Article Reviews

Rethinking The United Nations – Nigeria Partnership Towards Girl Child Education and Gender Equality Reforms: A Systematic Review

Anthony Ejue Egberi[1]* iD, Madumelu Harrison Christian Madubueze[2] iD
[1]Federal University Wukari, Nigeria
[2]Chukwuemeka Odumegwu Ojukwu University, Nigeria

Abstract

The study focused on the United Nations-Nigeria cooperation in correcting the skewed male-dominated educational system in the Northern states of Nigeria, characterized by extremist beliefs, inequitable education, and gender inequality. As a result, the report contends that the prevalence of sex discrimination exacerbates concerns about female child education and gender inequality. The paper investigated inequitable quality education (SDGs 4) and gender equality (SDGs 5). Furthermore, the study extracts the UN-Nigeria partnership in transforming the Northern states' male-dominated educational system. It also looked at the factors contributing to inequitable quality education and gender equality and the numerous UN-Nigeria partnerships for girl-child education and gender equality. The study collected data from secondary sources and analyzed the data using content analysis. The paper raised several questions and specifically examined issues such as: why parents in the Northern States believe that girl child education is irrelevant, why all adduction is aimed at girls and the role and challenges of the UN-Nigeria partnership in reforming the male-dominated educational system in the Northern states of Nigeria. Finally, the study concluded with policy recommendations.

Keywords *Girl Child, Education, Gender Equality, United Nations–Nigeria Partnership, Gender Equality Reform*

INTRODUCTION

Gender equality has become an important goal of national governments and international organizations, driven by the argument that women's inclusion is necessary to achieve justice, advance women's interests and harness women's resources for the benefit of society (Phillips, 1995). The roots of the demand for gender equality, according to Krook & Norris (2014), extend back to the Universal Declaration of Human Rights, adopted in 1948, which enshrines the equal rights of men and women, including the right to participate in government. Interestingly, despite a long history of international frameworks for promoting equality, non-discrimination and gender justice, issues of gender and racial inequalities, discrimination and injustices still abound globally (Odigie-Emmanuel, 2014). Perhaps this was why Porter (2016) noted that so much has been written about the impact of girls' education on societal development and change that the articles no longer address these claims. To him, the rhetoric was exaggerated because educated girls are seen as the solution to all developmental problems. Once educated, girls and women will realize the global dream of freedom for all (Porter, 2016). The scholar further observed that this would eliminate poverty, improve the health of the population, control the number of births in families, create harmonious societies in which all are equal, and be represented in the labour force in direct proportion to its population. In fact, it reduced vast education inequalities between women and men in many parts of the world (Østby, Urdal, & Rudolfsen, 2016).

Gender equality defines power relations in a society and determines what is expected, permitted, and valued in a woman or man in a given context. Gender equality is not about transferring opportunities from men to women but rather about realizing everyone's rights and

creating conditions in which both men and women can all have the same opportunities (UNICEF and UN Women, 2013). Men and women should have equal access to the law, health care and education, and to services that generate revenue in order to achieve gender equality. Gender equality is an important component of the development strategy that attempts to assist people, both men and women, in reducing poverty and improving their standard of living. According to Adeniran (2007) and Iloh (2015), gender inequality occurs when one gender is treated more fairly than the other. It is the elevation of one sex at the expense of the marginalization of the other. Gender disparity is a feature of most civilizations, with males generally holding higher positions in social, economic, and political hierarchies. The goal of decreasing gender disparity has been prominent in international organizations and national strategy statements for more than two decades. One of the eight goals of the United Nations Millennium Summit in September 2000 was to promote gender equality (UNDP, 2003).

