

PREDICTING THE FUTURE OF GIRL CHILD EDUCATION AMONG NEIGHBOURHOOD IN NIGERIA

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1. Introduction

1.1 Background

Education is an important foundation to improve the status of women and has also been recognized as a fundamental strategy for development. No sustainable development is possible if women remain un-educated, discriminated against and disenfranchised. Improving and widening access to education, especially basic education, is not only an objective in itself but also accelerates social and economic advancement¹. The evidence is out: nations that invest in girls' education enhance economic productivity and growth. In fact, the World Bank has stated that there is no investment more effective for achieving development goals than educating girls. The second Millennium Development Goal challenges the international community's commitment to ensure universal primary school completion and to eliminate gender disparities in primary and secondary education by 2015. This goal is grounded in the recognition that access to basic education is a human right, and a vital part of individuals' capacity to lead lives that they value³. In addition, education is a powerful instrument that enables women to access a variety of opportunities, while rendering them less vulnerable to HIV/AIDS, abuse, and exploitation the purpose of this project is to assess the current status of girl-child education in three communities in the Zazzau Emirate of Kaduna State in northwestern Nigeria and to predict the future.

The Girl-Child

According to (Grace O. 2009), the girl-child is a biological female offspring from birth to eighteen (18) years of age.

This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0 – 5 years), primary (6 – 12 years) and secondary school (12 – 18 years). During this period, the young child is totally under the care of the adult who may be her parents or guardians

and older siblings. It is made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child is malleable, builds and develops her personality and character. She is very dependent on the significant others, those on whom she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

1.2 Problem

Data that might contribute to determining the educational future of girl child in Nigeria might help in improving standard of education and gender equality in all government stands, his age, his draft status, his position, and metrics that describe what kind of player he is. This project aims to predict whether and how much a player will improve the next season based on these data. Other issues to be discussed include: Access to education, Retention and Dropout, Equity, Enrollment, Quality, and Achievement in school subjects.

1.3 Interest

Obviously, UNICEF and other organization related to girl child education would be very interested in accurate prediction of future of girl child education in Nigeria and Africa as a whole, for competitive advantage and business values.

2. Data acquisition and cleaning

2.1 Data sources

UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year has risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

2.2 Data cleaning

During the data cleaning, the following processes were carried out:

1. Data downloaded or scraped from multiple sources were combined into one table.
2. There were a lot of missing values from earlier
3. Multiple entries existed was removed.
4. Checked for outliers in the data. I found there were some extreme outliers, mostly caused

2.3 Feature selection

After data cleaning, check was done on more samples and features in the data. Upon examining the Meaning of each feature, proceeded to check for some redundancy in the features.

3.0 Exploratory Data Analysis

In 2007 and 2008, two cross-sectional, descriptive surveys were carried out in two rural and one per urban community near the city of Zaria. Zaria is a large town located in the northern part of Kaduna State in the Guinea Savannah forest belt in Nigeria. It has an estimated population of 546,000 inhabitants, of which more than 50% are Hausa-Fulani. The people of Zaria are predominantly Muslim and they are mostly farmers and traders. Tsibiri is a small rural village with an estimated population of 1490 inhabitants, essentially a homogenous community of Hausa-Fulani Muslims farmers and traders. Shika Dam is also rural, with an estimated population of 2660 inhabitants. Its people are also primarily Hausa-Fulani Muslims engaged in farming and fishing. Dakace is the only peri-urban community of the three, and it has several industries which attract people of diverse ethnicities and religions which mix with the indigenous Hausa-Fulani community. It has an estimated population of 3471 inhabitants. Each of the three communities had one primary school owned by the local government. Of the three communities, only Dakace has its own secondary school. Therefore, the children in Tsibiri and Shika Dam who attend secondary school have to go to secondary schools in neighbouring communities.

Table 1. Distribution of study population (6-25 years) in 2007/2008 (n=3847).

Age in years	Male n (%)	Female n (%)
6-11	762 (50.5)	747 (49.5)
12-17	520 (52.1)	478 (47.9)
18-25	546 (40.7)	794 (59.3)
Religion		
Islam	1590 (87.4)	1747 (87)
Christianity	228 (12.5)	259 (12.9)
Ethnicity		
Hausa	1576 (87.7)	1737 (87.2)
Others	221 (12.3)	255 (12.8)

Table 2. Population aged 6-25 years in school and out of school in 2007/2008 by age and sex (n=3847).

