

National Policy on Gender in Basic Education: Challenges of Implementation and Way Forward

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Abstract: Nigerian government have developed many policies and programmes to improve the girl-child education in Nigeria. Among such policies and programmes is the National policy on Gender in Basic Education which was formulated in 2006. The National policy on Gender in Basic Education objectives is to “build a just society devoid of discrimination, harness the full potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and protect the health, social, economic and political well-being of all citizens in order to achieve equitable rapid economic growth. The National policy on Gender in Basic Education however is faced with many implementation challenges since its formulation. This paper intends to examine the challenges facing the implementation of National policy on Gender in Basic Education in Nigeria. Primary and secondary data were used in the paper. The secondary data were sourced from the online publication and print materials. The document reviewed identified inadequate funding, inadequate professional teachers, shortage of infrastructural facilities, corruption, insecurity problems, lack of political will, policies instability, poor governance and management, poor policy formulation and poor relationship between policy designer and policy implementers as the challenges facing the implementation of National policy on Gender in Basic Education in Nigeria. To address these identified challenges, adequate funding of Gender programme, employment of more professional teachers (female), provision of more infrastructural facilities, tackling every forms of corruption, provision of adequate security and develop the political will to implement policies on girl-child education programme were recommended for the effective implementation of National policy on Gender in Basic Education in Nigeria.

Keywords: Gender, Government, Implementation, Plan, Policies, Programme, Problems

1.0 Introduction

In Nigeria, the entrenched patriarchal social system translates into male domination and subordination of women in both private and public spheres, the result of which is construction and perpetuation of gender inequality. Women/girls are seen to be more vulnerable to poverty, cultural and societal vices. Empirical evidences show gender disparity in enrolment, retention and completion at all levels- primary, secondary, and tertiary. In 15 northern states, the disparity in favor of boys is quite high. In the South-East, where boys drop out and engage in income generating activities to supplement household income the disparity is in the favor of girls (FRN, 2006). To address these problems, The National Gender Policy was approved by the Federal Executive Council in 2006. The goal of the policy is to “build a just society devoid of discrimination, harness the full potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and protect the health, social, economic and political well-being of all citizens in order to achieve equitable rapid economic growth. Specific recommendations to improve women’s rights & representation: the adoption of special measures, quotas and mechanisms for achieving minimum critical threshold of women in political offices, party organs and public life by pursuing 35% affirmative action in favour of women to bridge gender gaps in political representation in both elective and appointive posts at all levels by 2015. The elimination of all harmful cultural, religious and social gender-biased practices, which reproduce gender inequalities by 2020. The institutionalization of mechanisms for enforcing laws that regulate and penalize discriminatory practices by 2008.

To aid achievement of these policies and programme designed for Girl-child education in Nigeria, the Nigerian government in 2008 designed National Gender Policy 5-year Strategic Framework (Implementation Plan) 2008 -2013.

The framework was developed by The Federal Government of Nigeria, under the leadership of the Federal Ministry of Women Affairs and Social Development, to enable the successful implementation of the core principles of the National Gender Policy. The framework proposed a cost of Six Billion, Two Hundred and Sixty Four Million Naira (N6,264,000,000) for the implementation of The National Gender Policy over a 5-year period (2008 -2013). The framework proposed (i) the Institutionalization of a Gender Management System as coordination mechanism for managing and implementing the National Gender Policy, and (ii) a Performance Appraisal System PAS as a Results and Management Unit within the Federal Ministry of Women Affairs. According to FRN (2006) the Gender policy in Basic Education compliments other policies like the National Policy on Education, the Universal Basic Education Policy, Early Child Care Policy and the National Gender Policy by the Federal Ministry of Women Affairs and Social Mobilisation. They all advocate acquiring of basic education as a means to meaningful contribution to development. The Federal Ministry of Education is the vehicle for the delivery of this Policy Framework. This will increase gender sensitivity of all stakeholders and equip them with strategic skills to drive this initiative down to the community level for full participation in the implementation for sustainability. It is imperative to evaluate the implementation of National policy on Gender in Basic Education in Nigeria. Based on this submission, the paper is aimed to examine the challenges facing the implementation National policy on Gender in Basic Education in Nigeria.