Education, on the other hand, is a fundamental human right that should be provided to all children, both boys and girls, no matter where they live in the world. However, data from around the world show that girls have less access to education than boys at all educational levels (ILO, 2009 in Aina, 2014). This is due to the fact that girls face frequent discrimination in most parts of the world, which has an impact on female enrollment and learning, but in recent times, the situation is different in Europe, as captured by Dessy, Tiberti & Zoundi (2022) when they found that gender disparities disadvantaging girls in primary and secondary education have disappeared in the developed world, but persist in developing countries. Their finding suggests that most developing countries are prone to adverse income shocks, such as drought, pandemics, and floods; the resulting income volatility may impose difficult choices on cash-constrained low-income households. The girls withdraw or are not sent to school due to societal conventions and their parent's inability to pay for school fees. These girls are brought into society for a range of vocations, such as housekeeping, farming, working as a shop assistant, working in a hotel, and even marrying. Breaking down all cultural barriers is critical for effective learning. Women's education has never had a high priority in society (Adeyemi & Adebara, 2001 in Aina, 2014). Women and girls usually devote far more time to caring for others and performing household chores than their male counterparts. To perform domestic obligations, time designated for studies and other activities must inevitably be sacrificed.

Nigeria and the United Nations (UN) have long worked together to promote sustainable development and poverty reduction, with a special emphasis on improving the lives of women and girls. Despite these efforts, gender inequality and educational disparities persist in Nigeria, with girls facing significant barriers to obtaining a quality education and reaching their full potential. To solve these difficulties, the UN-Nigeria collaboration must be rethought, with a focus on female child education and gender equality measures. This necessitates a multifaceted approach that includes increasing girls' access to high-quality education, addressing cultural and societal norms that perpetuate gender inequity, and encouraging women's empowerment and leadership. Investing in building and refurbishing schools in remote and poor locations is a crucial method for enhancing girls' access to education. This might involve things like providing basic infrastructure like electricity, water, and sanitation, as well as recruiting and training teachers who are committed to promoting gender equality and diversity in the classroom. Another critical step is to address cultural and societal practices that contribute to gender disparity, such as early marriage, gender-based violence, and discrimination against women and girls. This can be accomplished through community participation and awareness-raising efforts that highlight the importance of girls' education while challenging harmful gender stereotypes. Furthermore, encouraging women's empowerment and leadership is critical to achieving gender equality and improving girls' educational outcomes. This can include promoting women's participation in decision-making

processes at all levels, including government, civil society, and the corporate sector, as well as providing leadership training and mentorship programs to encourage women to take on leadership responsibilities.

Drawing from the foregoing, this study will investigate the relationship between gender equality and girls' education in Nigeria, focusing on the country's northern region. The paper will attempt to address the following issues: why parents in the Northern States believe that girls' education is irrelevant and why all abductions are made with girls in mind; and what challenges the UN-Nigeria partnership faces in reshaping the male-dominated educational system in the country.

LITERATURE REVIEW
Girl Child Education in Nigeria and Sustainable Development Goals 4 and 5

In Nigeria, girl child education is a crucial issue, with millions of girls experiencing substantial challenges to obtaining a decent education and reaching their full potential. SDGs 4 and 5, which focus on excellent education and gender equality, are critical in tackling the issues that girls confront in Nigeria. SDG 4 strives to provide inclusive and equitable quality education and to encourage opportunities for lifelong learning for everyone. To achieve this aim, a coordinated effort is needed to overcome the educational challenges that girls face in Nigeria, such as poverty, early marriage, gender-based violence, and prejudice. It also necessitates increased investment in teacher training, curriculum development, and the supply of basic facilities such as classrooms, libraries, and technology.

SDG 5 seeks to achieve gender equality and empower all women and girls. This necessitates tackling the underlying social, cultural, and economic reasons that contribute to Nigeria's gender inequality. It also entails encouraging women's involvement in decision-making processes, empowering women economically, and putting a stop to violence against women and girls. In Nigeria, achieving SDGs 4 and 5 would necessitate a multifaceted approach involving partnership between the government, civil society, and the commercial sector. Improving girls' access to education, promoting girls' enrollment and retention in school, addressing cultural and societal norms that perpetuate gender inequality, promoting women's leadership and participation in decision-making processes, and investing in women's economic empowerment are key strategies. Gender disparity is a worldwide issue, not a biological flaw, which is why, according to UN SDGs 4 and 5, the girl child must learn that she is a vital player who should not be left behind but rather educated. Education will pull the girl child to safety. Education teaches people how to reason, communicate, and make decisions. Part of the problem for the girl child is her incapacity to participate in decision-making, despite the fact that the female child has the intrinsic potential to do whatever the male child can do. Lack of confidence will disappear once the girl child sees herself as a solution.

