**

i.	Total population of persons of school age	-	1,736,546	100%
ii.	Total school enrolment of pupils/students (pry & sec)	-	849,912	49%
iii.	Total Out-of-School children/youth	-	886,634	51%
iv.	Total population of females (aged 5 – 19)	-	843,024	100%
v.	Total school enrolment of females (pry & sec)	-	383,380	45.5%
vi.	Total Out-of-school girls	-	459,644	54.5%

b) Maiha LGA

i.	Total population of persons of school age	-	60,153	100%
ii.	Total school enrolment of pupils/students (pry & sec)	-	22,825	38%
iii.	Total Out-of-School children/youth	-	37,328	62%
iv.	Total population of females (aged 5 – 19)	-	29,202	100%
v.	Total school enrolment of females (pry & sec)	-	9,733	33.3%
vi.	Total Out-of-School girls	-	19,469	66.7%

c) Numan LGA

i.	Total Population of persons of school age	-	50,012	100%
ii.	Total School Enrolment of pupils/students (Pry & Sec)	-	28,006	56%
iii.	Total Out-of-School children/youth	-	22,006	44%
iv.	Total Population of Females (aged 5 – 19)	-	24,279	100%
v.	Total School Enrolment of Females (Pry & Sec)	-	13,401	55%
vi.	Total Out-of-School Girls	-	10,878	45%

d) Song LGA

i.	Total population of persons of school age in Song LGA	-	106,623	100%
ii.	Total school enrolment of pupils/students (pry & sec)	-	42,977	40%

iii.	Total out-of-school children/youth	-	63,646	60%
iv.	Total population of females (aged 5 – 19)	-	51,761	100%
v.	Total school enrolment of females (pry & sec)	-	18,947	36.7%
vi.	Total Out-of-School girls	-	32,814	63.3%

B. Analysis of the Ratio and Rate of Boys to Girls Enrolment in Adamawa State

The study revealed the following ratios regarding public secondary school enrolment in Adamawa State

·	Ratio of boys to girls in Adamawa State Public Secondary Schools	-	20:16
·	Ratio of boys to girls in Public Secondary Schools in Maiha LGA	-	20:12
·	Ratio of boys to girls in Public Secondary Schools in Numan LGA	-	20:14
·	Ratio of boys to girls in Public Secondary Schools in Song LGA	-	20:14
·	Ratio of boys to girls in schools where baseline survey was conducted	-	20:15

From the foregoing, it is clear that there are more boys in school than girls in Adamawa State. This also gives credence to the earlier conclusion which established preference for boy-child education than girl-child education by members in the communities where baseline survey was conducted.

C. Potential Measures to Reduce Out-of-School Girls in Adamawa State

From the baseline findings, the following are measures that can promote girls' education and thereby reduce the number of out-of-school girls in Adamawa State

- Free education for girls including registration for external examinations,
- Increased awareness creation for parents by government, traditional/religious leaders and other stakeholders,
- Provision of conducive school environment for girls with the desired sanitary and hygienic conditions
- Improved security in the communities
- Discouraging cultural practices/social norms like engaging girls in domestic chores, sending them to hawk wares and baby-sitting during school hours
- Provision of scholarship for girls by individual philanthropists, NGOs, Corporate organisations, government, etc.

- Traditional and religious leaders should join the campaign for girl-child education using their respective fora.
- Introduction of sex education in to the school curriculum
- Parents should encourage girl-child education and treat boys and girls equally
- Communities should support by helping to renovate classrooms and build new ones if they can afford it
- Rules can be put in place by community leaders as a way to check parents who discourage girl-child education
- Award of prize for girls who perform excellently in their academics
- Sanctioning any boy or teacher that impregnates an in-school girl

D. Barriers to Girl's Education in terms of Enrolment and Retention in Adamawa state
As regards barriers to girl-child education with respect to enrolment and retention at the secondary school level, the following findings were established from the study:

- a) Economic Issues
 - Poverty,
 - Unemployment,
 - Perceived high cost of secondary education especially for registration/enrolment for external examinations
 - Engaging girls for hawking/trading during school hours
 - Engaging girls for farm work during school hours.
- b) Cultural/Religious Beliefs and Social Norms
 - Early marriage
 - Ignorance and value system
 - Preference for Qu'ranic education and the belief that western education is for Christians
 - Fear of unwanted pregnancy
 - Habit of using the girl-child to do domestic chores and baby-sitting during school hours
 - Seeing the girl-child as liability

- Negative peer influence

- c) Insecurity Issues
 - Fear of being captured/kidnapped by insurgents – Boko Haram/Herdsmen
 - Fear of being raped on the way to school
 - Long distance to school

- d) State of Schools
 - Inadequate school facilities
 - Non-conducive learning environment
 - Poor sanitary condition

- e) Others
 - Poor performance
 - Lack of support for girls that are orphans
 - Inadequate funding by government

E. The Level of Community Demand for Quality Education and Awareness on Girls' Right to Education in Adamawa State

The findings here are that:

- Community response to educational service is fair. Attendance/enrolment may be low, the support provided by communities to ensure that educational facilities in their localities are maintained with the minimal resources at their disposal; suggest their appreciation for educational services as well as their demand for quality education.
- There is some level of awareness on the issues of the right of the girl-child to (basic) education. However, such awareness is not based on their knowledge of the content of the UBE Act or any other document where the right of the girl-child to education is highlighted but on hearsay.

F. Proffered Solutions to Improve Girls' Education in Adamawa State

The following can be adopted as solutions to improving girl-child education in Adamawa state as reflected by the roles each stakeholder should play:

a) Individual Parents and Community Members Should:

- Endeavour to send their girls to school and support them through to completion.
- Provide proper counsel and guidance for their girls-children about the importance of education.
- Support girl-child education by paying school fee for indigent but brilliant girls in the community
- Be involved in awareness creation
- Endeavour to speak up when they observe issues that discourage girls' education in their community

b) SBMC/PTA/WDC/Traditional/Community Leaders Should:

- Support brilliant indigent students through payment of fees, offer scholarship and registering them for external examination
- Organise sensitisation and awareness campaigns for girl-child education with parents as targets.
- Work with other stakeholders to address the issues of early marriage and pregnancy among in-school and out-of-school girls
- Support the provision of teaching, learning and sanitary facilities in schools – including sanitary kits for girls
- Support the creation of guidance and counseling unit in schools
- Use community-based monitors to ensure parents send their girls to school
- Work with other stakeholders to encourage parents to enroll their girl-child in school and possibly put in place an enforceable rule that can make parents take girl-child education seriously
- Work with school authorities to improve girl-child education by setting up a special committee to handle girl-child education issues
- Organize a quarterly review of the state of girl-child education and also encourages parents to send their children to school.

- Advocate for free education for all girls.
- Pay fees for some less privilege girls who shows willingness to study
- Step up campaign against unwanted pregnancy

c) Government and its Institutions should:

- Make education free at all level (including registration for external exams) as a way of removing financial/economic barriers
- Continue to create awareness and sensitise parents, the girl-child and community members on the importance of girl-child education
- Establish more girls (only) schools across the state
- Continue to monitor and supervise schools as well as encourage teachers
- Provide the social amenities and infrastructure needed in schools
- Always supervise the activities of their schools and ensure that girls are well catered for while in school.
- Help with favourable laws to support education of the girl-child by adopting and domesticating all relevant laws, legislation and treaties
- Provide incentive in form of prize and award to deserving female students
- Organised workshops on girl-child education for Zonal Supervisors and Head Teachers
- Increased budgeting and funding of education

Recommendations

The researcher acknowledges the numerous suggestions/solutions proffered by the stakeholders at the community level towards the promotion of girls' education in Adamawa State as well as their potential to address the issues identified. However, in addition to these suggestions, the following recommendations could be relevant to the successful implementation of the C-CAGE project and the advancement of girl-child education in Adamawa State:

- a) There should be in depth engagement of relevant stakeholders to facilitate community action in favour of girl-child education.
- b) There is need to critically interrogate identified barriers to girl-child education and use

same to engage both government and community stakeholders with a view to promoting girl-child education.

- c) There is need to work with both state and non-state actors at the state and local government levels for smooth project execution.
- d) In view of the project strategy and methodology which emphasizes transfer of skills and knowledge, it is critical to carefully manage expectations considering the fact that similar projects in this area incorporated some hardware components in their approach and delivery. Notwithstanding, some form of incentives would be needed to motivate targets and stimulate behaviour and attitudinal change
- e) Considering the barriers identified by the study relating to cultural and religious beliefs and practices that inhibit girl-child education in Adamawa State; it is highly recommended that traditional and religious leaders as well as other community actors are incorporated and carried along in the course of the implementation of the project.

Section One: **INTRODUCTION**

1.0 Section One: Introduction

1.1 Background

The Community-led Collective Action for Girls Education (C-CAGE) project is conceptualized to address the root causes of barriers to girl-child education with the purpose of increasing the rate of girl-child enrolment and retention in public primary and secondary schools in Numan, Song and Maiha Local Government Areas of Adamawa State, Nigeria. The LGAs were deliberately selected for the project to have presence in the three senatorial districts in Adamawa State.

The project will challenge systems and structures that have tended to exacerbate the preponderance of out-of-school children especially that of the girl-child. Among other things, it will address patriarchy, mode of socialization, affirmative action and shall deliberately introduce a gender agenda that will ultimately bring the issue of gender injustice and the concern of out-of-school children especially that of the girl-child to rest in the focal Local Government Areas

1.2 Project Objectives

The idea of the Community-Led Collective Action for Girls Education (C-CAGE) project is to Strengthen Systems and Cultural Norms that Encourage Girl-Child Enrolment and Retention in Secondary School Education in Adamawa State. Specifically, the project objectives are as follows:

1. To interrogate and demonstrate both the negative and positive impacts of education to the girl child through a research work.
2. To create awareness on issues of rights, build the capacity of community leaders, teachers and SBMC members on rights-based approach to development
3. To promote peer learning amongst girls of ages 11 to 20 years old in target communities.

1.3 Objectives of the Baseline Study

On a general note, the aim of the baseline study is to ascertain the status of girls' education in Adamawa State with focus on Maiha, Numan, and Song LGAs. Specifically, the objectives of the study are as follows:

1. To assess the state of girls' education in Nigeria with specific reference to Adamawa State as well as determine the number of out-of-school children/girls in Adamawa State including the three selected LGAs.
2. To carry out a statistical analysis of girls' education in terms of enrolment figures (in public and private schools) in Adamawa State with a view to establishing/ determining the ratio/rate of boys' education to girls' education.
3. To identify potential measures by Government, SBMC/PTA, community gate keepers and other stakeholders to promote girls' education and reduce the number of out-of-school girls in Adamawa state
4. To ascertain the barriers to Girls' Education - Enrolment and Retention in Adamawa State
5. To assess the level of demand for quality education as well as the awareness regarding girls right to education in Adamawa State.
6. To recommend solutions that can improve girls' education in Adamawa State based on the findings of the baseline study.

1.4 Scope of Study

Drawing from the above set of objectives of the baseline study, the scope will cover the following areas:

- The current state of out-of-school girls in Adamawa State.
- The ratio and rate of boy-child to girl-child enrolment in Adamawa State.
- Potential measures by government, SBMC, PTA, community leaders and other stakeholders to reduce the number of out-of-school children in Adamawa State.
- The level of demand for quality education and awareness of girls' right to education in Adamawa State.
- Research into the deeper causes of girls out of school and proffer recommendations/ solutions

1.5 Adamawa State in Brief

Adamawa is one of the six States that make up the north-east geopolitical region of Nigeria. It was created on 27th day of August 1991 by the then military administration of Gen Ibrahim Babangida alongside Taraba State from the then Gongola State. It is one of the largest states in Nigeria and occupies about 36,917 square kilometres. Adamawa State is bordered by the States of Borno to the north-west, Gombe to the west and Taraba to the southwest. Its eastern border forms the national eastern border with Cameroon. Adamawa State is the most diverse State in Nigeria with over 80 ethnic groups. The major ethnic groups are Bachama, Fulani, Kamwe, Chamba, Bura, Fali, Yungur, Wagga, Sukur, Yangda, Margi, Mumuye, Kilba also called Hoba. Topographically, it is a mountainous land crossed by the large river valleys – Benue, Gongola and Yedsarem. The valleys of the Mount Cameroon, Mandara Mountains and Adamawa Plateau form part of the landscape. Administratively, Adamawa State consists of twenty-one LGAs. The major occupation of the people is as reflected in their two notable vegetational zones, the Sub-Sudan and Northern Guinea Savannah zones. Their cash crops are cotton and groundnuts while food crops include maize, yam, cassava, guinea corn, millet and rice. The rural communities living on the banks of the rivers engage in fishing while the Fulanis are cattle rearers.