2.0 Concept of Implementation

Implementation according Ogunode, Jegede, Ajape (2021) is the systematic way of carrying out planned document or projects. It is the act of executing policies, programme and projects. Implementation is a process of coordinating activities of carrying out drafted planned, policies and projects. In educational institutions, implementation is a must. We must implement planned educational policies and programme to realize the objectives of education. Implementation in education must follow a defined process and pattern to be successful. Ogunode, & Ahaotu (2020) viewed implementation as the systematic way of executing programme, policies and project. Implementation is the act of carrying out a planned actions and programme. Implementation is the stage by stage of carrying out a defined and planned programmes. Implementation means carrying out an assigned task. Franklin (1982), defined implementation as activities include amassing resources needed to mobilize and carry out responsibilities, planning specific programme designs, using legislation and translating them into specific regulations, organizing staff and creating or amending appropriate routines and providing the benefits and services to intended recipients. Hyder (1984), consider implementation as the act of putting policies into practice. It is the often complex process of planning, organization, coordination and promotion which is necessary in order to achieve policy objectives. Implementation implies the process of activating an approved policy while Manafa, (2011) sees policy implementation depends on some factors which include knowing what you want to do and the availability of the required resources. Implementation becomes possible when the resources have been mapped out for the project. Implementation is the act of carrying out planned programme as designed.

3.0 Challenges Preventing Implementation of Gender Policy in regarding Basic Education in Nigeria

There are many challenges facing the implementation of National policy on Gender in Basic Education in Nigeria. Some of the challenges include inadequate funding, inadequate professional teachers, shortage of infrastructural facilities, corruption, insecurity problems, lack of political will, policies instability, poor governance and management, poor policy formulation and poor relationship between policy designer and policy implementer

3.1 Inadequate Funding

Inadequate funding of education in Nigeria is a major challenge facing implementation of National policy on Gender in Basic Education in Nigeria. National policy on Gender in Basic Education in Nigeria get its budgetary allocation from the education budget which have been concluded by Ogunode (2020) as inadequate and fell below the 26% UNESCO recommendation for education administration in developing countries like Nigeria. Ogunode & Josiah, (2021) submitted that funding is very important in the administration of education. Ogunode & Josiah, (2021) and Njideka, Esther & Confidence (2015) argued that the level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument. The Nigerian educational system is facing the problem of inadequate funding. Yaro, I (2018), Adeyemi (2011), Sofoluwe (2012) and Peter and Isaac (2013), noted that the issue of education funding in Nigeria are alarming. For instance Ogunode & Ndubuisi, (2021) observed that in 2016, the Federal Government allocated N369.6bn which amounted to 6.7 per cent of the national budget of N6.06tn to education, while in 2017, N550.5bn; representing 7.38 percent of the N7.29tn budget was allocated to the sector. In 2018, N605.8bn, out of N9.12tn budget, representing 7.04 per cent was allocated to education; in 2019, it was N 620.5bn, representing 7.05 per cent of the N 8.92tn budget. In 2020, N671.07bn of N10.33tn which amounted to 6.7 per cent was allocated to the sector; while in 2021 the sector got N742.5bn of N13.6tn budget, representing 5.6 per cent.