The goal of Vision 2030 is to eliminate the gender stereotypes that society has developed between girls and boys. Girls should be taught to be aggressive as they mature in order to eliminate inequality (Taiwo, 2017 in Diamond, 2017). Girls face educational exclusion throughout Nigeria. Nigeria has the world's largest out-of-school population, which is expanding by the day. The bulk of Nigeria's 10.5 million out-of-school children are females (British Council, 2014).

According to Afri-Dev.Info (2015), 11 state governments, predominantly from the North East and North West zones, have failed miserably to reach the MDGs for education and have failed to educate a clear majority of between 54% and 85% of women and girls in their states. Yobe has 85.3%; Sokoto has 78.5%; Zamfara has 77.3%; Kebbi has 75.8%; Jigawa has 71.3%; Borno has 69.0%; Katsina has 67.7%; Bauchi has 62.3%; Gombe has 61.6%; Niger has 61.6%; Kano has 54.2%. Another 12 state administrations have failed to educate between 20% and 50% of women and girls

in their states, with 66.7% of these states located in the Northern part of the country. Taraba has 43.2%, Nasarawa has 41.3%, Kaduna has 40.3%, Plateau has 35.6%, Adamawa has 35.5%, Ebonyi has 27.8%, Kwara has 26.6%, Benue has 25.7%, Kogi has 25.7%, Oyo has 24.9%, Ogun has 24.1%, and Enugu has 23.1%.

Gender equality necessitates a school atmosphere that is safe and secure, child-friendly, devoid of all forms of discrimination, and gives equal chances for all boys and girls to reach their full potential. It entails having a comprehensive approach to education that recognizes the role of schools and communities, including parents, traditional and religious leaders, teachers, and school administrators, in fostering equal learning environments (British Council, 2014). Failure to provide education on this scale violates the right to education of tens of millions of women and girls, threatens to entrench poverty and gender inequality as permanent conditions, has a devastating negative impact on women's and girls' health and human development, and limits efforts to achieve the SDGs 4 and 5.

Put differently, Njuki et al. (2022), explained that achieving gender equality and women's empowerment in food systems can result in greater food security and better nutrition and in more just, resilient, and sustainable food systems for all. The study found, among other things, that relatively few studies included a gender-informed design and conceptual framework to best understand mechanisms to promote equality and empowerment. Reasons bordered on contextual specificity, and they used the figure below to explain their theory.
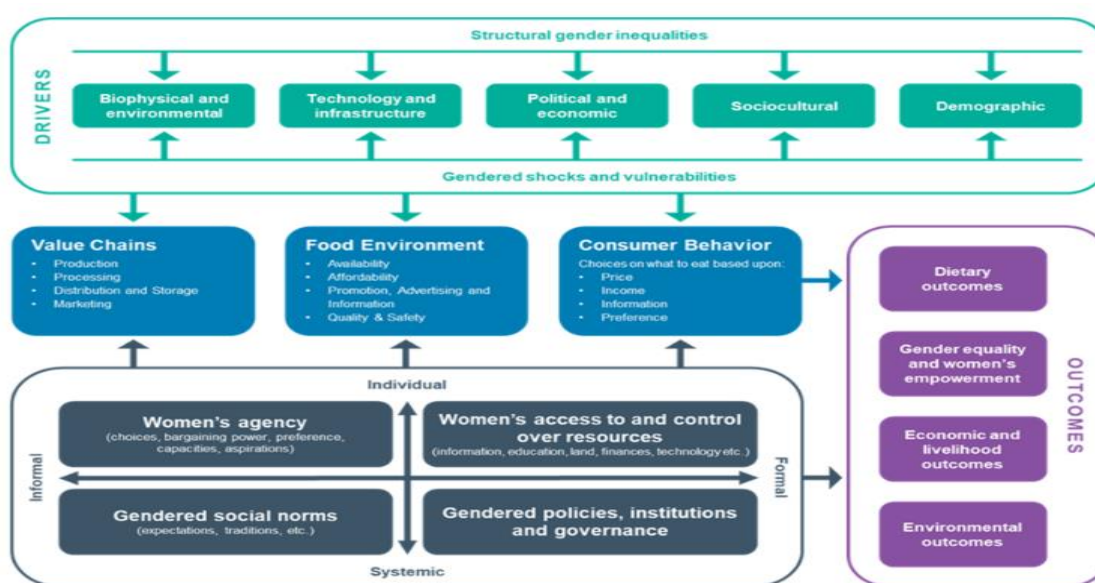
**Figure 1.** Illustration of Gendered food systems