Adamawa State has been impacted by the Islamist insurgency in Nigeria. On May 14, 2013, President Goodluck Jonathan declared a state of emergency in Adamawa State, along with neighboring Borno State and Yobe State, due to the activities of Boko Haram. As of November 30, 2014, the State has become home to camps housing an estimated 35,000 persons fleeing violence from Boko Haram in locations such as Mubi, Madagali, Askira Uba, Bama and Gwoza in the States of Adamawa, Borno, and Yobe. In 2014, it was estimated that the number of internally displaced persons around Yola stood at 400,000. Currently, the security situation though has reduced, but has not abated.

Section Two: Educational Development in Nigeria

2.0 Section Two: Educational Development in Nigeria

Education no doubt, is the bedrock of any progressive and forward looking society all over the world. The role of education in transforming the society and promoting sustainable human development cannot be over-emphasised. Over the years, Nigeria has passed through varying phases of educational development with numerous reforms aimed at taking education to the desired level.

As an item in the concurrent list, education enjoys the legislation of both the federal and State governments. Notwithstanding, the education sector has been dominated by instability since independence and, as a result, a unified set of education policies have not yet been successfully implemented. Regional differences in quality, curriculum and funding characterize the education system in Nigeria¹.

The first major attempt by the Nigerian government to put in place a formidable education policy and programme was in 1976 with the establishment of the Universal Primary Education (UPE) programme. The programme faced many difficulties and was subsequently revised in 1981 and 1990. The Universal Basic Education (UBE), came as a replacement of the Universal Primary Education and was intended to enhance the success of the first nine years of schooling. The UBE involves 6 years of primary school education and 3 years of junior secondary school education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission (UBEC), and was made "free", "compulsory" and a right of every child. Therefore, the UBEC law section 15 defines UBE as early childhood care and education². The law stipulates a 9-year formal schooling, adult literacy, non-formal education, skill acquisition programmes, and the education of special groups such as nomads/migrants, girl-child and women, Al-majiri, street children and disabled people³ (persons with disabilities). The Junior Secondary School

¹ Abdullahi, Danjuma; Abdullah, John (June 2014). "[The Political Will and Quality Basic Education in Nigeria](#)" (PDF). *Journal of Power, Politics, and Governance*. 2 (2): 75–100.

² BEC. "[About UBEC. Universal Basic Education Commission](#)".

³ *Universal Basic Education in Nigeria – Centre for Public Impact* (2017), available at www.centreforpublicimpact.org/case-study/universal-basic-education-nigeria/

like the primary school is free and compulsory. It leads to the BECE which opens the gate to Senior Secondary School education.

Upon completion of basic education which terminates after 3 years of JSS, students proceed directly to SSS for 3 years after which they can sit for the Senior Secondary Certificate Examination. The SSS curriculum is based on 4 core subjects completed by 4 or 5 elective subjects. Core subjects are: English, mathematics, Economics, Civic Education, one or more electives out of biology, chemistry, physics or integrated science; one or more electives out of English literature, history, geography or social studies; agricultural science or a vocational subject which includes: Commerce, food and nutrition, technical drawing or fine arts.

As observed earlier, for the fact that education is an item on the concurrent list, both the federal and state government can legislate and administer it. Through the ministries of education at both the federal and state levels as well as the Local Education Authority at the local government level, the affairs of education are overseen. There are about two Federal Government Colleges (FGC) in each of the 36 States and the Federal Capital Territory (FCT) of Nigeria that are funded and managed directly by the Federal Government through the Ministry of Education. Teachers and staff are Federal Government employees. Teachers at the Federal Government schools are required to possess a Bachelor's degree in Education or in a particular subject area, such as, Mathematics, Physics, etc. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. Admission is based on merit, determined by the National Common Entrance Examination taken by all final year elementary school pupils. Tuition and fees are very low, approximately twenty five thousand naira, because funding comes from the Federal Government. The State governments also have their own funded secondary schools which are however not comparable to the Federal Government Colleges. Although education is supposed to be free in the majority of the state-owned institutions, students are required to

purchase books, uniforms and pay for miscellaneous things costing them an average of fifty thousand naira (\$150) in an academic year. Teachers in State-owned institutions usually have a National Certificate of Education (NCE) or a Bachelor's degree, but this is not always the case as many secondary schools in Nigeria are filled with unqualified teachers who end up not being able to motivate their students. Often these schools are understaffed due to low state budgets, lack of incentives and irregularities in payment of staff salaries.

To complement the schools owned by the government, there are numerous private primary and secondary schools in Nigeria especially in the urban and semi-urban areas which are more expensive and in most cases out of the reach of an average salary earner. These schools sometimes have smaller classes (approximately twenty to thirty students per class), modern equipment and a better learning environment. Most teachers in these institutions possess at least a Bachelor's degree in a specific course area and are sent for workshops or short term programmes on a regular basis.

2.1 State of Education in Nigeria

A discussion of the state of education in Nigeria as a matter of necessity should first of all examine the state of basic education managed by the Universal Basic Education Commission which was established by the UBE Act of 2004.

Basic Features of the UBE Programme⁴

The basic features of the UBE programme as contained in the Act are as follows:

- Free Formal Basic Education
- Compulsory, Uninterrupted Nine years of Primary and Junior Secondary School education.
- Emphasis on Curriculum diversification and relevance, to effectively and adequately cover individual and community needs and aspirations.
- Disarticulation of Junior Secondary Schools from Senior Secondary Schools.

⁴ UBEC: About UBEC available at https://ubeconline.com/about_ubec.php

⁵ UBEC, About UBEC available at https://ubeconline.com/about_ubec.php

- Introduction of rudiments of computer literacy.
- Appropriate continuous teacher professional development.
- Community ownership of schools including participation in decision-making process in schools.

Key Issues in the Compulsory, Free Universal Basic Education Act 2004⁵

The following are key issues with the compulsory and free UBE Act 2004:

1. The Federal Government's intervention shall provide assistance to the States and Local Governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.
2. Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.
3. Every parent shall ensure that his/her child or ward attends and completes (a) primary school education; and (b) junior secondary school education.
4. The stakeholders in education in a Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him/her under the Universal Basic Education Act, 2004.
5. Transition from Primary to Junior Secondary School (JSS) should be automatic; as basic education terminates at the Junior Secondary School level thus entrance examination may no longer be necessary. Emphasis will be placed on effective continuous assessment, while final examination and certification will now be done at the end of the nine-year basic education programme.
6. The Secondary School system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the NPE.

FACTSHEET: Grading Nigeria's Progress in Education

Africa Check examined key indicators which include amongst others the state of primary and secondary education in the country as well as enrolment, retention and completion. The factsheet gave an overview of education data in Nigeria as follows:

1. School Enrolment

Primary Schools (Primary 1 - 6)

- A total of 24,893,442 children were enrolled in Nigeria's public and private primary schools in 2012. In 2016, it grew to 25.6 million.
- The year with the highest enrolment figure was 2013, when 26.2 million kids were enrolled in primary schools countrywide.
- In 2016, the net enrolment rate for primary schools was 65%. This was the share of the country's primary school age children who were actually enrolled in school.

Lower Secondary Schools (JSS 1 - 3)

- Enrolment in lower secondary schools was highest in 2014, when just over 6.2 million pupils were registered.
- In 2015, it dropped marginally, and in 2016, fell to fewer than 6 million.
- **(Note:** The Education Ministry did not collect data for Borno state from 2011 to 2015 due to the insurgency by terrorist group Boko Haram, whose name means “Western education is forbidden” according to the most widely accepted translation).
- UNESCO's 2015 review of education in Nigeria found that enrolment at primary and junior secondary levels had greatly increased since year 2000.
- Transition and completion rates remained below 70%⁶. Available statistics from World Bank indicates that enrolment rates increased by 130% for secondary education in the period from 2000 to 2013 but decreased by 4% for primary level.

⁶ <http://uis.unesco.org/glossary?SPSLanguage=EN>

⁷ <http://uis.unesco.org/glossary?SPSLanguage=EN>

2. Progress from Primary to Secondary School

Two indicators looked at school progression.

- Primary School Completion Rate: This is the number of children of primary completion age (11 years) who have attended the final grade of primary education.
- Transition Rate to Secondary School: This is the proportion of pupils in the final grade of primary school who enrolled in the first grade of secondary school the following school year.

NB: UNICEF surveys show that while the percentage of children completing primary school increased over a decade, the share making it into secondary schools almost halved between 2007 and 2017.

3. Out-of-School Children

The United Nations defines out-of-school children as children who are yet to be enrolled in any formal education excluding pre-primary education⁷. The age range for out-of-school children is between six and eleven years. It is germane to understand that each of the children may have had varying levels of education but are yet to complete primary education. This conceptualisation of out-of-school children is at variance with the definition that has been adopted for this project which is age 5 – 20 years. Out-of-School refers to girl-child that are not currently enrolled in primary, junior or senior secondary school. It can also be used to describe those that may have never been admitted into a school or those that dropped out due to one reason or another.

4. Pupil-to-Teacher Ratio

- In 2016, Nigeria had nearly 1.5 million teachers in public and private schools, according to the Federal Ministry of Education, there are: 764,596 primary school teachers, 292,080 teachers in junior secondary schools and 398,275 senior secondary teachers.

- Ratios in the Nigeria Education Management Information System show one qualified teacher for every 46 pupils in public primary schools, 29 pupils per qualified junior secondary school teacher and 16 pupils for one qualified teacher in senior classes. **(Note:** A teacher is considered qualified in Nigeria if s/he has at least a National Certificate in Education.)

5. Government Funding

- UNESCO recommends that developing countries like Nigeria should dedicate at least 15 to 20% of their spending to education. But since Nigeria's return to democracy in 1999, the country has never budgeted more than 12% of its public resources to education. In Nigeria's 2018 budget, education got N651.2 billion (US\$1.88 billion) or about 7% of the total spend. Less than 20% of this was dedicated to building new schools, buying learning equipment and other capital projects.

Despite the strides and efforts of the government to improve educational services in Nigeria, available figures from responsible authorities have not shown commensurate improve. In a statement credited to UBEC in October 2018, the number of out-of-school children in Nigeria was said to have increased from 10.5million to 13.2 million⁸. About 263 million children and youth are out of school, according to UIS data for the school year ending in 2017. The total includes 64 million children of primary school age, 61 million of lower secondary school age and 138 million of upper secondary age. According to UNICEF, girls account for over 60% of out-of-school children in Nigeria, majority of whom are from the northern region.

2.2 State of Education in the North-East of Nigeria

According to a 2013 UNICEF Report, one in every five of the world's out-of-school children is in Nigeria. This is in spite of the fact that primary education is officially free and compulsory, about 10.5 million of the country's children aged 5-14 years are not in school. Only 61 percent

⁸The Executive Secretary, who was represented by the Director of Social Mobilisation, Bello Kaigara, made the statement on Thursday, 4 October, at the Northern Nigerian Traditional Rulers Conference on Out-of-School Children pre-conference briefing in Abuja

⁹UNICEF (2013), *Education, The Challenge*, available at <https://www.unicef.org/nigeria/education>

of 6-11 year-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education⁹.

The report further noted that, in the north of Nigeria, the picture is even bleaker, with a net attendance rate of 53 percent. Getting out-of-school children back into education poses a massive challenge. The reason for this is that like geography and poverty, gender is an important factor in the pattern of educational marginalization. States in the north-east and north-west have female primary net attendance rates of 47.7 percent and 47.3 percent, respectively, meaning that more than half of the girls are not in school. The education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls.