Age	In school			Out of school		
	Male n (%)	Female n (%)	Total n (%)	Male n (%)	Female n (%)	Total n (%)
6-11	387 (25.6)	340 (22.5)	727(48.1)	375 (24.9)	407 (26.9)	782 (51.8)
12-17	285 (28.6)	205 (20.5)	490 (49.1)	235 (23.5)	273 (27.4)	508 (50.9)
18-25	189 (14.1)	90 (6.7)	279 (20.8)	357(26.6)	704 (52.5)	1061(79.1)
Total	861 (22.4)	635 (16.5)	1496 (38.9)	967 (25.1)	1384 (36.0)	2351(61.1)

4.0 Results

The three communities had a population of 3847 between the ages of 6-25 years; of which 47.5% were males and 52.5% females. Muslims and Hausas constituted the majority (87%) of the ethnic groups. Thirty nine percent were in age group 6-11 years, 20% in age group 12-17 years, and 35% in age group 18-25 years. More than half (59%) of the population aged 18-25 were girls (Table 1). Only 39% of the population aged 6-25 years was in school, the males made up 22% and females 16% of those in school (Table 2). The majority of the young population was out of school (61%), the males made up 25% and females 36% of those out of school.

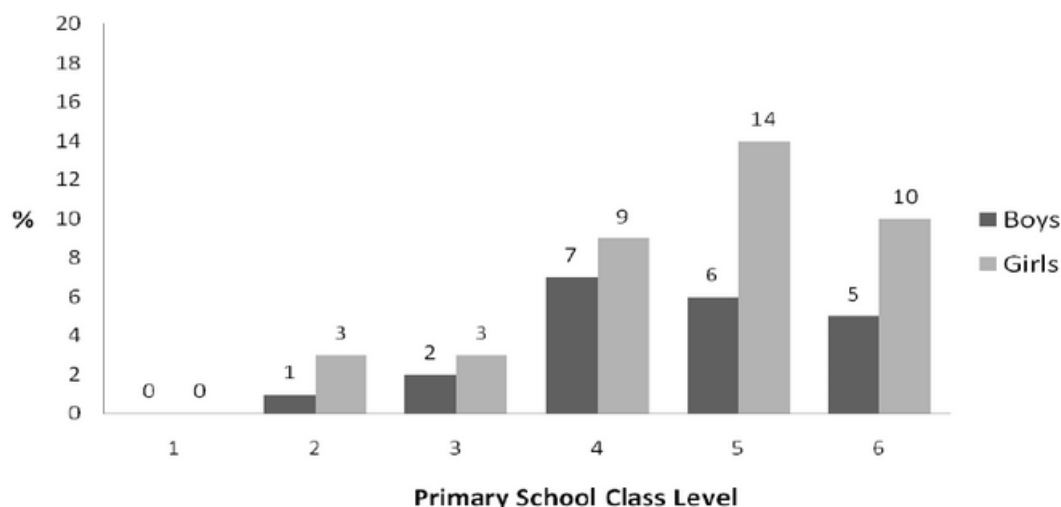


Figure 2. Primary school dropout rates, by gender (n=62).

4.1 Discussion

The global estimate of „out of school“ children has been estimated to be 115 million. Over 53% of these children are girls and over 80% of these girls live in sub-Saharan Africa¹². In the western and central African region, nearly half of children are out of school¹³. The percentage of out of school children found in this study was even higher than regional estimates, with 60% out of school. Out of school females far exceeded out of school males, mainly due to girls dropping out between Class 4 and Class 6 of primary school. Household survey data for 80 countries indicated that for every 100 boys of primary school age fifth (14%) and sixth (10%) year of primary school compared to dropout rates of boys in the fifth (6%) and in the sixth (5%) years.

5.0 Conclusion

Girl child education is a priority because of its tremendous impact on all aspects of human development. Improved coordination between the Ministry of Education, the Ministry of Women's Affairs and the Ministry of Health can reverse the current trend of substandard education and poor health outcomes for girls and women.

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