The short fall in revenue affected the procurement of both human and material resources needed for the implementation of the various programmes and plans. Many infrastructural facilities that were supposed to be provided to aid full implementation of the strategic plans were unable to be executed due to shortage of revenue. The short fall in the revenue of Nigeria within 2016 to 2019 affected the funding of the Ministry of Education Strategic Plan, 2016-2019. Ogunode & Onyekachi, (2021) concludes that Nigerian government is not implementing the UNESCO 26% annual budget for education and the factors that determine educational financing in Nigeria include growth of national economy, world market condition, nature of sources of revenue and Nation's Policy on Education. The problems affecting educational financing in Nigeria include; Short fall in national revenue, compete from other sector, corruption, insecurity, natural disaster and lack of political will to implement UNESCO recommendation on education and the effects of underfunding education in Nigeria include inadequate infrastructural facilities, inadequate professional teachers, shortage of instructional materials, poor quality of education, poor capacity development, poor supervision and strike actions. The poor funding of education in Nigeria is affecting the implementation of National policy on Gender in Basic Education in Nigeria

3.2 Inadequate Professional Teachers

Inadequate professional teachers in almost all the basic education schools is affecting the implementation of National policy on Gender in Basic Education in Nigeria. Teachers are key to the implementation of educational policies in the educational institutions because the implementation of school curriculum hinges on them. Ogunode & Paul (2021) observed that the role of the teachers in the implementation of school curriculum cannot be underestimated while Ogunode & Adah, (2020) observed that teachers are very important in the implementation of educational policies. No meaningful educational policies can be effectively implemented without the availability of adequate professional teachers. As important as the roles of the teachers to the development of education, it is unfortunate that these teachers are in shortage in most of the Nigerian educational institutions. Ogunode & Josiah, (2021) opines that many primary schools in Nigeria do not have adequate professional teachers. A report by independent Newspapers (2019) noted that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary School across the nation. Specifically, female teachers have been reported to inadequate in primary schools in Northern Nigeria which have influence on girl-child education. British Council (2014) observed that the proportion of women teachers in Nigeria has stayed the same at primary level since 1999, though it has increased at secondary level by 10% (UNESCO, 2014). The report indicated that proportion of female teachers in primary and junior secondary schools varies considerably by State and location. In some areas, especially rural and marginalised communities, there are very few female teachers in schools. Women teachers can reassure girls and act as positive role models and mentors for girls in school, facilitating girls' clubs and encouraging girls in their education and personal endeavours. Where there are few female teachers and/or a lack of female representation on SBMCs, critical decisions on the girls' schooling may be compromised. Research suggests that in schools where there are larger numbers of women teachers, there is more gender parity in attendance, progression and attainment (ActionAid, 2012). Ogunode & Paul (2021) identified factors responsible for the shortage of professional teachers in the Nigerian educational institutions which include inadequate funding, limited teacher education institutions, corruption, lack of manpower planning, brain-drain and poor motivation. Ogunode & Adamu, (2021) concluded that low productivities, poor quality of teaching, overcrowdings, poor quality of education are the effects of shortage of academic staff in the Nigerian public higher institutions. Inadequate of professional teachers in the basic schools is hindering effective implementation of National policy on Gender in Basic Education in Nigeria.

3.3 Shortage of Infrastructural Facilities

Shortage of infrastructural facilities is another challenge affecting effective implementation of National policy on Gender in Basic Education in Nigeria. Many basic schools saddled with responsibilities of providing quality education for the girl child in Nigeria are not having adequate infrastructural facilities. Infrastructural facilities according Ogunode & James (2021) sees school infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/ theaters, moot courts, and studios, etc. They went further and listed the importance of infrastructural facilities in educational institutions include: it aids effective delivery of administrative functions in schools; it makes the delivery of services fast and reliable; it enables teachers to deliver lessons fast; infrastructural facilities provide a conducive working environment for both teachers and students; infrastructural facilities enable learners to learn at ease and learn well;

infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). Ogunode & James (2021) observed that the importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The absent of conducive centres with adequate rooms for students and guidance and councilor in many higher institutions is affecting the delivery of guidance and career development services. Ogunode & Josiah, (2021) and Eseyin, Okafor and Uchendu (2014) stated that “infrastructures play a significant role in the provision of quality education in any nation”. It is unfortunate that majorities of early child centres do not have adequate infrastructural facilities (Amali, Bello, & Okafor, 2012; Okewole, et al, 2013), many primary schools are faced with shortage of infrastructural facilities (Ogunode, 2020). Ishaya & Ogunode, (2021) discovered that inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects are the causes of shortage of inadequate infrastructural facilities in Nigerian public universities. Ishaya & Ogunode, (2021) also observed that poor academic performance of students, poor performance of academic staff and non-academic staff and poor quality of education are the effects of inadequate infrastructural facilities in Nigerian public universities.

