

TEACHERS BELIEVE ABOUT PARENTS INVOLVEMENT IN GIRL CHILD EDUCATION AND FINANCING

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ABSTRACT: *The study examined the Believe of teachers about parents involvement in girl child education in the Federal Capital Territory, This is because the way at which the teachers believe the parents as a stakeholder in education involve and do their responsibility as parents has a lot of implication on the education of a Girl Child. Even though teacher as a stakeholder have a lot of role to play but a collaborative effort between parents and teachers on girl child education is more to be desired. It also aims at assessing the extent to which parents involvement in classroom teaching is perceived by teachers with less / higher qualifications. A descriptive survey research design of the expo-facto type was adopted for this study, A Teachers Believe about Parents Involvement in Girl Child Education and Financining Questionnaire (TBIGCEFQ) was used for data collection. The paper came up with some relevant recommendations.*

KEYWORDS: Teachers, Parents Involvement, Girl, Child Education, Financing

INTRODUCTION

Parents' involvement in school is a central issue in recent studies of education. The term *parents' involvement* generally refers to parents' participation in the entire educational process (Cooper, Lindsay & Nye, 2000; Stevenson & Baker, 1987). More specifically, it is used to describe parental expectations and beliefs regarding academic achievement, and parental behaviour at home and in school, in order to improve girl child's educational performance (Epstein, 2001). Over time, parents' involvement evolved to emphasise parents' participation in the policy setting process, parental volunteerism, fundraising, and information exchange (Ratcliff & Hunt, 2009). Most of the research done on parents' involvement directly refers to the parent's involvement in a child's schooling activities. They all emphasized on the importance of collaboration between school and the family, to understand the unique dynamics in families, in order to improve the children's development (Johnson, Pugach & Hawkins, 2004).

The general picture derived from the researches support the assertion that family involvement in schools leads to better attendance, higher scores on standardized tests, higher motivation to study, lower absenteeism, and improved behavior at home and at school (Epstein, 2008; Ferrara & Ferrara, 2005). However, despite its benefits, Cullingford & Morrison (1999) reveals that parents' involvement is rather limited in many cases, as teachers usually do not reach out to parents beyond annual or semi-annual teacher-parent meetings. Several reasons may account for the minimal attempt at contact on the part of teachers. One might be that the educational teams are not sufficiently trained for working with parents (Baum & Swick, 2007; Epstein & Sanders, 2006; Ferrara & Ferrara, 2005). Additional reasons could be teachers' negative attitudes toward cooperation with parents (Baum & Swick, 2007), contextual and cultural elements (Ratcliff & Hunt, 2009; Souto- Manning & Swick, 2006), and less parental involvement as children grow older

(Berthelsen & Walker, 2008; Vaden-Keman & Davies, 1993). According to Ratcliff and Hunt (2009), the term *home-school collaboration* between parents and teachers describes a wide variety of teacher-parent interactions, the absence of a uniform and accepted definition might explain, at least partially, the difficulties in its proper application. However, Sanders & Lewis, (2005) and Sanders, (1996) research shows that the more investment of time, guidance, and planning of the collaboration between parents and school, schools can improve children's outcomes, and the entire community will benefit as well from these investments. Epstein (2007, 2008) has contributed significantly to the definition of this term, in her six-dimensional model of family involvement – parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This model encourages and trains teachers to direct all parents to cooperate. This is an important step in creating a meaningful link between the parents and the school. Such a link is necessary to provide positive outcomes for children, while creating better interaction between the home, the school, and the community (Epstein, Sanders, Simon, Salinas, Jansorn & Van Voorhis, 2002; Sanders, 2008).

Therefore, there is compelling evidence that parental involvement has a positive effect on children's academic achievement. According to Henderson and Berla, (1994) "When schools work with families to support learning, children tend to succeed not just in school, but throughout life". Many studies corroborate this link between parental involvement and learner achievement (Houtenville and Conway 2008, Lemmer and Vanwyke 2004, Parhar, 2006, Vassallo, 2001, Jeynes 2005 and Desforges & Abouchaar, 2003). Among the benefits accruing from parental involvement in children education are: improved attitudes of learners to their studies; improved behavior; decreased truancy; a decrease in the drop-out rate, improved school performance, a decrease in delinquency and a more positive attitude towards the school (Desforges & Abouchaar, 2003 and McNeal, 2001).