Similarly, Bellés-Obrero et al. (2023) examined the effect of female education on fertility and children's health during a time of increasing gender equality and women's greater access to economic opportunities. Their analyses explained channels through which education can affect fertility and children's health: women's empowerment and autonomy. Perhaps, it balanced up Meeussen, Van Laar & Van Grootel's (2019) dispositions when they noted that far less attention had been devoted to the (equally important) consequences of male gender roles and stereotypes and the disadvantages men face as a result of these gender roles.

Also, Jansson & Calderon-Sandoval (2022) noted that Efforts to implement gender equality policy have given rise to debates. Recently according to them, research on resistance against gender equality reforms has brought attention to the fact that criticism is provided by those opposing the

idea of gender equality but also by those who believe that the reforms are not strong enough.

RESEARCH METHOD

The study used a descriptive research design. The primary source of data gathering was secondary, which means that data were obtained from advanced literature such as textbooks, journals, and official government publications. A qualitative systematic review was performed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA; Liberati et al. 2009). We systematically searched for gender equality reviews conducted by scholars in Scopus journals (Jannson & Calderón-Sandoval, 2022). By following Liberati et al. (2009)'s approaches, the study provided an explanation of the reporting checklist items of the PRISMA that are followed to conduct systematic reviews in the social sciences. The reviews followed that records identified through database searching were Eighty (80), additional records identified through other sources were Ten (10), records after duplicates were removed were Fifty (50), the records screened were Forty-Two (42), the excluded were Ten (10), full-text articles assessed for eligibility were Twenty-Two (22) while full-text articles excluded were Twenty (20) and records included in qualitative synthesis were Nineteen (19).
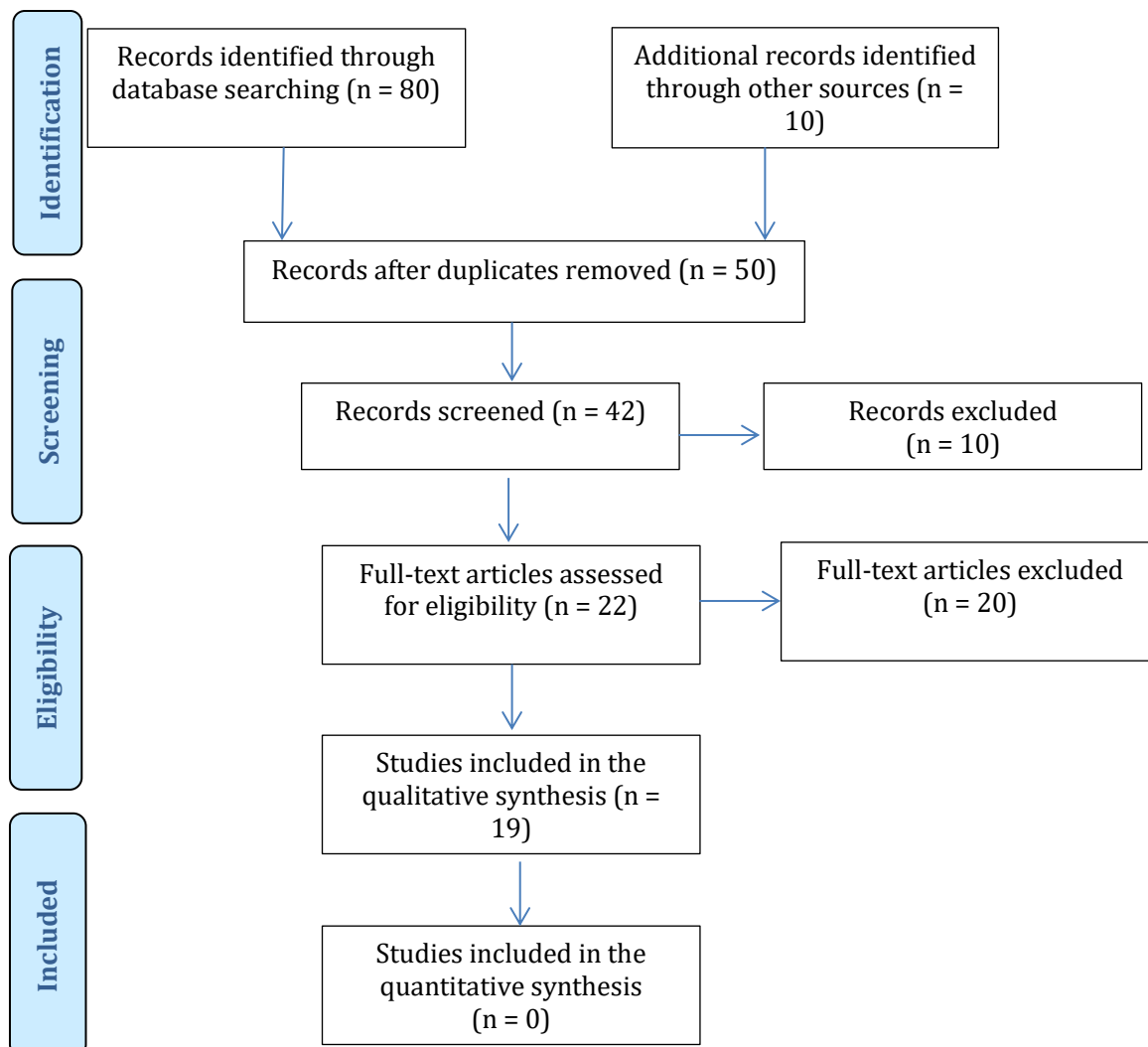
Figure 2. Flowchart of the study selection process