3.4 Corruption

Corruption is another big challenge preventing implementation of National policy on Gender in Basic Education in Nigeria. Ogunode & Stephen, (2021) observes that corruption in Nigeria is a hydra-headed and multi-facet problem that ramifies every sector of our national life and the education sector has not being innocent. Corruption have penetrated the Nigerian education system including the Basic education administration. Ogunode & Stephen, (2021) stressed that poor implementation of Basic education policies in Nigeria is as a result of the corruption practices in the administration of Basic education. There are many policies designed and formulated for the development of primary school education in Nigeria. For instance, teacher-student policy of 1:35, ICT facilities policy, feeding programme etc. All these policies and programme are poorly implemented because of the high corruption going on the various agencies, commissions and ministries responsible for the implementation of the policies and programme. Ogunode (2020), opines that corruption practice in the Nigerian educational institutions is another major challenge preventing the implementation of primary school policies in Nigeria. Research reveals that funds released for the implementation of nationwide Home Grown School Feeding Programme (HGSFP) of the federal government for primary school pupils was diverted into private bank account. This actions is affecting implementation of the nationwide Home Grown School Feeding Programme (HGSFP) (Thewhistler, 2020). Ogunode & Stephen, (2021) and World-Bank (2006), submitted that about 25% of procurement cost in Africa and other under developing countries is wasted on corruption, while the figure could be less than 10% in developed countries. Even, the document of the 2010 Millennium Development Goals (MDGs) Review Summit identified corruption as the major hindrance for achieving the MDGs and called for decisive steps to be taken to combat corruption in all its manifestation. “Corruption in Education Systems in West Africa.” the report stated that, corruption is commonplace in educational systems across the Economic Communities of West African States (ECOWAS). The report highlighted that, “Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices” as the various corruption risks and challenges facing educational system in all the ECOWAS countries (Premiumtimes 2020). Ogunode & Stephen, (2021) acknowledged that the funds released to different states and local government as counterpart funding by the federal government to support the infrastructural development of Basic school education (to build more classrooms, to provide teaching and learning materials and for capacity building) is been diverted by some state and local government officers and political officeholder. The inability of such states and local government to use the funds for the provision of the infrastructural facilities that should helped to provide to enroll more children in schools is responsible for the large out of school children in Nigeria. Ogunode & Stephen, (2021) also identified; shortage of funds, inadequate teachers, shortage of infrastructural facilities, poor quality of education, large out of school children, poor capacity development, poor implementation of Basic education policies and increase in the cost of Basic education administration as the effects of corruption on Basic education administration in Nigeria.

3.5 Insecurity Problems

Insecurity in Nigeria especially in the Northern part of the country have affected the implementation of many educational polities including the National policy on Gender in Basic Education. Ogunode & Ndubuisi, (2021) observed that many educational plans and programmes were suspended in the North-East due to the insecurity in the zone. Insecurity is affecting academic programmes of schools across the country. Many higher institutions have been shut down due to insecurity while many secondary schools and primary schools have been closed down due to insecurity and banditry. Ogunode (2021) submitted that many school administrators, teachers, non-teaching staff and students have been killed as a result of this ugly trend. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by BokoHaram. Ogunode & Ndubuisi,