Ensuring educational provision in predominantly rural areas and the impact of insurgency in the north-east presents significant challenges. In north-eastern and north-western states, 29 percent and 35 percent of Muslim children, respectively, receive Qur'anic education, which does not include basic skills such as literacy and numeracy. The government considers children attending such schools to be officially out-of-school. In north-eastern Nigeria where this research is focused, 2.8 million children are in need of education-in-emergencies in three conflict-affected States (Borno, Yobe, & Adamawa). In these States, at least 802 schools remain closed and 497 classrooms are listed as destroyed, with another 1,392 damaged but repairable.¹⁰

Section Three: **Study Methodology**

3.0 Section Three: Study Methodology

To draw up a suitable methodology for this baseline study, the task to be accomplished and the scope to be covered were considered to arrive at the approach adopted in the course of the study as follows:

3.1 Desk Review

Through desk review, all secondary sources of information – the internet, government institutions (SMoE, ADSUBEB, PPSMB, LEAs, NPopC) were accessed and retrieved to add value to the study being conducted. Information from relevant literature/publications provided useful guide and hunch that facilitated the study. Specifically, it was germane to carry out a desk review to be able to mine available data regarding the condition of education in Nigeria and Adamawa State and to put them in proper perspective.

3.2 Survey

To get first-hand information as regards the opinions and views of the people of Adamawa State, it became critical to adopt the survey method. The method ensured the harvesting of required data from primary sources for the baseline study. The overall survey strategy deployed to integrate the different components of the study in a coherent and logical frame is outlined in the following steps;

3.2.1 Study Population/Target Respondents

The study population for the C-CAGE baseline study includes all critical stakeholders in the primary/secondary education sector within Adamawa State who can directly influence girl-child enrolment, retention and completion of secondary education. Specifically, they include the following:

- School Authority
- SBMC/PTA
- In-School Girls
- Out-of-School Girls
- CDA/WDC
- Traditional Leaders

- LEA
- ADSUBEB
- PPSMB
- SMoE

3.2.2 Site/Location Selection

Specifically, the 3 LGAs (Maiha, Numan and Song) selected for the project – one from each of the 3 Senatorial districts (Adamawa North, Adamawa Central and Adamawa South) of the State was adopted for the study. In each of the selected LGAs, a community that has a primary, junior secondary and senior secondary school was selected for the study. Such community was one known for preponderance of out-of-school girls.

3.2.3 Sample Structure

Having identified the key targets, the purposive sampling approach was used to constitute those to be included in the sample. This was necessary to be able to get the desired targets/respondents that are of interest to the investigation within close proximity. Other considerations include; the need to cover the geographical spread within Adamawa State so as to reflect peculiarities; and the need to get a manageable sample size. Below is a summary table showing the proposed structure:

Table 3.2: Sample Structure of C-CAGE Baseline Study in Adamawa State

Target Respondents	Locations	FGD	IDI/KII	No of Qual. Interviews	No in Quan. Sample
In-School Girls	3	3	-	3	18
Out-of-School Girls	3	3	-	3	18
SBMC/PTA (GDJSS)	3	3	-	3	18
SBMC/PTA (GDSSS)	3	3	-	3	18
Community/Ward Dev. Association	3	3	-	3	18
School Authority (GDJSS)	3	-	3	3	3
School Authority (GDSSS)	3	-	3	3	3
Local Education Authority	3	-	3	3	3
ADSUBEB	1	-	1	1	1
PPSMB	1	-	1	1	1
some	1	-	1	1	-
Total	4	15	11	26	101

NB: Qual. – Qualitative; Quan. – Quantitative

3.2.4 Data Collection Methods

For the C-CAGE Baseline study, qualitative and quantitative methods of data collection were employed. These included the use of Focus Group Discussion (FGD) and Individual In-Depth Interview (IDI)/Key Informant Interview (KII) as already indicated in the previous section. Questionnaire was also used to collect quantitative data. Below is a brief detail on each of these:

- i. Focus Group Discussion (FGD) is a moderated discussion session with a group of participants; the size of the group depends on the target audience. The FGD was used for the following homogenous groups - In-School and Out-of-School Girls, SBMC, PTA, Community Development Association/Ward Development Committee. The reason for this is that they formed the core interest for the study and hold the required information. In terms of number, a lower range of 6 and an upper range of 8 respondents were adopted for each FGD session considering the need to effectively manage the process as well as the target participants.
- ii. Individual In-depth Interviews (IDIs)/Key Informant Interviews (KIIs) are guided, open-ended discussions with a single respondent. IDI/KII leads respondents through a structured discussion guide that addresses specific issues of interest in a detailed manner. They were used to collect information from other targets in the study - Traditional leaders, ADSUBEB, SMOE, PPSMB, LEA and School Authority.
- iii. Questionnaire - This was used to collect quantitative data from target respondent groups.

3.2.5 Discussion Guide/Questionnaire

The discussion guide and questionnaire encompassed a set of questions relating to the issue or the problem under investigation which aided the generation of appropriate/desired responses. Questions drawn in the discussion guide were determined by the following;

- i. The objectives and scope of the study
- ii. The outcome of the reviewed literature

In addition, the study guide explored the “what, why, when, where, which and how” probing questions that can help to unravel hidden facts germane to the study. In all, four study guides and a questionnaire were developed and used for the different targets as follows;

- C-CAGE Discussion guide for the FGD sessions with Out-of-School Girls
- C-CAGE Discussion guide for the FGD sessions with In-School Girls
- C-CAGE Discussion guide for the FGD sessions with SBMC/PTA/WDC/CDA
- C-CAGE Discussion guide for the IDI interviews with School Authority/LEA/ADSUBEB/Traditional Leaders
- C-CAGE Questionnaire

The guides are attached as Annex 1.

3.3 Field Work

The field work for this study was carried out in the month of May 2019 in Adamawa State. It was specifically conducted in the locations contained in the research plan as shown in the table below:

Table 3.3: Field Work Plan

Location	No of Days	Target Groups	FGD	IDI	Questionnaire
Yola, Adamawa State Capital	2	ADSUBEB	-	1	1
		PPSMB	-	1	1
Numan, Numan LGA, Adamawa South	2	In-School Girls	1	-	6
		Out-of-School Girls	1	-	6
		SBMC/PTA	2	-	12
		CDA/WDC	1	-	6
		School Authority	-	2	2
Song, Song LGA, Adamawa Central	2	In-School Girls	1	-	6
		Out-of-School Girls	1	-	6
		SBMC/PTA	2	-	12
		CDA/WDC	1	-	6
		School Authority	-	2	2
Maiha, Maiha LGA, Adamawa North	2	In-School Girls	1	-	6
		Out-of-School Girls	1	-	6
		SBMC/PTA	2	-	12
		CDA/WDC	1	-	6
		School Authority	-	2	2
Yola (Wrap up)	1	Collation of report of field work from Research Assistants deployed for the study	-	-	-
Total	9		15	11	101

3.4 Analysis Approach

Data gathered from the 26 FGD/IDI sessions held in the course of this study were manually annotated and analysed. In addition, the questionnaire administered and retrieved were carefully analysed to adequately capture the comments and responses as well as other insights to the study under consideration. Furthermore, the themes for analysis were derived from the overarching aim and objectives which the study set out to achieve. These themes include the following:

1. **Status of Girls' Education and the Number of Out-of-School Children/Girls in Adamawa State**
Under this frame, responses given by participants to some questions in the discussion guide and questionnaire which are directly and indirectly related to this theme were triangulated to arrive at a logical result based on frequency and relevance to the theme. Also, data from education and population authorities were carefully analysed and computed to arrive at a scientific estimate of the number/percentage of out-of-school children/youth as well as girls.
2. **Analyses of the Ratio and Rate of Boy to Girl Child Enrolment in Adamawa State**
The various current ratios and rates of boys to girls' education in terms of enrolment figures in public primary and secondary schools in Adamawa State were determined based on the data obtained from ADSUBEB and PPSMB.
3. **Potential Measures to Reduce Out-of-School Girls in Adamawa State**
Under this variable, responses from the FGDs, IDIs and questionnaire administered were analysed and triangulated to identify things that can be done to promote girl-child education and reduce the number of out-of-school girls in Adamawa State.
4. **Barriers to Girls' Education – Enrolment and Retention in Adamawa state**
Responses given by respondents to questions relating to this theme were carefully identified, pulled together and harmonised/aggregated to arrive at a list of barriers to girls' education including enrolment and retention in school.
5. **The Level of Community Demand for Quality Education and Awareness on Girls'**

Rights to Education in Adamawa State

On this theme, responses to related questions drawn on the interview guide used for the collection of qualitative data were analysed. This was validated by the analysis of the responses to a related question on the questionnaire.

6. Proffered Solutions to Improve Girls' Education in Adamawa State

To analyse this, solutions proffered by respondents in response to questions drawn in the guide and the questionnaire were carefully identified and harmonised. These were further cross matched across the various FGD and IDI sessions as well as the questionnaire.

Generally, manual annotations were done in tables clearly indicating how conclusions were reached in each of the themes/objectives which the study sought to address.

3.5 Limitation of the Study

Language barriers, time constraints and distance were some of the challenges which limited this study. To overcome them, trained Hausa speaking Research Associates and Data Collectors from the locality were used to facilitate and take notes during the FGD/IDI sessions. The challenge of distance between the various LGAs of study - especially Maiha, was effectively managed by proper logistics planning. Also, time constraints, was addressed by patience and persistence.

Section Four: **Data Analysis**

4.0 Section Four: Data Analysis

Data (qualitative and quantitative) gathered from the field were collated and analysed in this section. Findings and results of the study were presented according to the overarching themes earlier identified and drawn from the study scope and objectives.

4.1 Status of Girls' Education and the Number of Out-of-School Children/Girls in Adamawa State

To determine the opinion of people on the state of girl-child education in Adamawa State, responses to questions on the discussion guide and the questionnaire were triangulated and synthesized as follows:

- a) On the discussion guide, responses to questions in section 2 (Knowledge of the State of Girl-Child Education) were collated and analysed. The questions were as follows:
- What is the state of girl-child education in your community/state
 - What is the attitude towards girl-child education in your community?
 - What level of education do girls in your community often attain?

Data used for this purpose were generated from responses to the questions. The table below shows the collation and analysis of the responses from these questions.

Table 4.1.1: Respondents Opinion on the State of Girl-Child Education in Adamawa State

Location/LGA	State of Girls-Child Education	Attitude toward Girl-Child Education	Level of Education often attained by girls
Murke Community, Song LGA, Adamawa Central Senatorial District	- The state of girl-child education in Murke is low, though enrolment is high at primary and junior secondary level. Retention reduces gradually as they progress. Between 50% and 60% of the girls are enrolled in school but they don't go far. Out of the girls, only 50% of them usually finish JSS; 20% of them proceed to	- The attitude to girl-child education is poor as many girls are out of school and some parents prefer taking them to farm than taking them to school while others are looking for immediate gain than the future of the girls. Some Muslim parents don't like sending their girl-child to	- Majority of girls usually finish JSS 3, most of those who cross JSS3 drop off before SSS3. In fact, it is only about 20% that often proceed to SSS3 and complete their secondary education

	<p>senior secondary school.</p> <ul style="list-style-type: none"> - On the side of Muslims only about 20% of their girls are enrolled in school but for the Christians 70-80% of the girls are in school 	<p>school because they believe that she will get marry to another man.</p>	
<p>Pakka Community, Maiha LGA, Adamawa North Senatorial District</p>	<ul style="list-style-type: none"> - The state of girl-child education is low because the community seems not to value girls' education. For example, out of 144 students in SSS3, there are 51 girls while the remaining 93 are boys. 	<ul style="list-style-type: none"> - The attitude to girl-child education is poor and this is hinged on poverty. Since the insurgency started, most parents are scared of sending their girls to school. 	<ul style="list-style-type: none"> - This is usually JSS 3, but a few go beyond to SS3.
<p>Zangun Community, Numan LGA, Adamawa South Senatorial District</p>	<ul style="list-style-type: none"> - The state of girl-child education in this community is very low and discouraging as a result of teenage pregnancy. The challenge is more with retention and 	<ul style="list-style-type: none"> - The attitude of many parents is discouraging as they intentionally engage their daughters in domestic chores and hawking during 	<ul style="list-style-type: none"> - The common level of education they often attain before terminating their education is JSS3.
	<p>completion of secondary school.</p>	<p>school hours. Others blame it on poverty.</p>	

- b) Secondly, responses to the following questions in Section 1 of the questionnaire administered were analysed:
- i. How would you rate the level of girl-child education in your community/ area?
 - ii. What is the attitude of people in your community towards girl-child education?
 - iii. How would you assess the enrolment rate of girls when compared to boys in your community?
 - iv. How would you describe the retention rate of girls in your community through Secondary School education?

- v. How would you describe the completion rate of girls in your community through Secondary School education?