FINDINGS AND DISCUSSION
Barriers Confronting Parents in Northern Nigeria Towards Girl Child Education
Poverty

In northern Nigeria, poverty is a major impediment to girl child education. Many low-income families cannot afford the costs of education, which include school fees, uniforms, textbooks, and transportation. This can be especially difficult for families with several children, as boys are frequently given preference over girls in terms of education. There are also a variety of legal and informal charges and levies at primary and junior secondary schools. These include cash or in-kind fees for registration, examinations, PTA support, teacher salary supplementation, infrastructure rehabilitation, and sports or club equipment. Schooling costs can consume up to three-quarters of household expenditure (NPC, 2011). A parent's failure to pay may result in a girl child being penalized or stopping the girl child from sitting for exams, sending pupils home, or girls missing lessons to go and earn extra money to stay in school (ActionAid, 2011; Unicef, 2015).

Cultural and Religious Beliefs

Many communities in northern Nigeria have cultural and religious beliefs that prevent girls from attending school. Some of these ideas include the notion that girls should be married off at a young age, that education is unnecessary for girls, and that girls should not socialize with boys at school. These views can be difficult to eradicate, especially in communities with firmly embedded traditional values. Islam has also been linked to decreased female school participation. There is a misunderstanding about imposing Western formal education on individuals in order to convert them to Christianity. As a result, Islamic societies are opposed to formal education, particularly for women, of concern that Western education may promote values contradictory to traditional norms (Clocough & Lawin, Awoniyi, 2001 in Aina, 2014).

Religion, according to Abbasi (2009) and Aina (2014), is a key impediment to women's growth. Similarly, Norton and Tomal (2009) reported in Aina (2014) that religion has a negative impact on female education. An example in point is the kidnapping of over 200 schoolgirls by Boko Haram in Nigeria's Borno state. The abductor's aversion to Western education is the primary motive for this kidnapping. This attack targeted women more than males since religion holds that women should not be educated and should instead marry.