(2021) observed that many parents and guardians in Northern Nigeria have lost interest in sending their children to schools due to incessant attacks by the bandits and kidnapping of school children for ransom. Many teachers, students have been kidnapped in Zamfara, Niger State and Kaduna state within a month. Ogunode & Ndubuisi, (2021), Musa (2020), Abu, (2021) and Gambo (2021) submitted that the continuous attacks on educational institutions in the North by Bandits and Boko Haram is discouraging parents to send their children to school because, they are afraid of attacks. Amnesty International's Seun Bakare says attacks and school closures signal severe threats to education in Nigeria. The recent wave of kidnapping continues to worsen the education crisis in Nigeria's North, a region known for low levels of literacy and enrollment, and accounting for more than 70 percent of Nigeria's school dropouts. The U.N. children's agency, UNICEF, says 2.8 million children in the north-East need education emergency support due to violence in the region. Unless this situation is urgently addressed, experts say many more children will be risking a bleak future (Muhammed (2021)

3.6 Lack of Political Will

The lack of political will to implement various policies designed for the development of Gender programme especially the Basic education is a major problem facing implementation of National policy on Gender in Basic Education in Nigeria. Ogunode, Jegede, Ajape (2021) argued that lack of political will to implement primary school educational policies is another problem preventing effective implementation of secondary school education policies. It is obvious that government representatives and political officeholders decide personally not to implement some policies because such policies were not formulated by them. The politicians instead start another policy design to replace the one on ground. The lack of political will to support the implementation of Gender policies is a big problem preventing the implementation of Gender policies in Nigeria. UNICEF (2017) Nigeria is a policy-rich environment but poor in implementation. Government capacity and commitment to implement educational policies and processes has been limited because of inadequate resources and political will. The Education for All and MDG targets were not met due to poor planning, lack of political will and under-financing. Government ownership is key to achieving change, which requires sustained engagement at all levels and working together. Policy intent is not always backed up by commitment to implementation, and there is a lack of policy tracking (Unicef, 2017). Ogunode & Ndubuisi (2021) concludes that poor implementation of Girl-Child right bill, poor funding of Girl Child education and corruption, economic, culture, early marriage, religion, distance, inadequate infrastructural facilities, insecurity are the factors preventing Girl-child from further education in rural areas in Federal Capital Territory, Abuja, Nigeria. Elect-her (2020) observed that the performance evaluation of the National Gender Policy 2006 after 14 years on, resulted to female representation across elective and appointive office remain below 5% due to lack of adoption and implementation of the policy, lack of political will across board (on the part of the government and political parties) has grossly attributed to the failure of the policy and 7 years following the proposed period for the Strategic Framework (Implementation plan), very little progress has been achieved on all proposed outcome. Ogunode & Adah, (2020) pointed out that lack of political will to implement the educational policies in Nigeria is another problem facing the implementation of educational policies in Nigeria. The Child act right bill signed and passed into the law by the federal government of Nigeria have not been signed by many states government because they don't have to sign the bill into law for implementation in their various states. Ogunode & Adah, (2020) cited Independent Newspaper (2019) that revealed that twelve states in the northern part of Nigeria are yet to pass the Child Rights Law despite its obvious benefits for children. UNICEF Child Protection Specialist, stated this during a two-day media dialogue on the Convention on the Rights of the Child (CRC). States like Bauchi, Yobe, Kano, Sokoto, Adamawa, Borno, Zamfara, Gombe, Katsina, Kebbi, Jigawa and Kaduna. The inability of the state governor to sign the Child act right bill that covers every aspect of the lives of children and adolescents. They are broken down into the following: survival rights, development rights, participation rights, and protection rights. The lack of political will to implement or sign the bills into law is affecting the implementation of educational policies in Nigeria

3.7 Political instability

Political instability in Nigeria is affecting the implementation of National policy on Gender in Basic Education in Nigeria. Nigerian is known for democratic practices that changes political administration every four years. For instance, the National policy on Gender in Basic Education was formulated in 2006 since then there have been changes in the political administration in 2007, 2011, 2015 and 2019 with different people appointed to head agencies in charge of implement of National policy on Gender in Basic Education programme. The continuous modification in the political administration of Nigeria with different political programme and agenda is affecting policies implementation including the girl child educational policies. Ogunode, Jegede, Ajape (2021) submitted that political instability affects implementation of primary school education policies. Many policies designed and formulated for the development of primary school education in Nigeria is been frustrated by political instability. Noun (2012) noted that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light

of day. Sometimes, they are implemented, but no full implementation. Many end up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country.