The involvement of parents in their children's education has long been recognized as a significant factor in educational success and school improvement (Epstein, 1996, Safran, 1996). In recent years we have reached the stage where certain educational organizations and international conferences concentrate almost entirely on the issue of partnership between schools and parents (E.g., Parents in Education Research Network, European Research Network about Parents in Education. Education is Partnership Conference, Copenhagen, November 1996). Within this area of interest lies a vast spread of concerns and purposes. Parents are their children's first teachers. It is from parents that children learn about their culture, values, and language. Parents play a very valuable role in their children's education in and out of the classroom. Because of this reason, parents need to take on the challenge and provide their girl child the tools they will need in order to be successful in school and life, Although In the traditional Nigerian society, there exists the degenerate belief that women are second class citizens (Enejere, 1991). A woman is considered as a man's property or pleasure object. She is also considered as a 'machine' meant for producing children. This situation has resulted in unfair treatment of women especially with regards to education. The average rural Nigerian parent would rather invest in the education of the son rather than the daughter. Education is the process through which individuals are made functional members of the society (Ocho, 2005) .It is a process through which the young acquires knowledge and realizes their potentialities and uses them for self-actualization (Offorma, 2009). Education has been described as the most important aspect of human development, a key to a successful living,

especially girl-child education (Michael,2011). Asserts that, denying the girl-child access to education implies making her a dysfunctional member of the society. Even Statistics has shown that many girls are not enrolled in school. The global figure for out of school children is estimated at 121 million, 65 million are girls, with over 80 percent of these girls living in sub-Saharan Africa including Nigeria (UNICEF, 2007). ActionAid International (AAIN) cited by KIKI (2010) reported that, not until recently, in a school of 150 students in Northern Nigeria, only 2-3 students are girls. One of the major yardsticks for this recurrent trends above is the African parents attitudinal believe/involvement in girl child schooling which would have reduced if teachers could work together with parents in making the education of their girl child a success. The importance of education to human beings cannot be over emphasized. Education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. At the onset, it is important to point out that education goes beyond schooling, but schooling at all levels help to achieve the purpose of education (Famade, 2014).

Education does not only involve acquiring academic qualifications, it also involves learning how to be a productive member of society and how to behave in social settings, it involves learning how to figure everyday problems, and so much more. By talking to their girl child, parents can help them increase their vocabulary and their receptive and expressive language, and feel empowered. Also, parents that talk with their girl child build lasting positive and strong relationships. (Ighedalo, 2006) maintained that teachers on the other hand believe that parent needs to be the girl child's advocate, though that role has to be delicately played in order to get along with the child's teacher, a parent also should help a girl child in every productive way possible with school tasks and school responsibilities, because as a teacher, one may have more domain knowledge about teaching the children, but the parents know their girl child better. Only joint collaboration can meet the needs of girl child education development. Haq (2001) said teachers believe that Parents have different educational aspirations for their sons and daughters. Nearly half of parents feel that a boy should receive an intermediate or higher level of education (class 12 or more), whereas only one-third feels the same for girls.

Eccles & Davis (2005) describe that probably the most prominent and direct explanation of the parents' education and their children's academic achievement relies on the assumption that parents learn something during schooling that influences the ways in which they interact with their children about all learning activities at home. Epstein, (2002) on a research conducted on the teachers perception of parents involvement on how to improve girl child teaching and learning process come out with these as the belief of teachers on what parents should do to improve the girl child learning capacity;

- Be a role model for learning.
- Pay attention to what your girl child loves.
- Tune into how your girl child learns.
- Practice what your girl child learns at school.
- Set aside time to read together.

- Connect what your girl child learns to everyday life..
- Connect what your girl child learns to the world.
- Help your girl child take charge of his learning
- Don't over-schedule your girl child.
- Keep TV to a minimum.
- Learn something new yourself as parent.