Early Marriage

Early marriage is another significant barrier to girl child education in northern Nigeria. Many girls are married off at a young age, often before they reach puberty. Once married, girls are expected to take on domestic responsibilities and are often unable to continue their education. Early marriage is often driven by poverty, cultural and religious beliefs, and the perception that girls are a financial burden on their families. Many diverse socio-cultural factors are also noticed to influence the value that parents attach to their daughters' education. Some parents oppose what they see as a secular curriculum taught in state schools, linking it to Westernisation and fearing that it will instil immoral behaviour and lead girls away from marriage and childbearing altogether, which, when combined with post-puberty fears of early pregnancy, may pull girls into an early marriage. When girls reach puberty, their parents' fear of pregnancy outside of marriage increases, sometimes leading to early marriage. Marriage can be considered a protective mechanism, safeguarding girls' honour from the possible embarrassment of an unplanned pregnancy.

Inadequate infrastructure and facilities

Northern Nigeria has inadequate infrastructure and educational facilities, particularly in rural areas. Many schools lack basic amenities like classrooms, libraries, and restrooms. This makes

it difficult for parents to bring their children to school, particularly girls. School accessibility had been a key barrier to females' enrollment and retention in school. Girls in rural communities may have to trek long distances to the nearest school. When parents face such long distances, the opportunity cost of sending their children to school rises. Other variables, such as the perceived safety of the route to school and limits on women's movement, may contribute to girls' non-participation.

Security Concern

Insurgency, banditry, and kidnappings have all been reported in Northern Nigeria in recent years. Because of security concerns, some schools have been closed, making it impossible for parents to send their children, particularly girls, to school.

Employment

Parents' worries that education is a waste of time are maintained by the scarcity of decent work opportunities. Due to institutionalized discrimination in the workplace, women frequently experience lower economic benefits from education, which implies that they are likely to earn less than their male counterparts with the same amount of education for the same type of work. This strengthens parents' excuses for keeping their daughters out of school in Northern Nigeria (Unicef, 2015).

Why Does Girl Abduction Occur?

It is vital to recognize that the abduction of a girl child by bandits in northern Nigeria is a complex issue with multiple underlying issues. Banditry is a type of criminal activity that includes armed robbery, kidnapping, and other violent activities, and it has recently increased in northern Nigeria. Bandits have been able to sustain their operations by utilizing kidnapping as a means of generating cash or extracting ransom payments. Because of the socio-economic realities in northern Nigeria, girls are especially vulnerable to abduction by bandits. Poverty, illiteracy, and social and cultural issues all contribute to girls' susceptibility in these locations. In some communities, for example, early marriage is still common, which means that young girls may be living with their husbands without the protection of their families. In some situations, females may be assigned to work as domestic help or hawk wares, putting them in danger of abduction.

The kidnapping of the girl child by bandits is linked to broader issues of insecurity and war in northern Nigeria. Several years of insurgency, banditry, and other forms of violence in the region have created a sense of lawlessness and impunity. This has given criminal elements, particularly bandits, the confidence to carry out their actions with impunity. It is also a significant violation of human rights and a kind of gender-based violence that contributes to insecurity and conflict in northern Nigeria.

To ensure the protection of vulnerable groups, particularly girls, increased security measures and the provision of essential amenities like education and health care must be implemented.Afri-Dev.Info (2015) stated in its research that eight state governments, all from the North East and North West, have failed miserably in meeting the MDGs and providing any education to a clear majority of between 51% and 83% of men and boys in their states. Significantly, Boko Haram extremism has cruelly exploited the lack of education, job skills, and mass unemployment of boys and men, particularly in the Northern states, as well as an increase in gender-based violence, particularly against women and girls in school. The sociological consequences for violence against women and girls in the community, as well as for women and girls in school, of having millions of untrained and unemployable men potentially taught to be opposed to female education are the

result of the girl child's adoption.

It is important to note that the abduction of the girl child in northern Nigeria by bandits is a complex issue that has several underlying factors. Banditry is a criminal activity that involves armed robbery, kidnapping, and other violent acts, and it has been on the rise in northern Nigeria in recent years. One of the ways in which bandits have been able to sustain their activities is by using abduction as a means of generating income or securing ransom payments. Girls are particularly vulnerable to abduction by bandits due to the prevailing socio-economic conditions in northern Nigeria. Poverty, lack of education, and social and cultural factors contribute to the vulnerability of girls in these areas. For instance, in some communities, early marriage is still prevalent, which means that young girls may be living with their husbands and may not have the protection of their families. Also, in some cases, girls may be sent to work as domestic help or to hawk goods, which exposes them to the risk of abduction.