3.8 Policies Instability

The Nigerian educational system is known for policies changes in the administration of schools. Nigerian government changes educational policies whenever new political administration emerges in the country. Policies instability is a major problem facing the effective implementation of National policy on Gender in Basic Education in Nigeria. Akpan (undated) observed that it is a common observation in Nigeria that educational policies and plans are changed even by the leaders in power. Our educational plans have not been given enough time as pacified in the plan to mature before they are terminated. The success of any plan or policy cannot be ascertained until its implementation and evaluation. The most serious problem in the Nigerian educational system is premature termination of plans and policies and this affect educational planning. Yekini (2013) submitted that inconsistent policies, brain drain, constant strike action, inadequate instructional materials and corruption, greatly crippled education policy development in Nigeria. Factors responsible for educational policies changes include political instability, faculty policies articulation and formulation, inadequate experts in policies design, poor training and retraining of policy designer and political influence

3.9 Poor Governance and Management

Ogunode, Jegede, Ajape (2021) observed that the nature and structure of education administration and management in Nigeria is also affecting the implementation of primary school education policies. There are too many agencies and commissions in charge of the administration and management of primary school education. These agencies come up with different policies, memo and circular contracting policies formulated. Ogunode, Jegede, Ajape (2021) cited Noun (2012) who noted that in Nigeria, government and educational management structures are overbureaucratic. The federal ministry of education has the highest number of departments and agencies. In some situations, it duplicates functions, which could lead to confusion and conflict. Sometimes government activities are too centralized to give effective direction to policy implementation. All these could lead to ineffectiveness and lack of decisive action. Situations like this could lead to inconsistency of educational policies. Many educational plans have been abandoned before they are ready for implementation due to inconsistent directives and counter-directives from government ministry and its many agencies (Aghenta 2003).

3.10 Poor Policy Formulation and Poor Relationship between Policy Designer and Policy Implementer

Ogunode & Adah, (2020) submitted that poor policy articulation or formulation is another problem responsible for the poor implementation of educational policies in Nigeria. Due to poor capacity of educational policy designers and lack of exposure to new approaches and methods of formulating policies. Ogunode (2020) observed that Federal Government is poor in articulating its educational policies. If the educational policies is not properly formulated or articulated, it will be difficult to implement the policies. Another issue affecting policies implementation in Nigeria is the gap that existed between policies formulators and policies implementer. The two keys actors are supposing to work together for easy implementation. Ogunode & Adah, (2020) noted that the poor relationship between the educational policy designer and policy implementers is another factors responsible for poor implementation of education policies in the Nigerian educational sector. Educational policy designer formulated the education policies without the involvement of the implementers. The implementers lacks the technicality and methodologies and approaches adopted in developing the educational policies. So, the implementation of such educational policies will be very difficult since they are out of the plan actions.

4.0 Way Forward

To address all these challenges, the following recommendation weremade:

a) The government should increase the funding of primary school education in Nigeria. Yaro (2018) supported this recommendation when he suggested that the government should as well ensure adequate funding being critical to education policy implementation. Going by the indices of education funding in Nigeria, a lot need to be done. The amount allocated to the education sector should at least conform with the recommendation of UNESCO of allocating at least 26% of a country's budget to education. Not only this, the personnel responsible for utilizing such funds should be trained to have fiscal discipline so that the funds will not be mis-appropriated.