4.1.2 Level of Girl-Child Education in the Communities

State of Girl-Child Education	Frequency	Percent (%)
Very Low	27	27
Low	39	39
Average	22	22
High	6	6
Very High	6	6
Total	100	100

From the above table, it is clear that majority of the respondents are of the view that the level of girl-child education is very low and low.

4.1.3 Attitude of the Communities towards Girl-Child Education

Attitude	Frequency	Percent (%)
Very Poor	13	13
Poor	40	40
Average	25	25
Good	8	8
Very Good	14	14
Total	100	100

From the foregoing table, 13% of the respondents says the attitude of the communities toward girl-child education is very poor while 40% say it is poor. Furthermore, 25% say it is average while 8% say it is good. The remaining 14% say it is very good.

4.1.4 Enrolment Rate of girls in comparison to boys in Secondary School

Rate of Enrollment	Frequency	Percent (%)
Very Low	24	24
Low	36	36
Average	16	16
High	15	15
Very High	9	9
Total	100	100

In the above table, 24% of the respondents are of the opinion that enrolment rate of girls when compared to boys is very low while 36% say it is low. In addition, 16% say it is average while 15% say it is high. The remaining 9% say it is very high.

4.1.5 Retention Rate of Girl-Child through Secondary Education

Rate of Retention	Frequency	Percent (%)
Very Low	16	16
Low	37	37
Average	31	31
High	11	11
Very High	5	5
Total	100	100

In the table above, 16% of the respondents are of the view that the retention rate of girls through secondary school is very low just as 37% think it is low. 31% say it is average while 11% are of the view that it is high. Furthermore, the remaining 5% say it is very high.

4.1.6 Completion Rate of Girls through Secondary Education

Rate of Completion	Frequency	Percent (%)
Very Low	33	33
Low	38	38
Average	18	18
High	6	6
Very High	5	5
Total	100	100

In the foregoing table, 33% of the respondents say the completion rate of girls through secondary education is very low while 38% say it is low. Furthermore, 18% say it is average while 6% and 5% say it high and very high respectively.

c) Thirdly, to establish the number of out-of-school children/girls, data were collected from education and population authorities and the following computations were done to determine the status as follows:

Table 4.1.7: School Enrolment for Primary and Secondary Schools in Adamawa State

Year	2018/19 session			
	Sector	Male	Female	Total
Pry. Sch.	Public	313,183	257,838	571,021
	Private	40,713	33,459	74,172
	Others*	424	386	810
	Sub-total	354,320	291,683	646,003
Sec. Sch.	Public	93,430	76,424	169,854
	Private	15,954	13,046	29,000
	Others*	2,828	2,227	5,055
	Sub-total	112,212	91,697	203,909
Total	466,532	383,380	849,912	

Others* - Unity Schools and Modibbo University Staff School

Source: ADSUBEB and PPSMB

Table 4.1.8: School Enrolment for Pry. & Sec. Schools in Maiha, Numan and Song LGAs

Year	2018/19 session				
Level	LGA	Sector	Male	Female	Total
Pry. Sch.	Maiha	Public	10,415	8,224	18,639
		Private	108	61	169
		Sub-total	10,523	8,285	18,808
	Numan	Public	7,724	7,747	15,471
		Private	2,250	2,155	4,405
		Sub-total	9974	9902	19876
	Song	Public	14,874	12,056	26,930
		Private	2,151	1,743	3,894
		Sub-total	17,025	13,799	30,824
Sec. Sch.	Maiha	Public	2,518	1,419	3,937
		Private	51	29	80
		Sub-total	2,569	1,448	4,017
	Numan	Public	4,027	2,956	6,983
		Private	604	543	1,147
		Sub-total	4631	3499	8130
	Song	Public	6,414	4,715	11,129
		Private	591	433	1,024
		Sub-total	7,005	5,148	12,153

Source: ADSUBEB and PPSMB

Table 4.1.9 Projected Population of Adamawa State & 3 Selected LGAs using 2006 Census as Base

S/N	Year -2019	Age band	Male	Female	Total
1	Adamawa State	(5 – 9)yrs.	365,547	344,020	709,567
		(10 – 14)yrs.	289,177	259,985	549,162
		(15 – 19)yrs.	238,798	239,019	477,817
		Total	893,522	843,024	1,736,546
2	Maiha	(5 – 9)yrs.	12,662	11,917	24,579
		(10 – 14)yrs.	10,017	9,006	19,023
		(15 – 19)yrs.	8,272	8,279	16,551
		Total	30,951	29,202	60,153
3	Numan	(5 – 9)yrs.	10,527	9,908	20,435
		(10 – 14)yrs.	8,328	7,487	15,815
		(15 – 19)yrs.	6,878	6,884	13,762
		Total	25,733	24,279	50,012
	Song	(5 – 9)yrs.	22,445	21,122	43,567
		(10 – 14)yrs.	17,755	15,963	33,718
		(15 – 19)yrs.	14,662	14,676	29,338
		Total	54,862	51,761	106,623

Source: National Population Commission

From the foregoing tables, the following are evident:**a) Adamawa State**

i.	Total population of persons of school age	-	1,736,546	100%
ii.	Total school enrolment of pupils/ students (pry & sec)	-	849,912	49%
iii.	Total Out-of-School Children/Youth	-	886,634	51%
iv.	Total population of females (aged 5 – 19)	-	843,024	100%
v.	Total school enrolment of females (pry & sec)	-	383,380	45.5%
vi.	Total Out-of-School Girls	-	459,644	54.5%

b) Maiha LGA

i.	Total population of persons of school age	-	60,153	100%
ii.	Total school enrolment of pupils/ students (pry & sec)	-	22,825	38%
iii.	Total Out-of-School Children/Youth	-	37,328	62%
iv.	Total population of females (aged 5 – 19)	-	29,202	100%
v.	Total school enrolment of females (pry & sec)	-	9,733	33.3%
vi.	Total Out-of-School Girls	-	19,469	66.7%

c) Numan LGA

i.	Total Population of persons of school age	-	50,012	100%
ii.	Total School Enrolment of pupils/ students (Pry & Sec)	-	28,006	56%
iii.	Total Out-of-School Children/Youth	-	22,006	44%
iv.	Total Population of Females (aged 5 – 19)	-	24,279	100%
v.	Total School Enrolment of Females (Pry & Sec)	-	13,401	55%
vi.	Total Out-of-School Girls	-	10,878	45%

d) Song LGA

i.	Total population of persons of school age in Song LGA -	-	106,623	100%
ii.	Total school enrolment of pupils/ students (pry & sec)	-	42,977	40%
iii.	Total Out-of-School Children/Youth	-	63,646	60%
iv.	Total population of females (aged 5 – 19)	-	51,761	100%
v.	Total school enrolment of females (pry & sec)	-	18,947	36.7%
vi.	Total Out-of-School Girls	-	32,814	63.3%

Triangulating responses from the qualitative interviews and quantitative analysis of the questionnaire, it can be summed up as follows:

- The state of girl-child education across the three senatorial districts of Adamawa state is low as the number of girls out of school is significant.
- Girls' enrolment may be at par with that of boys at the point of enrolment/registration but as they progress in school, there is a significant reduction in retention and completion rate with regards to the proportion of girls.
- The rate of student drop-outs is significantly higher with girls than with boys.
- The attitude of community-members across the different senatorial districts towards girls' education (especially at the secondary level) is poor.
- The common level of education often attained by girls across the three senatorial districts of Adamawa State is JSS3.
- An estimated 886,634 children/youth of school age are out-of-school in Adamawa state. This represents 51% of eligible school children/youth.
- An estimated 459,644 girls of school age are out-of-school in Adamawa state. This represents 54.5% of total eligible school children/youth.
- In Maiha LGA, an estimated 37,328 persons of school age representing 62% of eligible school children/youth are out-of-school while 19,469 girls representing 66.7% of eligible girls are out-of-school.
- In Numan LGA, an estimated 22,006 persons of school age representing 44% of eligible school children/youth are out-of-school while 10,878 girls representing 45% of eligible girls are out-of-school.
- In Song LGA, an estimated 63,646 persons of school age representing 60% of eligible school children/youth are out-of-school while 32,814 girls representing 63% of eligible girls are out-of-school.

4.2 Analysis of the Ratio and Rate of Boys to Girls Enrolment in Adamawa State

Another variable to be considered in this baseline study is the ratio and rate of boy to girl child enrolment in Adamawa state. To do this effectively, the opinion of respondents were matched with data collected from education authorities in Adamawa State.

- a) The opinions of respondents were mined from their responses to the questions below:
 - How would you compare the boy-child education with that of the girl-child in your community?
 - If there is a differential preference in favour of the boys, what is responsible for the differential preference?

4.2.2 Assessment of Enrolment Rate of Girls compared to Boys in the Communities

Assessment	Frequency	Percent (%)
Very Low	24	24
Low	36	36
Average	16	16
High	15	15
Very High	9	9
Total	100	100

The above table shows that 24% of the respondents are of the opinion that enrolment rate of girls compared to boys is very low while 36% are of the view that it is low. Furthermore, 16% say it is average while 15% and 9% say it high and very high respectively. From this data, it is clear that rate of enrolment of girls is lower than that of boys in the communities as the people prefer to send their boys to school rather than their girls.

c) Data collected from ADSUBEB and PPSMB were analysed as follows to determine the ratio and rate of boys to girls in terms of enrolment.

Table 4.2.3: Public Secondary School Enrolment/Ratio of Boys to Girls in Adamawa State

S/N	LGA	Boys	Girls	Total	Ratio of Boys : Girls
1	Demsa	3727	3041	6768	10:8
2	Fufore	3542	2125	5667	10:6
3	Ganye	3391	2704	6095	10:8
4	Girei	4070	4912	8982	10:12
5	Gombi	4958	3912	8870	10:8
6	Guyuk	2969	3021	5990	10:10
7	Hong	11997	8763	20760	10:7

8	Jada	4447	2832	7279	10:6
9	Lamorde	2640	2267	4907	10:9
10	Madagali	3056	2384	5440	10:8
11	Maiha	2518	1419	3937	10:6
12	Mayo Belwa	3780	3895	7675	10:10
13	Michika	5760	5882	11642	10:10
14	Mubi North	5342	4076	9418	10:8
15	Mubi South	3772	2366	6138	10:6
16	Numan	4027	2956	6983	10:7
17	Shelleng	1909	1641	3550	10:9
18	Song	6414	4715	11129	10:7
19	Toungo	791	585	1376	10:7
20	Yola North	7250	7104	14354	10:10
21	Yola South	7070	6892	13962	10:10
Total		93430	76424	169854	10:8

Source: PPSMB Public Secondary School Enrolment Data for 2018/2019 Academic Session

From the foregoing table, the following ratios are established regarding public secondary school enrolment in Adamawa State:

- Ratio of boys to girls in Adamawa State Public Secondary Schools - 20:16
- Ratio of boys to girls in Public Secondary Schools in Maiha LGA - 20:12
- Ratio of boys to girls in Public Secondary Schools in Numan LGA - 20:14
- Ratio of boys to girls in Public Secondary Schools in Song LGA - 20:14
- Ratio of boys to girls in schools where baseline survey was conducted - 20:15

4.3 Potential Measures to Reduce Out-of-School Girls in Adamawa State

Responses from questions in the FGD and IDI interviews conducted and the questionnaire administered were analysed as follows:

- a) To establish potential measures to reduce out-of-school girls in Adamawa State, respondents were asked the following questions under section 4 (Factors that can Encourage Girl-Child Education):
- What are the things that can encourage the girl-child to complete her education in your community?
 - In order of priority, how can you rank these factors that can encourage girl-child education?