The abduction of the girl child by bandits is also linked to the wider issues of insecurity and conflict in northern Nigeria. The region has experienced several years of insurgency, banditry, and other forms of violence, which have created a sense of lawlessness and impunity. This has emboldened criminal elements, including bandits, to carry out their activities with impunity. It is also a serious human rights violation and a form of gender-based violence which causes insecurity and conflict in northern Nigeria.

To ensure the protection of vulnerable groups, including girls, is to achieve improved security measures and the provision of basic services such as education and health care. In its report, Afri-Dev.Info (2015) pointed out that 8 state governments, all from the North East and North West, have failed woefully to meet the MDGs and provide any education for a clear majority of between 51% and 83% of men and boys in their states. Significantly, the lack of education, job skills, and mass unemployment of boys and men have been cruelly exploited by Boko Haram extremism, especially in the Northern states and an escalation of gender-based violence against especially women and girls in school.

The sociological implications for violence against women and girls in the community; and for women and girls in a school having millions of men uneducated and unemployable and potentially indoctrinated to be hostile to female education is the resultant adoption of the girl child. Possibly, that was the reason Imandeep & Nandita (2011) acknowledged that along with granting children constitutional rights, free India made prominent the needs and rights of children within the Five-Year Plans, a framework established by the government to set development goals for each successive 5-year period.

The Role of UN – Nigeria Partnership for Girl Child Education

In Nigeria, the gender gap has been continuously significant during the last ten years. The number of children out of school is notably high in the country's north, and the proportion of females to boys in school ranges from one girl to two boys and even one to three in two states. Approximately 7.3 million Nigerian primary school-aged children, 62% of whom are girls, are not enrolled.

The UN-Nigeria collaboration is critical in promoting and supporting girls' education in Nigeria. Through a variety of interventions and programs, the UN has been collaborating with the Nigerian government and civil society organizations to improve access to education, particularly for girls. One of the primary roles of the UN-Nigeria collaboration is to provide the Nigerian government with technical help and experience in developing policies and strategies to promote girl child education and gender equality. This involves assisting in the establishment of national education policies and strategies that prioritize girls' education, as well as providing technical

assistance for their implementation. The relationship between the UN and Nigeria is particularly crucial in mobilizing resources for girl child education in Nigeria. This involves collaborating with development partners to raise funds for education programs and campaigning for increased government investment in education in Nigeria.

The UN-Nigeria partnership supports community-based initiatives that promote girls' education and empowerment, such as working with civil society organizations, community leaders, and parents to raise awareness of the importance of education for girls and to address the social and cultural barriers that prevent girls from accessing education. The UN-Nigeria partnership also supports the implementation of programs that provide girls with the skills and knowledge they need to succeed in school. The project was established by Nigeria's Federal Ministry of Education with backing from the United Nations Children's Fund (UNICEF) and a $50 million grant from the United Kingdom Government's Department for International Development (DFID) UNICEF (2004). In the same year, Nigeria adopted the Strategy for Accelerating Girls Education.

The gender gap favouring boys has remained consistently wide in Nigeria over the last ten years. In the Northern part of the country, the number of children out of school is particularly high, and the proportion of girls to boys in school ranges from 1 girl to 2 boys and even 1 to 3 in two states. About 7.3 million Nigerian children of primary school age remain outside the school system, of which 62% are girls. The UN-Nigeria partnership has a crucial role to play in promoting and supporting girl-child education in Nigeria. The United Nations has been working with the Nigerian government and civil society organizations to improve access to education, particularly for girls, through a range of interventions and programs.

One of the key roles of the UN-Nigeria partnership is to provide technical assistance and expertise to the Nigerian government to develop policies and strategies that promote girl child education and gender equality. This includes supporting the development of national education plans and strategies that prioritize the education of girls, as well as providing technical support for the implementation of these plans. The UN-Nigeria partnership also plays a critical role in mobilizing resources for girl child education in Nigeria. This includes working with development partners to mobilize funding for education programs, as well as advocating for increased investment in education from the Nigerian government.