- b) The government should provide adequate infrastructural facilities in all primary schools across the country. For Ogunode (2020), infrastructural facilities like electricity, internet services, water, officers, classrooms, table, chairs, and ICT facilities should be provided to all basic school across the country.
- c) The government should employ more professional teachers and deploy to all primary schools across the country. Ogunode (2020) recommended that the government should employ more female teachers and deploy them to basic schools. This will to motivate the girl-child to learn and have confidence in the schools.
- d) The government should fight all forms of corruption in the Ministries, departments and agencies of education through the various anti-corruption agencies in the country. For Ogunode, Ahmed, Gregory, & Abubakar (2020) institutional corruption in the educational institutions is one of the major factor responsible for the poor quality of education in Nigeria. The government should use all it anticorruption institutions in the country to fight corruption in the ministry of education so that funds budgeted for capital and recurrent services can be effectively used for the implementation of the projects and programme in the educational sectors.
- e) The government should provide adequate security in all basic school in the country. Ogunode, Ahmed, Gregory, & Abubakar (2020), observed that security is vital for effective administration of education. Security is key to realization of educational objectives and goals. To realize the objectives of education in Nigeria, the government at every level should tight up the security at every educational institutions in the country. Adequate security should be provided to all public schools in the country for effective teaching and learning.
- f) The Federal Government should try to imbibe steady political rule to avoid unsteady educational policies. For Yaro (2018), Government should ensure that the issue of politicizing education as well as un-ethical behaviors among the personnel is minimized as much as possible or even completely eradicated. Frequent revision of education policies manifesting from political instability brings about a gap between formulation and implementation of the education policies. This is because every government that comes into power will want to make some amendments or even change the education policies to suit its own purpose. This adversely affects education policy development. The scenario should therefore be stopped and the policies should be left to be fully implemented.
- g) The government should strengthen all institutions established to implement programme and policies concerning girl child education programme in Nigeria through training and retraining and appointment of competent Director or chief executive. Yaro (2018), submitted that Government should ensure that institutional capacities are strengthened and improved. This will go a long way in improving the quality of the decisions taken. Because when the institutional capacities are strengthened, the right caliber of personnel will be employed to take charge of the day to day affairs of running the education sector. Thus, the issue of unprofessional manpower will be tacked and this will give room for proper formulation and implementation of education policies.
- h) The government should ensure all stakeholders are involved in policy articulation and formulation. This will aid continuity of policies by any new administration since they are part of the team that designed and formulated the policies.
- I). Government should ensue effective monitoring and evaluation system of the National policy on Gender in Basic Education programme. This will help to show the level of progress. Akpan (undated) suggested that the government should ensure effective monitoring supervision and evaluation of plan implementation. This will help the government to know the extent of success or failure in plan implementation. Supervisory and evaluation reports help educational planners and the government to take remedial measures or to review the plan if necessary. In order to succeed here there is need for effective management of information system. There should be effective communication of information between planners and implementers of the plan.

Conclusion

In conclusion, the National policy on Gender in Basic Education which was formulated in 2006 was designed with the aims to “build a just society devoid of discrimination, harness the full potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and protect the health, social, economic and political well-being of all citizens in order to achieve equitable rapid economic growth. It is unfortunate that the National policy on Gender in Basic Education faces many implementation changes. This paper examined the challenges facing the implementation of National policy on Gender in Basic Education in Nigeria. With the help of the document reviewed and consulted, the following inadequate funding, inadequate professional teachers, shortage of infrastructural facilities, corruption, insecurity problems, lack of political will, policies instability, poor governance and management, poor policy formulation and poor relationship between policy designer and policy implementers as the challenges facing the implementation of National policy on Gender in Basic Education in Nigeria. To address these

identified challenges, adequate funding of Gender programme, employment of more professional teachers (female), provision of more infrastructural facilities, tackling every forms of corruption, provision of adequate security and develop the political will to implement policies on girl-child education programme were recommended for the effective implementation of National policy on Gender in Basic Education in Nigeria.

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