The simple analysis in Epstein research is that, when parents do all the needful as stated above, there will be no reason why such parents will be less interested in financing the education of such a girl child, as this has already built up the girl child's parents' willingness, commitments and readiness to see to the development of such a girl child education. This was corroborated by (Caryl, 2012) that, in education, gender is irrelevant but parent involvement/commitment physically and financially matters a lot

Purpose of the Study

1. Finds out teachers believe about parents' role in girl child education.
2. Finds out teachers believe about parents' financial responsibility towards girl child education.

Research Questions

The study sought answers to the following questions:

1. What are teachers believe about parents' role and involvement in girl child education?
2. What are teachers believe about parent's financial responsibility towards girl child education?

METHODS AND PROCEDURES

An ex-post facto research design was adopted, because the variables under study already exist. This design is survey in nature, it involves collection of data in order to answer the research questions raised in the study. The simple probability random/purposive technique was used for selection of 20 secondary schools which represent approximately 20% of secondary schools in FCT, Abuja. Five teachers in each of the samples schools were selected randomly to respond to the questionnaire. To ensure that the sample to a high degree represent the target population, the balloting techniques was adopted to obtain the sample. The instrument for the study was a questionnaire which was divided into 3 sections (A,B,C,) Section A was on Demographic information of the selected teachers, Section B ask questions about teachers believe about parent role in Girl child education, Section C questions was about teachers believe on parents financial responsibility towards girl child education. Each of the section in the questionnaire contained eleven items (11) constructed on a four rating scale; Strongly Agree (4pts) Agree (3pts) Disagree (2pts) and Strongly Disagree (1pts). Two experts both in test and measurements validated the instrument.

Method of Data collections and analysis

The researcher administered and collected the instruments, out of 100 questionnaires sent out for the study, only 80 were collected and this was used for the study. In analyzing the data collected, simple percentage was adopted in analyzing the research questions.

RESULTS

Table1: What are teachers believe about parents' role and involvement in girl child education?

S/N	Statements	SA	A	D	SD
1	If my girl child students' parents try really hard, they can help their children learn even when the children are unmotivated.	31 (39%)	18 (22%)	15 (19%)	16 (20%)
2	My girl child students' parents should be the one to bring the student to school	23 (29%)	31 (39%)	14 (17%)	12 (15%)
3	My girl child students' parents don't know how to help their children make educational progress.	13 (16%)	10 (13%)	33 (41%)	24 (30%)
4	My girl child students' parents feel successful about helping their children to learn	29 (36%)	23 (29%)	18 (22%)	10 (13%)
5	My girl child students' parents have little influence on children's motivation to do well in school.	20 (25%)	31 (39%)	15 (19%)	14 (17%)
6	My girl child students' parents help their children with school work at home	15 (19%)	38 (47%)	12 (15%)	15 (19%)
7	My girl child students' parents make a significant, positive educational difference in their children's lives.	23 (29%)	35 (44%)	13 (16%)	9 (11%)
8	My girl child students' parents should be involved in doing their homework at home	33 (41%)	19 (24%)	17 (21%)	11 (14%)
9	My girl child students' parents should play a role as house teacher to develop the girl child reading culture.	40 (50%)	22 (27%)	11 (14%)	7 (9%)
10	My girl child students' parents' help their children to learn.	10 (13%)	25 (31%)	23 (29%)	22 (27%)
11	Parents are important partners in girl child education.	34 (42%)	19 (24%)	16 (20%)	11 (14%)