Responses from these questions are presented and analysed below:

4.3.1: Factors that can Encourage Girl-Child Education and Reduce Out-of-School Girls in Adamawa State

Location/LGA	Factors that can encourage girl-child education in Adamawa State	Ranking these Factors In Order Of Priority
Murke Community, Song LGA, Adamawa Central Senatorial District	<ul style="list-style-type: none"> - Free education which should include funding of the registration for external examinations such as JSSCE, NECO and SSCE. - Parents should be discouraged from sending their daughters for hawking. - Well-equipped school environment to motivate girls to enroll and complete their education. - Creating awareness about the benefits of girl-child education. - The use of role models to encourage the girls. - Scholarship for girls by NGOs, philanthropists and government. - Adequate sanitary and hygienic conditions in schools. - The use of moral suasion by community leadership to get 	<ul style="list-style-type: none"> - Free education plus free registration for external exams such as JSSCE, NECO and SSCE - Creating awareness about the benefits of girl-child education. - Scholarship for girls by individual philanthropists, NGOs, Corporate organisations, government, etc. - Well-equipped school environment to motivate girls to enroll and complete their education. - Adequate sanitary and hygienic conditions in schools. - Security of the girl-child in and out of school. - Parents should be discouraged from sending their daughters for hawking - Religious leaders should teach the benefit of girl child education

	<p>people to send their daughters to school.</p> <ul style="list-style-type: none"> - Security of the girl-child in and out of school. - Teachers are to encourage parent to bring their girl-child to school. - Religious leaders should teach the benefit of girl-child education during sermon in places of worship. - By organizing quiz and debate among the girls. - Proportional allocation of teacher in all the schools: some schools have more than the required numbers of teachers while others do not. 	<p>during sermon in places of worship.</p> <ul style="list-style-type: none"> - The use of moral suasion by community leadership to get people to send their daughters to school.
<p>Pakka Community, Maiha LGA, Adamawa North Senatorial District,</p>	<ul style="list-style-type: none"> - Free education for the girl-child this should include free - uniforms, tuition, sandals, feedings etc. - Increase awareness on the importance of girl-child education. - Role modeling successful educated women - Support of religious and traditional leaders for girl-child education. - School curriculum should be enhanced to include vocational training - Preferential employment for girl-child graduates - Reduction of school fees - Government should subsidize enrolment for external exams - Provision of infrastructural facilities in school including water and sanitation, etc. - Extra-curriculum activities such as games etc. - Financial support - Mobilization by community leaders 	<ul style="list-style-type: none"> - Free education by government - Increased awareness on importance of education by traditional/Community leaders - Reduction of school fees and subsidizing registration - Role modeling successful educated women - Infrastructure facilities - Curriculum enhancement - Preferential employment opportunity for girl-child graduates - Extra-curriculum games - Religious and traditional leaders should support girl-child education - Provision of uniform and school materials to girls

	<ul style="list-style-type: none"> - Improved school security by fencing the school will help in changing the mind of some parents. 	
Zangun Community, Numan LGA, Adamawa South LGA	<ul style="list-style-type: none"> - Government should make education free and pay for external examinations such as NECO, WAEC, GCE and JAMB for girls. - School environment should be made conducive for learning. - Parents should encourage their girls and ensure they do not overburden them with domestic chores. 	<ul style="list-style-type: none"> - Government should make education free and pay for external examinations such as NECO, WAEC, GCE and JAMB for girls. - School environment should be made conducive for learning - Making the sanitary condition of schools decent with sanitary pads provided for girls. - More awareness should be created by school structures like
	<ul style="list-style-type: none"> - More awareness should be created by school structures like Head Masters, SBMC, PTA and community leaders - Religious leaders should preach about the need to educate the girl child. - Rules can be put in place by traditional/community leaders as a way to check parents who discourage girl-child education. - Awards/prizes for excellent performance should be instituted to encourage girls. - Making the sanitary condition of schools decent with sanitary pads provided for girls. - Community should support by helping to renovate classrooms and build new ones if they can afford it. - Continuous counselling and advice for both parents and the girl-child. - Embark on excursion for female students to get them exposed and 	<ul style="list-style-type: none"> Head Masters, SBMC, PTA and community leaders - Recruit more qualified teachers. - Community should support by helping to renovate classrooms and build new ones if they can afford it. - Rules can be put in place by traditional/community leaders as a way to check parents who discourage girl-child education. - Religious leaders should preach about the need to educate the girl child. - Proper guidance by parents, religious leaders and community members to avoid unwanted pregnancy. - Awards/prizes for excellent performance should be instituted to encourage girls. - The community leaders and the government should find a way of punishing any boy or man that impregnates any in-school girl.

	<p>motivated.</p> <ul style="list-style-type: none"> - Proper guidance by parents, religious leaders and community members to avoid issues like unwanted pregnancy - Fencing of school compound. - Recruit more qualified teachers. - Showing the girls films of other girls from other parts of the world will encourage them to stay in school. - Government should come out down to the villages to enforce the girl-child right to education. - The community leaders and the government should find a way of 	<ul style="list-style-type: none"> - Embark on excursion for female students to get them exposed and motivated.
	<p>punishing any boy or man that impregnates any in-school girl.</p>	

From the above, it could be seen that there are some consensus regarding the measures proffered to encourage girl-child education and reduce the number of out-of-school girls

- b) Responses from two related questions in Section 3: Factors that can Encourage Girl-Child Education of the questionnaire were analysed as below. The questions are:
- What are the things that can encourage the enrolment, retention and completion of the girl-child through SSS education level in your community/ area?
 - In order of priority, how would you rank these factors?

Table 4.3.2: Factors that can Encourage Girls Education and Reduce Out-of-School Girls in Adamawa State

Stated Barriers	Frequency	Rank
Increased awareness on the importance of girl-child education	76	1 st
Elimination of all form of fee payment	71	2 nd
Creating conducive learning environment for the girl-child	61	3 rd
Support of Traditional/Religious leaders for girl-child education	60	4 th
Use of educated/successful women as models	58	5 th
Making school environment safe	40	6 th
Sanction parents who refuse to send their daughters to school	39	7 th

Triangulating responses from the interviews and questionnaire, the following are measures that could promote girls' education and thereby reduce the number of girls out-of-school in Adamawa State:

- Free education for girls including registration for external examination
- Increased awareness creation for parents by government, traditional/religious leaders and other stakeholders
- School environment should be made conducive for girls with the desired sanitary and hygienic conditions
- Improving Security in the communities
- Discouraging cultural practices/social norms like engaging girls in domestic chores, sending them to hawk wares and baby-sitting during school hours
- Provision of scholarship for girls by individual philanthropists, NGOs, Corporate organisations, government, etc.
- Traditional and religious leaders should join the campaign for girl-child education using their respective fora.
- Parents should encourage girl-child education and treat boys and girls equally

- Communities should support by helping to renovate classrooms and build new ones if they can afford it
- Rules can be put in place by community leaders as a way to check parents who discourage girl-child education
- Award of prize for girls who perform excellently in their academics
- Sanctioning any boy or teacher that impregnates an in-school girl

4.4 Barriers to Girls' Education - Enrolment, Retention and Completion in Adamawa State

To determine the barriers to girl-child education regarding enrolment, retention and completion responses from the qualitative interviews and the questionnaire were analysed as follows:

a) On the discussion guide, responses to questions in section 3 (Barriers to Girl-Child Education) were analysed. The focus here was on secondary education. The questions from which responses were elicited and analysed were as follows:

- What do you think are the barriers to girl-child education in your community?
- Why do some parents refuse to send their daughters to school?
- What are the observed challenges with the transition of the girl-child from Pry Sch. to JSS education levels?
- What are the observed challenges with the transition of the girl-child from JSS to SSS education levels?

Table 4.4.1: Barriers to Girl-Child Education

Location/LGA	Barriers to Girls Education in your Community	Why Some Parents Refuse to Send their Girls to School	Level of education of Out-of-Sch Girls and the Reason for dropping out	Challenges with Transition from JSS to SSS
Murke Community, Song LGA, Adamawa Central Senatorial District	<ul style="list-style-type: none"> - Perception about benefits for girl-child education is lower compared to that of the boy-child - Unwanted 	<ul style="list-style-type: none"> - Disregard for the importance of education - Some religious beliefs that girls should 	<ul style="list-style-type: none"> - I stopped at SSS3 because there was no money to register for WAEC - No money to 	<ul style="list-style-type: none"> - Poverty - Uneducated parental background - Negative peer influence - Early marriage

	<ul style="list-style-type: none"> - pregnancy - Poverty - Lack of employment for graduates - The practice of engaging their daughters in hawking and other domestic chores - Negative peer influence/pressure - Ignorance on the importance of girl-child education on the part of parents and their daughters - Inadequate support of the government for education - Lack of conducive environment for learning - Early marriage 	<ul style="list-style-type: none"> - marry early to prevent them from becoming wayward as they believe schooling can influence them negatively - Uneducated parental background - Family set-up/problem necessitated by divorce - They engage them for domestic chores - The fear that they may get pregnant - Poverty resulting to their inability to pay school fees - No benefit from 	<ul style="list-style-type: none"> - pay for school fees - My father thinks no need to spend money on girls' education - I stopped at JSS, no money for me to continue - I stopped at SSS2, no money - I stopped at JSS because there was no money. 	<ul style="list-style-type: none"> - Unwanted pregnancy - Ignorance on the part of parents - Poor performance - Fear of rape on the way to school
	<ul style="list-style-type: none"> - Religious belief that sending girls to school exposes them to promiscuity - Some parents feel it is a waste of resources to send a girl to school. 	<ul style="list-style-type: none"> - educating a girl-child because it is seen as a waste since the benefit goes to her husband. - Ignorance about the 		

		<p>importance of girl child education</p> <ul style="list-style-type: none"> - Religious belief by some Muslim Parents in our community that educating a female child is waste of resources. - Preference for boy-child 		
<p>Pakka Community, Maiha LGA, Adamawa North Senatorial District</p>	<ul style="list-style-type: none"> - Early Marriage - Poverty/Lack of finance - Ignorance - Proximity to school - Attitude of using the girl-child to do domestic chores and baby sitting - Low value for girl-child education - Fear of insurgency 	<ul style="list-style-type: none"> - The culture of seeing girl-child education as a waste of resources: - Poverty - Discrimination against the girl-child - Early marriage - Ignorance about the value of education - High number of children 	<ul style="list-style-type: none"> - I stopped at SSS3 no money to pay for my WAEC - No money to pay for my school fees, I stopped at JSS 2 - I stopped at SSS 3, there is no money - I stopped at JSS 2, no money for me to continue 	<ul style="list-style-type: none"> - Early marriage - Poverty - Negligence by parents - Ignorance of the value of education - School fee perceived to be high - Admission/Registration fee too high - Doing domestic chores - Playing down the value of education - Some lose interest
	<ul style="list-style-type: none"> - Cultural practices and religious belief against western education - Lack of employment for school graduates - Illiteracy on the 	<ul style="list-style-type: none"> - Using them to do domestic chores, hawking commodities and baby sitting/nursing their younger ones. 	<ul style="list-style-type: none"> - I stopped at JSS 3, no money - I stopped at JSS because there is no money. 	<ul style="list-style-type: none"> - Unwanted pregnancy

	<p>side of the parents</p>	<ul style="list-style-type: none"> - Belief that school is for Christians because most schools were earlier owned by missionaries - Fear of getting pregnant 		
<p>Zangun Community, Numan LGA, Adamawa South Senatorial District</p>	<ul style="list-style-type: none"> - Poverty - Unwanted Pregnancy - Some are orphans and do not have support - Early marriage - Negative peer influence - Engagement in farming - Lack of awareness on the importance of girl child education. - Absence of quality teachers or trained teachers - Cultural practices that are unfavourable to 	<ul style="list-style-type: none"> - Fear of unwanted pregnancy - Ignorance about the value of education - The girl-child is less valued because, they think she cannot produce anything - The disappointment of the elderly girls could rob off on the younger ones. - Lack of financial capability 	<ul style="list-style-type: none"> - JSS3, Lack of registration fee - SSS 3, Lack of WAEC fee - SSS1, Pregnancy - JSS3, Pregnancy - SSS 1, Lack of Money - JSS3, Pregnancy - Poor performance 	<ul style="list-style-type: none"> - Lack of funds to support their educational pursuit - Preference for boy-child education - Unwanted pregnancy - Early marriage - Negative peer influence - Recklessness/irresponsibility on the part of the girls - Lack of motivation from parents - Inadequate guidance and counselling - Some of them are orphans
	<p>the girl-child like engaging them for domestic chores and nursing their little ones</p> <ul style="list-style-type: none"> - Negligence on the part of the 	<ul style="list-style-type: none"> - Insecurity in some areas like Bolki where people come from different communities to attend school. Many 		

	<p>community members to effect discipline</p> <ul style="list-style-type: none"> - Social norms like unexplainable preference for the boy-child to the detriment of the girl-child - Societal beliefs that the girls will end up in their husband house 	<p>students stopped due to increased incidence of herdsmen attack.</p> <ul style="list-style-type: none"> - Some of the parents take the girl-child to farm - Nonchalant attitude of some parents - The belief that it is a waste to spend money on educating their girl-child - The belief that the girls will get married into another community - Parental illiteracy. 		
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From the above table, key issues that came out include poverty/lack of resources to fund girl-child education, unwanted pregnancy and early marriage (which were commonly cited by the out-of-school girls interviewed) as well as others like ignorance, feeling that it is a waste to educate a girl-child and so on.

b) The data collected through the questionnaire were also analysed. Specifically, responses to the following questions in Section 2 of the questionnaire administered were analysed:

- What factors describe the barriers to the girl-child's inability to complete secondary education in your community/area?
- How would you rank the identified factors in the order of importance? Please indicate which one is first, second, third and so on.

- Why do some parents refuse to enroll their girls in JSS or SSS in your community/ area?
- What are the observed challenges with the transition of the girl-child from Primary School to JSS and from JSS to SSS education levels?

4.4.2 Barriers to Girls Inability to Complete Secondary Education in the Communities

Stated Barriers	Frequency	Rank
Fear of Fee Payment	83	1 st
Fear of inability to get married	59	2 nd
It is a waste since they will get married	59	2 nd
Less importance of the girl-child	57	3 rd
Absence of decent educational facilities	56	4 th
Discrimination against the girl-child	45	5 th
Cultural/Religious beliefs	38	6 th
Fear of being captured by the insurgents	18	7 th

From the above table it is clear that of all the barriers, fear of fee payment is the most significant. The fear of the inability of the girl-child to get married and the perception that it is a waste to send the girl-child to secondary education since she will get married were second on the list. The third barrier is the feeling that the girl-child is of no importance while the fourth barrier is the absence of decent educational facilities. The fifth on the list is the discrimination against the girl-child while cultural/religious beliefs and the fear of being captured by the insurgents/herdsmen were the sixth and seventh respectively.

4.4.3 Why Some Parents Refuse to Enroll their Girls in JSS or SSS

Reason	Frequency	Rank
Poverty and unemployment issues	66	1 st
Fear of negative peer influence	6	5 th
Unwanted pregnancy	9	4 th
Early marriage	14	3
Ignorance/lack of value for education	24	2 nd
Indifferent	5	6 th

In the above table, economic issues relating to poverty and unemployment were identified as the most significant reason why some parents do not send their daughters to secondary school. This is followed by ignorance/lack of value for education which is the second on the list. Early marriage was identified as the third reason while unwanted pregnancy came up as the fourth reason. Negative peer influence was identified as the fifth reason while some respondents were indifferent to the issue.

4.4.4 Observed Challenges with the Transition of the Girl-Child from Primary School to JSS and from JSS to SSS

Challenges	Frequency	Rank
Early marriage	33	4 th
Unwanted pregnancy	53	2 nd
Absence of support from parents	65	1 st
High cost of JSS and SSS education	41	3 rd
The belief that girls should not be trained	27	5 th
Poor performance	13	6 th

The above table indicates that absence of parental support is the most significant reason why most girls do not transit from one level of education to another. This is followed by unwanted pregnancy. High cost of education came third on the list followed by early marriage as the fourth reason. The belief that girls should not be trained was identified as the fifth reason while poor performance was identified as the last reason.

Triangulating the responses from the qualitative interviews and the questionnaire administered and analysed above, the following are factors identified as barriers to girl-child education at secondary education level. They are categorized into six broad areas:

- a) Economic Issues
 - Poverty
 - Unemployment
 - Perceived high cost of secondary education especially for registration/enrolment for external examinations
 - Engaging girls for hawking/trading during school hours
 - Engaging girls for farm work during school hours.

- b) Cultural/Religious Beliefs and Social Norms
 - Early marriage
 - Ignorance and value system
 - Preference for Qu'ranic education and the belief that western education is for Christians
 - Fear of unwanted pregnancy
 - Habit of using the girl-child to do domestic chores and baby-sitting during school hours
 - Seeing the girl-child as liability
 - Negative peer influence

- c) Insecurity Issues
 - Fear of being captured/kidnapped by insurgents – Boko Haram/Herdsman
 - Fear of being raped on the way to school
 - Long distance to school

- d) State of Schools
 - Inadequate school facilities
 - Non-conducive learning environment
 - Poor sanitary condition
- e) Others
 - Poor performance
 - Lack of support for girls that are orphans
 - Inadequate funding by government

4.5 The Level of Community Demand for Quality Education and Awareness on Girls' Right to Education in Adamawa State

- a) To establish the level of community demand for quality education and girls' right to education responses related to the following questions on the interview guide were analysed:
 - I. What is the response of people in your community to educational services at primary, JSS and SSS levels?
 - ii. Are you aware of the right of the girl-child to basic education? If yes, what is being done about it?

The responses to the foregoing question were collated and analysed as follows:

Table 4.5.1: Community Response and Demand for Quality Education as well as Right of Girls to Education

Location/LGA	Community Response to Education Services at Pry, JSS & SSS Levels	Knowledge about Right of Girls to Education
Murke Community, Song LGA, Adamawa Central Senatorial District	<ul style="list-style-type: none"> - They fought to get a Junior and a Senior Secondary Schools established some few years back which shows that their interest and demand for education. - Attitude to educational services is generally on the average. During school fees enforcement, you hardly see students in school. - Community members are supporting the 	<ul style="list-style-type: none"> - Most respondents claim they are aware of the right of the girl-child to education and are doing their best to create awareness on the right of the girl-child to basic education. However, they seem not to know the provisions of the Universal

	<p>school by creating awareness and encouraging parents to send their children to school.</p> <ul style="list-style-type: none"> - Generally, there has been an increase in enrolment in primary schools due to government's school feeding programme. For example in places like Lokko, school enrolment increased to over 300 pupils as against 30 – 40 in the past 3 years when there was no feeding programme. 	<p>Basic Education Act which says basic education is free and compulsory in Nigeria</p>
<p>Pakka Community, Maiha LGA, Adamawa North Senatorial District</p>	<ul style="list-style-type: none"> - They value the importance of education and know are aware that it can helps them to know their rights and defend themselves. - In the community, there is a situation where someone who is supposed to be in JSS I roaming in the street while s/he is supposed to be in school. For the ladies they prefer them to get married rather than being in school. - Enrolment is average compared to the population. There are many children who are supposed to be in school but they are not. - The condition of schools in some areas is pitiable because they do not have classroom blocks. During rainy season, schools do not hold. Community people respond to educational services yet there are more boys than girls on the average. Some parents like to send their children to school but cannot afford it. 	<ul style="list-style-type: none"> - They are aware of the right of the girl-child to education and they occasionally carryout sensitization meeting with stakeholders (traditional rulers, PTA and SBMC) where they bring up issue of girl-child education.
<p>Zangun Community, Numan LGA, Adamawa South Senatorial District</p>	<ul style="list-style-type: none"> - The community support in building school infrastructure (a 3-classroom block and office). Members of the community tasked themselves to be able to build it. The community also supports in providing chalks and books periodically. - The response of the community to educational services is very good. Community members set up monitors to 	<ul style="list-style-type: none"> - They are aware of the right of the girl-child to education and they support the campaign for girl-child education by monitoring the schools and holding meetings with PTA on the issue.

monitor students during classes to ensure they are in school. The people seem to have the zeal to send their children but the challenge appears to be finance. Some students come to school without being properly kitted.

- The response is favourable as they are supporting basic education. They are taking advantage of the presence of a school in the community. I used to go around the community chasing pupils who are supposed to be in school to go to school. However, there are some that are out of school accounting for a quarter of the whole girls in the community
- The response to educational services is low as attendance is below expectation. In the southern part of Numan LGA, a total of 10 communities there were attacked by Fulani herdsmen. These communities are: Bolki, Nzumasu, Yanga, Gun, Bang, Nega, Kpokki, Tokana amongst others. Learning is not taking place in these communities at the moment.

b) Furthermore, the following question on the questionnaire was analysed to validate the earlier analysis of the qualitative data:

- What is the awareness level of the right of the girl-child to basic education in your community?

Table 4.5.2: Awareness Level on the Right of Girl-Child to Education

Awareness Level	Frequency	Percent (%)
Very Low	17	17
Low	37	37
Average	24	24
High	15	15
Very High	7	7
Total	100	100

The foregoing table indicates that, 17% of the respondents are of the opinion that the awareness level of the communities on the issue of the right to girl-child education is very low while 37% say it is low. Furthermore, 24% say it is average while 15% say it is high. The remaining 7% say it is very high.

From the foregoing collation and analyses, the following conclusion can be reached regarding the demand for quality education in Adamawa State:

- Community response to educational service is fair. Attendance/enrolment may be low, the support provided by communities to ensure that educational facilities in their localities are maintained with the minimal resources at their disposal; suggest their appreciation for educational services as well as their demand for quality education.
- There is some level of awareness on the issues of the right of the girl-child to (basic) education. However, such awareness is not based on their knowledge of the content of the UBE Act or any other document where the right of the girl-child to education is highlighted but on hearsay.

4.6 Proffered Solutions to Improve Girl-Child Education in Adamawa State

Through the FGDs, IDIs and questionnaire administered, some clear solutions were suggested to improve girl-child education in Adamawa State. The responses to questions relating to this variable were analysed as follows:

a) In the interview guide used for the FGDs and IDIs, responses from the following questions in Section 5: Solutions to Improving Girl-Child Education were analysed below:

- What do you think you can do as individuals to encourage/promote girl-child education?
- What do you think you can do as SBMC/WDC/community to encourage/promote girl-child education?
- What do you think can be done by your government and its institutions to encourage/promote girl-child education?

Table 4.6.1: Solutions to Improving Girl-Child Education in Adamawa State

Location/LGA	What can be done by individuals	What can be done by SBMC/WDC/Traditional Leaders/Community	What can be done by the Government Institutions & School Authority
Murke Community, Song LGA, Adamawa Central Senatorial District	<ul style="list-style-type: none"> - Parents should endeavour to send their girls to school and make sure they go through school. - Counseling the girls about the importance of education. - Support by paying school fee for indigent but brilliant girls in school 	<ul style="list-style-type: none"> - PTA/SBMC should endeavour to keep tab with the activities in the school to ensure the right things are done. - Principals and Head Teachers should always supervise the activities of their school and ensure that girls are well catered for while in school. - Assist in fee payment, offering scholarship to deserving girls, registering them for external examination, etc. - SBMC and traditional leaders should organise sensitisation and awareness campaigns for girl- 	<ul style="list-style-type: none"> - LEA, SUBEB and SMoE should continue to monitor and supervise schools as well as encourage teachers. - Creating awareness both for parents, the girl-child and community members on the importance of girl-child education. - Introduce games/sporting activities in the school - Introduce prizes and awards - Establishing more girls (only) schools in the 7 districts of the LGA - Register female students for external examination freely.