Fig 1: Shows that 31 teachers which constitute 39% strongly agree with statement 1 that, If my girl child students' parents try really hard, they can help their children learn even when the children are unmotivated., 18 teachers 22% Agree also while 15(19%) and 16(20%) disagree respectively. On statement 2 that, my girl child students' parents should be the one to bring the student to school, 23 teachers which constitute 29% strongly agree and 31(39%) agree respectively while 14 teachers (17%) strongly disagree and 12(15%) disagree respectively. On statement 3 that, my girl child students' parents don't know how to help their children make educational progress. 13 teachers which constitutes 16% and 10(13%) agree with the statement while 33teachers (41%) and 24(30%) disagree respectively. On statement 4 that, my girl child students' parents feel successful about helping their children to learn, 29 teachers which constitutes 36% and 23(29%) agree with the statement while 18teachers (22%) and 10(13%) disagree respectively. On statement 5 that, my girl child students' parents have little influence on children's motivation to do well in school. 20 teachers which constitutes 25% and 31(39%) agree with the statement while 15 teachers (19%)

and 14(17%) disagree respectively. On Statement 6 that, my girl child students' parents help their children with school work at home, 15 teachers which constitutes 19% and 38(47%) agree with the statement while 12 teachers (15%) and 15(19%) disagree respectively. On statetement 7 that, my girl child students' parents make a significant, positive educational difference in their children's lives, 23 teachers which constitutes 29% and 35(44%) agree with the statement while 13 teachers (16%) and 9(11%) disagree respectively. On statement 8 that, my girl child students' parents should be involved in doing their homework at home, 33 teachers which constitutes 41% and 19(24%) agree with the statement while 17 teachers (21%) and 11(14%) disagree respectively. On statement 9 that, my girl child students' parents should play a role as house teacher to develop the girl child reading culture, 40 teachers which constitutes 50% and 22(27%) agree with the statement while 11 teachers (14%) and 7(9%) disagree respectively. On statatement 10 that, my girl child students' parents' help their children to learn, 10 teachers which constitutes 13% and 25(31%) agree with the statement while 23 teachers (19%) and 22(27%) disagree respectively. Lastly, on statement 11 that, Parents are important partners in girl child education, 34 teachers which constitutes 42% and 19(24%) agree with the statement while 16 teachers (20%) and 11(14%) disagree respectively.

Table 2: What are teachers believe about parent's financial responsibility towards girl child education?

S/N	Statements	SA	A	D	SD
1	All parents could improve on ways to help their Girl child with school work at home no matter the cost.	43 (54%)	18 (22%)	12 (15%)	7 (9%)
2	Every family has some responsibility that can be tapped to increase Girl child success in school.	40 (50%)	17 (21%)	12 (15%)	11 (14%)
3	Parent financing is important for improved girl child schooling and success.	38 (48%)	17 (21%)	14 (17%)	11 (14%)
4	Parent readiness and commitment towards girl child education can help teachers to be more effective.	42 (52%)	9 (11%)	18 (23%)	11 (14%)
5	Parent should be responsible for girl child feeding within and outside the school hours	15 (19%)	9 (11%)	19 (24%)	37 (46%)
6	Parent should be responsible for girl child tuition fee	6 (8%)	15 (19%)	22 (27%)	37 (46%)
7	Parents are responsible for girl child furniture in school.	15 (19%)	9 (11%)	19 (24%)	37 (46%)
8	Parents are responsible for girl child uniform, books and other accessories needed by them	42 (52%)	9 (11%)	18 (23%)	11 (14%)
9	Parents are responsible for the girl child student transportation to and from school.	43 (54%)	18 (22%)	7 (9%)	12 (15%)
10	Parents should pay extra more on how to help their Girl child with schoolwork at home.	38 (48%)	17 (21%)	11 (14%)	14 (17%)
11	Parents are responsible for facilitating extra coaching class for girl child students	36 (45%)	20 (25%)	16 (20%)	8 (10%)

Fig 2; Shows that 43 teachers which constitute 54% strongly agree with statement 1 that, all parents could improve on ways to help their Girl child with school work at home no matter the

cost, 18 teachers 22% Agree also while 12(15%) and 7(9%) disagree respectively. On statement 2 that, every family has some responsibility that can be tapped to increase Girl child success in school, 40 teachers which constitute 50% strongly agree and 17(21%) agree respectively while 12 teachers (15%) strongly disagree and 11(14%) disagree respectively. On statement 3 that, Parent financing is important for improved girl child schooling and success. 38 teachers which constitutes 48% and 17(21%) agree with the statement while 14teachers (17%) and 11(14%) disagree respectively. On statement 4 that, Parent readiness and commitments towards girl child education can help teachers to be more effective, 42 teachers which constitutes 52% and 9(11%) agree with the statement while 18teachers (23%) and 11(14%) disagree respectively. On statement 5 that, Parent should be responsible for girl child feeding within and outside the school hours, 15 teachers which constitutes 19% and 9(11%) agree with the statement while 19teachers (24%) and 37(46%) disagree respectively. On Statement 6 that, Parent should be responsible for girl child tuition fee, 6 teachers which constitutes 8% and 15(19%) agree with the statement while 22teachers (27%) and 37(46%) disagree respectively. On statement 7 that, Parents are responsible for girl child furniture in school, 15 teachers which constitutes 19% and 9(11%) agree with the statement while 19 teachers (24%) and 37(46%) disagree respectively. On statement 8 that, Parents are responsible for girl child uniform, books and other accessories needed by them, 42 teachers which constitutes 52% and 9(11%) agree with the statement while 18 teachers (23%) and 11(14%) disagree respectively. On statement 9 that, Parents are responsible for the girl child student transportation to and from school. 43 teachers which constitutes 54% and 18(22%) agree with the statement while 7 teachers (9%) and 12(15%) disagree respectively. On statement 10 that, Parents should pay extra more on how to help their Girl child with schoolwork at home, 38 teachers which constitutes 48% and 17(21%) agree with the statement while 11 teachers (14%) and 14(17%) disagree respectively. Lastly, on statement 11 that, Parents are responsible for facilitating extra coaching class for girl child students, 36 teachers which constitutes 45% and 20(25%) agree with the statement while 16 teachers (20%) and 8(10%) disagree respectively.

DISCUSSION

The analysis showed some far reaching discovery from the data gathered, when data gathered on teachers believe about parents' role and involvement in girl child education, higher percentages of teachers believed that parent involvement is an important factor in girl child education and that if both parties work together, girl child education will improve significantly. Also when parents' financial responsibility as perceived by the teachers were analyzed, it was observed that Higher percentages of teachers in all the variables believed parents should be more financially responsible and committed to the education of their girl child.

CONCLUSION AND RECOMMENDATIONS

No nation can develop in this contemporary world without given an effective education to its citizen, therefore considering the need of education in national development, there is a need to provide education to both men and women equally. Teachers as stakeholder has a lot of role to play in the education of a child particularly the girl child, but the parents also as a stake holder in education should perform their role at optimal. Because the way the teachers believe on the role the parents play on their girl child has a lot of implication on the success of the girl child education.

Teachers and parents are to work hand in hand in order to complement each other. Therefore parents' collaborations with teachers in all facets of Girl child education should be strengthened. Based on this findings and conclusion, the following recommendations were made;

1. Parent's total involvement in Girl child education should be advocated by all education stakeholders.
2. Teacher, education institutions need to give Parents Involvement sufficient space in their curriculum. Nigerian Educational Research and development council (NERDC), should work on this modalities of incorporating parents involvement in schools curriculum.
3. Inviting parents as volunteer in the classroom should be strengthened and allowed in our secondary schools.
4. Even when there is free education up to the junior secondary education, parents should be made to know that other financial responsibility aside tuition fees should be committedly handled by them.
5. Parents must be encouraged to improve the conversations they have with their girl child, especially with regards to the children's schooling.
6. Parents must be afforded the opportunity to express their expectations, concerns and views in relation to their girl child education
7. Schools must create the perception that parents are welcome to schools, thereby reassuring parents that they are essentially important partners in their girl child education despite their own limited education.
8. Government must formulate a clear and realistic policy on Parent involvement in their children education especially the girl child.

9. Parents must be encouraged to engage their girl child in traditional games that enhance reading and mathematics skills; tell children folktales that teach morals, improve listening and oral skills; teach them proverbs that enhance wisdom and riddles that sharpen thinking skills, that way they create educative interaction with their children

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