		<p>child education with parents as targets. They should also support the provision of teaching and learning facilities in schools</p> <ul style="list-style-type: none"> - Work with other stakeholders to address the issues of pregnancy both among in-school and out-of-school girls 	
		<ul style="list-style-type: none"> - Support the creation of guidance and counseling unit in schools - Sanctioning any parents that fail to send his child to school 	
<p>Pakka Community, Maiha LGA, Adamawa North Senatorial District</p>	<ul style="list-style-type: none"> - Parents should support the education of the girl-child - Should be involved in awareness creation - Should speak up when they observe issues that discourage girls education 	<ul style="list-style-type: none"> - Continuous counselling of parents and awareness creation on the importance of girl-child education - Support brilliant indigent students who can bring glory to the community - Use of sanction to get parents to act in the right way by reevaluating their mindset about girl-child education 	<ul style="list-style-type: none"> - Should live up to their expectation by providing the social amenities and infrastructure needed in schools - Abolition of any form of fees payable in schools - Provide scholarship for excellent girls for higher education - Continuous awareness campaign on the importance of girl-

		<ul style="list-style-type: none"> - Discouraging early marriage - Work with school authority to improve girl child education by setting up a special committee to handle girl-child education issues - Organize a quarterly review of the state of girl-child education and also encourages parents 	child education
		<ul style="list-style-type: none"> - to send their children to school. - Community should advocate for free education for all girls. 	
Zangun Community, Numan LGA, Adamawa South Senatorial District	<p>Advise their daughters to take education seriously as well as support payment of their school fees.</p> <p>Individual parents should endeavour to provide the needs of their daughter while in school</p>	<ul style="list-style-type: none"> - Support the establishment of a dedicated fund for girl-child education by the community - Work with religious leaders to encourage girl-child education - Hold periodic meetings with parents where the importance of girl-child education is emphasised - Enlist the support of ZADA (Zangun Development Association) - PTA/SBMC can help to 	<ul style="list-style-type: none"> - State Legislators can help with favourable laws to support education - Provide incentive in form of prize and award for deserving female students - Organise excursion - Monitor school attendance and intervene when necessary - Should make education free at all level as a way of removing financial barrier

		<p>erect school structure or renovate same where both boys and girls can learn</p> <ul style="list-style-type: none"> - Community members can monitor their girls to be sure they are in school - NGOs can come in to support with the erection of school facilities - Community leader/members should step up the campaign against unwanted pregnancy 	<ul style="list-style-type: none"> - Continuous sensitisation of parents on the importance of girl-child education - Workshops should be organised by LEA/SUBEB/SMoE on girl-child education for Zonal supervisors and Head Teachers - They should organize school competition, like debate and games as it will
		<ul style="list-style-type: none"> - The community should work with other stakeholders to encourage parents to enroll their girl-child in school and possibly put in place an enforceable rule that can make parents take girl-child education seriously - Community leaders should make it mandatory for all parents to send their girl child to school and sanction any parent who takes his girl-child to farm during school session. - SBMC/PTA should motivate the girl-child through presentation 	<p>motivate the girl-child</p>

		<p>of gift to the best students (girl) or the most punctual girl in the school</p> <ul style="list-style-type: none"> - Community should advocate for free education for all girls. - SBMC/PTA should have kits for girls containing sanitary pads among others and they should see educating a girl-child as a community responsibility
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- b) Responses to questions drawn on Section 4 (Solutions to improving girl-child education) in the questionnaire were analysed equally to give credence to information gathered through the FGDs and IDIs conducted. The questions were:
- I. What do you think can be done by individuals to encourage/improve girl-child education?
 - ii. What do you think can be done by SBMC/WDC/Traditional leaders/Communities to encourage/improve girl-child education in your community/area?
 - iii. What else do you think can be done to encourage/improve girl-child education in your community?

Table 4.6.2:What can be done by Stakeholders to Improve Girls' Education

S/N	Stakeholder	What can be done to improve girl-child education
01	Individuals/Parents	<ul style="list-style-type: none"> - Financial assistance through scholarship - Support awareness creation on the importance of girl -child education - Support girl-child educational development - Discourage early marriage
02	SBMC/PTA/WDC/ Traditional Leaders/ Community	<ul style="list-style-type: none"> - Advocate for Free Education - Carry out public enlightenment/awareness on the importance of girl-child education - Oversee the schools development

		<ul style="list-style-type: none"> - Support in infrastructural development of schools - Step up campaign against early marriage - Sponsoring or attracting development projects to schools in their community - Providing financial assistance through scholarship
3	Government institutions	<ul style="list-style-type: none"> - Provide conducive environment for learning – good toilet urinary and sanitary condition for girl-child. - Provide free education for girls at secondary school level to include free registration for external examinations

Merging the responses from the interview sessions and the questionnaire, the following were arrived at as solutions to improving girl-child education in Adamawa State as reflected by the roles each stakeholder should play:

a) Individual Parents and Community Members Should:

- Endeavour to send their girls to school and support them through to completion.
- Provide proper counsel and guidance for their girls-children about the importance of education.
- Support girl-child education by paying school fee for indigent but brilliant girls in the community
- Be involved in awareness creation
- Endeavour to speak up when they observe issues that discourage girls' education in their community

b) SBMC/PTA/WDC/Traditional/Community Leaders Should:

- Support brilliant indigent students through payment of fees, offer scholarship and registering them for external examination
- Organise sensitisation and awareness campaigns for girl-child education with parents as targets.
- Work with other stakeholders to address the issues of early marriage and pregnancy among in-school and out-of-school girls
- Support the provision of teaching, learning and sanitary facilities in schools – including sanitary kits for girls
- Support the creation of guidance and counseling unit in schools

- Use community-based monitors to ensure parents send their girls to school
- Work with other stakeholders to encourage parents to enroll their girl-child in school and possibly put in place an enforceable rule that can make parents take girl-child education seriously
- Work with school authorities to improve girl-child education by setting up a special committee to handle girl-child education issues
- Organize a quarterly review of the state of girl-child education and also encourages parents to send their children to school.
- Advocate for free education for all girls.
- Pay fees for some less privilege girls who shows willingness to study
- Step up campaign against unwanted pregnancy

- **(c) Government and its Institutions should:**
- Make education free at all level (including registration for external exams) as a way of removing financial/ economic barriers
- Continue to create awareness and sensitise parents, the girl-child and community members on the importance of girl-child education
- Establish more girls (only) schools across the state
- Continue to monitor and supervise schools as well as encourage teachers
- Provide the social amenities and infrastructure needed in schools
- Always supervise the activities of their schools and ensure that girls are well catered for while in school.
- Help with favourable laws to support education of the girl-child by adopting and domesticating all relevant laws, legislation and treaties
- Provide incentive in form of prize and award to deserving female students
- Organised workshops on girl-child education for Zonal Supervisors and Head Teachers
- Increased budgeting and funding of education

Section Five:
**Presentation and
Discussion of Findings**

5.0 Section Five: Presentation and Discussion of Findings

This baseline study sought to examine the following core key themes drawn from the scope and objectives earlier outlined:

- I. Status of Girls' Education and the Number of Out-of-School Children/Girls in Adamawa State
- ii. Analysis of the Ratio and Rate of Boys to Girls Enrolment in Adamawa State
- iii. Potential Measures to Reduce Out-of-School Girls in Adamawa State
- iv. Barriers to Girls' Education – Enrolment and Retention in Adamawa State
- v. The Level of Community Demand for Quality Education and Awareness on Girls' Rights to Education in Adamawa State
- vi. Proffered solutions to Improving Girl-Child Education in Adamawa State

In line with this quest, the results of the investigation are presented and discussed as follows:

5.1 Status of Girls' Education and the Number of Out-of-School Children/Girls in Adamawa State

From the collation and analysis carried out, the following findings were made regarding the status of girl-child education in Adamawa State with respect to issues and rights:

- The state of girl-child education across the three senatorial districts of Adamawa state is low as the number of girls out of school is significant.
- Girls' enrolment may be at par with that of boys at the point of enrolment/registration but as they progress in school, there is a significant reduction in retention and completion rate with regards to the proportion of girls.
- The rate of student drop-outs is significantly higher with girls than with boys.
- The attitude of community-members across the different senatorial districts towards girls' education (especially at the secondary level) is poor.
- The common level of education often attained by girls across the three senatorial districts of Adamawa State is JSS3.
- An estimated 886,634 children/youth of school age are out-of-school in Adamawa State. This represents 51% of eligible school children/youth.
- An estimated 459,644 girls of school age are out-of-school in Adamawa State. This

represents 54.5% of total eligible school children/youth.

- In Maiha LGA, an estimated 37,328 persons of school age representing 62% of eligible school children/youth are out-of-school while 19,469 girls representing 66.7% of eligible girls are out-of-school.
- In Numan LGA, an estimated 22,006 persons of school age representing 44% of eligible school children/youth are out-of-school while 10,878 girls representing 45% of eligible girls are out-of-school.
- In Song LGA, an estimated 63,646 persons of school age representing 60% of eligible school children/youth are out-of-school while 32,814 girls representing 63% of eligible girls are out-of-school.

Summarily, the study revealed that the state of girl-child enrolment is low as there are more boys in school than girls. In some instances, it was observed that at the point of registration/entry there may have been more girls but as they make progress along the line they drop out and reduce to as much as 50%. The following comments were made by respondents at the FGD/IDI sessions held, to buttress this finding;

“Girl-child education in our community is nothing to write home about. Most of the girls are often put in a family way. From enrolment the numbers of girls are often more than the number of the boys but before completion of junior section the boys will end up being more than the girls” - WDC member, Zangun community, Numan LGA.

“Some parents don’t send their children to school because they believe that girls belong to the kitchen. Some parents are scared of sending their girls to school because of fear of pregnancy and once a girl is pregnant outside marriage, she has automatically become second-hand product. Nobody wants to marry a second-hand product. Some refuse to send their girls to school, because after spending lots of money on the girls, they end up jobless.” - WDC member, Pakka Community, Maiha LGA

5.3 Potential Measures to Reduce Out-of-School Girls in Adamawa State

From the baseline findings, the following are measures that can promote girls' education and thereby reduce the number of girls that are out-of-school in Adamawa State

- Free education for girls including registration for external examinations,
- Increased awareness creation for parents by government, traditional/religious leaders and other stakeholders,
- Provision of conducive school environment for girls with the desired sanitary and hygienic conditions
- Improved security in the communities
- Discouraging cultural practices/ social norms like engaging girls in domestic chores, sending them to hawk wares and baby-sitting during school hours
- Provision of scholarship for girls by individual philanthropists, NGOs, Corporate organisations, government, etc.
- Traditional and religious leaders should join the campaign for girl-child education using their respective fora.
- Introduction of sex education in to the school curriculum
- Parents should encourage girl-child education and treat boys and girls equally
- Communities should support by helping to renovate classrooms and build new ones if they can afford it
- Rules can be put in place by community leaders as a way to check parents who discourage girl-child education
- Award of prize for girls who perform excellently in their academics
- Sanctioning any boy or teacher that impregnates an in-school girl

5.4 Barriers to Girls' Education - Enrolment Retention and Completion in Adamawa State

As regards barriers to girl-child education with respect to enrolment, retention and completion at the secondary, the following findings were established from the study:

- a) Economic Issues
 - Poverty,
 - Unemployment,
 - Perceived high cost of secondary education especially for registration/enrolment for external examinations
 - Engaging girls for hawking/trading during school hours
 - Engaging girls for farm work during school hours.

- b) Cultural/Religious Beliefs and Social Norms
 - Early marriage
 - Ignorance and value system
 - Preference for Qu'ranic education and the belief that western education is for Christians
 - Fear of unwanted pregnancy
 - Habit of using the girl-child to do domestic chores and baby-sitting during school hours
 - Seeing the girl-child as liability
 - Negative peer influence
- c) Insecurity Issues
 - Fear of being captured/kidnapped by insurgents – Boko Haram/Herdsmen
 - Fear of being raped on the way to school
 - Long distance to school
- d) State of Schools
 - Inadequate school facilities
 - Non-conducive learning environment
 - Poor sanitary condition
- e) Others
 - Poor performance
 - Lack of support for girls that are orphans
 - Inadequate funding by government

For ease of comprehension and clarity, the identified barriers were grouped into economic, cultural/religious, insecurity, state of schools and others. It is critical to observe that while some factors were clearly unexplainable, cultural practices and the apparent ignorance that comes with what actually constitute culture, makes it more challenging. Many of the respondents felt some of the observed norms and practices were seen as usual and normal. For example majority of the respondents interviewed, did not see certain practices like using the girl-child for domestic chores or babysitting as inhibition, while the boy-child is allowed to go to school. To buttress this, a leader in one of the communities from which baseline data were collected made the following comment:

“We do not have any deliberate cultural norm that stops the girl child from going to school. However, you may find some discriminatory practices where parents prefer to support the education of their boys. This is could also be a barrier” – A community leader at Zangun, Numan LGA

Furthermore, it is also critical to observe that apart from the high number of girl-children that have not accessed educational services, there seems to be a growing number of girls that have dropped out of school in Adamawa State. Two significant barriers in this direction include the issue of unwanted pregnancy and early or forced marriage. A respondent stressed this point with the following:

“There is another situation where some parents feel educating their girls is wasteful and decide to marry them off. Such parents believe getting them married is a good way of sending them off as the investment in them is like a waste. Some parents may decide to withdraw their girls from school if the first one becomes pregnant while in school. I have a brother called Bestana who has 5 girls and none of them was able to complete secondary school as they all got pregnant before getting to SSS3. So, he became discouraged and decided to focus on his boys.” – School Head at Zangun, Numan LGA

5.5 The Level of Community Demand for Quality Education and Awareness on Girls' Right to Education in Adamawa State

The finding here is that:

- Community response to educational service is fair. Although attendance/enrolment may be low, the support provided by the communities to ensure that educational facilities in their localities are maintained with the minimal resources at their disposal; suggest their appreciation for educational services.
- There is some level of awareness on the issues of the rights of girl-child to (basic) education. However, such awareness is not based on their knowledge of the content of the UBE Act or any other document where the right of the girl-child to education is highlighted based on hearsay.

Two out of the three communities in which baseline data were collected indicated that they recently provided financial support towards establishment and renovation of school buildings. In Murke community the story of how the community fought for the establishment of a Junior and a Senior Secondary school in their area was told. In addition, in Zangun, a story was told about how the community through its development association (Zada Zangun Development Association) supported the renovation of a 3 block of 2 classrooms and office space. Two of the respondents had the following comments to drive home this point:

“My people are responding well. The community support in building school infrastructure (a 3-classroom block and office). Members of the community tasked themselves to be able to build it. The community also supports in providing chalks and books periodically.”

- A Community leader in Zangun, Numan LGA

“The people like to take advantage of educational services. They fought to get a Junior and a Senior Secondary Schools some few years back which shows that we respond to educational services”- A Community Leader in Murke, Song LGA

Furthermore, almost all the respondents claim they are aware of the rights of the girl-child to education and said they created awareness about this right among community members. However, when asked if they are aware about the content of any law like the UBE that spells out such rights they said they were not privy to such laws. In addition, it was observed across the various communities in which baseline was conducted that some form of fees are paid at all levels of education (Primary, JSS and SSS) which is contrary to what is stipulated in the 2004 UBE Act. One of the respondents made the following comment to give credence to the awareness on the right of girls to basic education:

““Yes, I am aware. I often encourage them to be serious with their academic studies by stressing the benefits. I often channel the problems of the girl-child in school to the government through the media, by writing and during meetings. For the parents, I often talk to them during PTA meetings as well as staff meetings.”

- School Head, Numan LGA.

“Yes, I do my best to create awareness on the right of the girl-child to basic education. I often tell parents to do their best to support the education of their children whether boys or girls.” – SBMC member, Murke Community, Song LGA.

5.6 Proffered Solutions to Improve Girl-Child Education in Adamawa State

The following can be arrived at as solutions proffered to improve girl-child education in Adamawa state as reflected by the roles each stakeholder should play:

a) Individual Parents and Community Members Should:

- Endeavour to send their girls to school and support them through to completion.
- Provide proper counsel and guidance for their daughters about the importance of education.
- Support girl-child education by paying school fee for indigent but brilliant girls in the community

- Be involved in awareness creation
 - Endeavour to speak up when they observe issues that discourage girls' education in their community
- b) SBMC/PTA/WDC/Traditional/Community Leaders Should:**
- Support brilliant indigent students through payment of fees, offer scholarship and registering them for external examination
 - Organise sensitisation and awareness campaigns for girl-child education with parents as targets.
 - Work with other stakeholders to address the issues of early marriage and pregnancy among in-school and out-of-school girls
 - Support the provision of teaching, learning and sanitary facilities in schools – including sanitary kits for girls
 - Support the creation of guidance and counseling unit in schools
 - Use community-based monitors to ensure parents send their girls to school
 - Work with other stakeholders to encourage parents to enroll their girl-child in school and possibly put in place an enforceable rule that can make parents take girl-child education seriously
 - Work with school authorities to improve girl-child education by setting up a special committee to handle girl-child education issues
 - Organize a quarterly review of the state of girl-child education and also encourages parents to send their children to school.
 - Advocate for free education for all girls.
 - Pay fees for some less privilege girls who shows willingness to study
 - Step up campaign against unwanted pregnancy
- C) Government and its Institutions should:**
- Make education free at all level (including registration for external exams) as a way of removing financial/economic barriers
 - Continue to create awareness and sensitise parents, the girl-child and community members on the importance of girl-child education
 - Establish more girls (only) schools across the state
 - Continue to monitor and supervise schools as well as encourage teachers
 - Provide the social amenities and infrastructure needed in schools

- Always supervise the activities of their schools and ensure that girls are well catered for while in school.
- Help with favourable laws to support education of the girl-child by adopting and domesticating all relevant laws, legislation and treaties
- Provide incentive in form of prize and award to deserving female students
- Organised workshops on girl-child education for Zonal Supervisors and Head Teachers
- Increased budgeting and funding of education

Section Six:
**Conclusion and
Recommendations**

6.0 Section Six: Conclusion and Recommendations

In course of the study, it was observed that a few projects that are similar to the C-CAGE project were implemented recently or are still being implemented in Adamawa State. Notable among such is the UNICEF's project which supports girl-child education in selected schools across some LGAs. Under the project, the schools were renovated, uniforms, writing materials, sandals and socks were provided to pupils. Also in the recent past, Emergency Crisis Response (ECR) funded by the UN had a similar intervention that lasted for 3 years and before they rounded-off the project, the LG councils were asked to sustain it but due to paucity of funds they could not. Although, the HGSF programme introduced by the Federal Government in 2016 increased enrolment of pupils in the State significantly, the C-CAGE project appears to recognise the weaknesses or gap in project sustainability of the previous and on-going interventions by infusing community ownership into the project.

6.1 Recommendations

Whereas community and other education stakeholders have proffered solutions on the promotion of girls' education in Adamawa State, the following recommendations could be relevant to the successful implementation of the C-CAGE project and the general advancement of girl-child education in the State and the country at large:

- a) There should be in-depth engagement of relevant stakeholders to facilitate community action in favour of girl-child education.
- b) There is need to critically interrogate identified barriers to girl-child education and use same to engage both government and community stakeholders with a view to promoting girl-child education.
- c) There is need to work with both state and non-state actors at the state and local government levels for smooth project execution.
- d) In view of the project strategy and methodology which emphasizes transfer of skills and knowledge, it is critical to carefully manage expectations considering the fact that similar projects in this area incorporated some hardware components in their approach and delivery. Notwithstanding, some form of incentives would be needed to motivate targets and stimulate behaviour and attitudinal change.
- e) Considering the barriers identified by the study relating to cultural and religious beliefs and practices that inhibit girl-child education in Adamawa State; it is highly recommended that traditional and religious leaders as well as other community actors are deeply incorporated and carried along in the course of the implementation of the project.

Annex 1: Pictures



Pix 1 : Consultant interviewing a school head at Murke



Pix 2 : Interview in session at Pakka



Pix 3 : An In-school girl asking a question at an interactive session in Pakka



Pix 4: Questionnaire being administered to In-School girls



Pix 5: An out-of-school girl interacting in an FGD session



Pix 6: A community leader making a point at an FGD session

Annex 2: School Enrolment Data

Public School Enrolment in Adamawa State, Nigeria (2018)

S/N	LGA	Males	Females	Total
1	Demsa	3727	3041	6768
2	Fufore	3542	2125	5667
3	Ganye	3391	2704	6095
4	Girei	4070	4912	8982
5	Gombi	4958	3912	8870
6	Guyuk	2969	3021	5990
7	Hong	11997	8763	20760
8	Jada	4447	2832	7279
9	Lamorde	2640	2267	4907
10	Madagali	3056	2384	5440
11	Maiha	2518	1419	3937
12	Mayo Belwa	3780	3895	7675
13	Michika	5760	5882	11642
14	Mubi North	5342	4076	9418
15	Mubi South	3772	2366	6138
16	Numan	4027	2956	6983
17	Shelleng	1909	1641	3550
18	Song	6414	4715	11129
19	Toungo	791	585	1376
20	Yola North	7250	7104	14354
21	Yola South	7070	6892	13962
	Total	93430	76424	169854

Source: Adamawa State Post-Primary School Management Board (PPSMB)

Public Secondary Schools in Adamawa State, Nigeria (2018)

S/N	LGA	SSS	JSS	COMBINED	TOTAL
1	Demsa	13	24	10	47
2	Fufore	9	23	10	42
3	Ganye	6	16	7	29
4	Girei	10	13	7	30
5	Gumbi	10	26	8	44
6	Guyuk	8	15	11	34
7	Hong	23	41	13	77
8	Jada	9	17	11	37
9	Lamorde	3	7	10	20
10	Madagali	8	25	3	36
11	Maiha	10	2	10	22
12	Mayo Belwa	11	21	10	42
13	Michika	16	37	2	55
14	Mubi North	12	18	5	35
15	Mubi South	6	16	8	30
16	Numan	4	13	7	24
17	Shelleng	5	17	3	25
18	Song	16	27	7	50
19	Toungo	1	2	3	6
20	Yola North	16	20	0	36
21	Yola South	14	24	4	42
	Total	210	404	149	763

Source: Adamawa State Post-Primary School Management Board (PPSMB)

About Centre LSD

AFRICAN CENTRE FOR LEADERSHIP, STRATEGY AND DEVELOPMENT (CENTRE LSD)

...Building Strategy Leadership for Sustainable Development in Africa.

The African Centre for Leadership, Strategy and Development (Centre LSD) is a non – profit, non – governmental organization established under Nigerian laws to build strategic leadership for sustainable development in Africa.

The African continent is very rich and diverse. There are abundant human and natural resources in the continent. But the continent has the worst development indices in the world: maternal mortality, infant mortality, literacy rate, HIV/AIDS prevalence, poverty rate, life expectancy etc. More than half of the populations of African people are living in abject poverty. Most country in Sub-Sahara Africa are unlikely to achieve the modest Millennium Development Goals (MDGs) adopted by world leaders at the UN Millennium Declaration in 2000. Many African countries continue to suffer food shortages. Some countries are in conflict. We have experienced democratic reversals in some countries with the military coming into power in Guinea Bissau. All of these make the development of Africa a huge challenge. The continents to grapple with the developmental challenges have been complicated by its colonial history, globalization, leadership failures and adoption of development approaches that have been proved to be inadequate.

The importance of leadership for the success of organizations and nations cannot be overemphasized. Some scholars have pointed out that everything rises and falls on leadership. Despite this recognition, there is scarcity of leaders all over the world. There is a saying that the world is filled with followers, supervisors and managers but very few leaders. There are four kinds of people in the world: those who watch things happen; those who let things happen; those who ask what happen and those who make things happen. Leaders are those who make things happen. A visionless, insecure and incompetent leadership is a killer of organization and nations.

Similarly, strategy is very crucial to the development and performance of any organization or nation. Strategy occupies a central position in the focus and proper functioning of any organization or nation. This is because it is a plan that integrates an organization or nation's major goals, policies and actions into a cohesive whole. A well formulated strategy should therefore help to marshal and allocate an organization or nation's resources into a unique and viable posture based on its relative internal competencies and shortcomings, anticipated changes in the environment, and contingent moves by others. Strategies help to create a sense of politics, purpose and priorities.

A dynamic and visionary leadership combines with appropriate strategy process will produce a correct

development approach that will lead to the prosperity and development of Africa. Centre LSD is poised to contributing to the transformation of Africa through building dynamic and visionary leadership and proposing appropriate strategies and development approaches.

The major focus of work will be in the giant of Africa Nigeria but the centre will work across Africa with a Pan-African perspective with partners in all the sub-regions in Africa. The Centre's strategy, programme and actions will focus on Africa with the operations being run from Nigeria partnering with organizations across Africa. Centre LSD is registered with Corporate Affairs Commission as an NGO in Nigeria.

CENTRE LSD'S VISION

The vision of Centre LSD is an African society with strategic leadership and sustainable development.

CENTRE'S LSD MISSION

The Centre's mission is to work with forces of positive change to empower citizens to transform society.

Centre LSD's Values

The Centre is guided by the following values:

- Diversity
- Integrity
- Feminism
- Dignity of the human person
- Pan-Africanism
- Accountability
- Transparency
- Transformative change

The objectives of the centre include:

1. To promote ideas, policies and actions that will lead to transformative change in Africa.
2. To promote leader development (expanding the capacity of individuals for effective leadership roles and processes) and leadership development (expansion of organizations' capacity to enact basic leadership tasks including setting direction, creating alignment and maintaining commitment).
3. To develop the capacity for strategic thinking, formulation, implantation and evaluation.
4. To promote human centre and sustainable development with special focus on Governance,

Human Centre Development and Environment.

5. To collaborate with individuals, organizations, networks, coalitions and movements that will help in achieving the Centre's objectives

OPERATIONAL APPROACH

The centre carries out its programmes through the following methods:

Research
Think Thank
Capacity Building
Advocacy and Campaign

PROGRAMMATIC APPROACH

The Centre's programme is built on the principles of catalytic partnership and rights based approach.

The programme conception, design, implementation and evaluation are built around four principles:

1. Dynamic and visionary leadership
2. Appropriate strategy
3. Relevant development approaches including the promotion of women's right, citizen participation, ownership, pro-poor orientation and focus on the next generation of youth and children.
4. Building people and institutions.

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ISBN: 978-978-56252-7-1