The UN-Nigeria partnership supports community-based initiatives that promote girls' education and empowerment. This includes working with civil society organizations, community leaders, and parents to promote awareness of the importance of education for girls and to address the social and cultural barriers that prevent girls from accessing education. Furthermore, the UN-Nigeria partnership supports the implementation of programs that provide girls with the skills and knowledge they need to succeed in school and beyond. This includes programs that provide girls with access to quality education, as well as programs that promote life skills, such as leadership, decision-making, and critical thinking. In 2004 one of the world's largest girls' education projects was launched. The project was a decisive step forward to achieving gender parity and universal basic education in Nigeria.

The Federal Ministry of Education of Nigeria launched the project with support from the United Nations Children's Fund (UNICEF) and a $50 million grant from the UK Government through its Department for International Development (DFID) UNICEF (2004). Nigeria then adopted the Strategy for Accelerating Girls Education in the same year.

The Practical Implication of the Study

The practical implications of the study on the UN-Nigeria partnership for promoting girl child education in Nigeria are improved policy and program development. The study can help to shape policies and programs in Nigeria that support female child education and gender equality.

The findings of the study can assist policymakers and program managers in better understanding the problems and opportunities for enhancing girls' education in Nigeria, as well as developing evidence-based strategies to address them.

Enhanced relationship building

The study has the potential to deepen the UN-Nigeria government partnership in promoting girl-child education and gender equality. The study's findings can assist in identifying areas where the UN can provide technical assistance and capacity building to the Nigerian government, as well as areas where the government and the UN can work to promote gender equality in education.

Education funding

The report can help push for more education funding in Nigeria, with a special focus on girl child education. The findings of the study can serve to highlight the necessity of investing in education to promote gender equality and achieve the SDGs. Improved monitoring and evaluation: The study can help to strengthen monitoring and evaluation systems in Nigeria to track progress toward gender equality in education. The study's findings can aid in the identification of indicators and targets for progress monitoring, as well as in the creation of data gathering and analysis tools.

Policy Discussion

It is impossible to expect long-term peace, growth, and prosperity if girls and women face widespread illiteracy and lack of education. According to Kainuwa and Yusuf (2013), it is critical to pay special attention to the education of girls. Finding the proper solution to the issue of girl-child education not only advances the girl-child but also propels the nation ahead, given the benefits associated with girl-child education.

The UN-Nigeria relationship is crucial in revamping the male-dominated educational system in the Northern states, which frequently maintains gender inequality and inhibits girls' access to education. Some of the main tasks of the UN-Nigeria collaboration include advocacy, where the UN can promote gender-sensitive educational practices and policies that support girls' equal access to educational opportunities. In order to do this, policies that prioritize girls' education and their right to access school, combat gender stereotypes and prejudices in the educational system, and address these issues must be promoted.

Furthermore, by building capacity, the UN can help stakeholders in the education sector, especially policymakers, educators, and school administrators, to create and put into practice gender-sensitive educational policies and initiatives. Training courses, seminars, and other capacity-building activities that offer technical assistance, knowledge exchange, and best practices can do this. Additionally, for Partnership Building, the UN can help governments, civil society organizations, and the commercial sector form partnerships to promote gender equality in education. This includes collaborating with local stakeholders to identify and overcome cultural and social impediments to girls' education in the Northern states.

CONCLUSIONS

All levels of government are expected to work together to address disproportionate investments in girls' education at the home level; this can be corrected with an increased voice that guarantees government resources are allocated to promote girls' access to schooling. There is a need to provide specific help to the girl child in terms of education, information, and self-confidence. This usually entails assisting girls and women in acquiring skills and gaining access to opportunities through financial aid for schooling and preferred entrance to higher education.

In the context of enhancing education spending, the Nigerian government and development partners should enhance education financing, with a particular emphasis on girl child education. This can be accomplished by increasing education budget allocations and mobilizing external resources. Improve policies and programs: The Nigerian government should boost policies and initiatives that promote gender equality and education for girls. This includes reviewing and modifying education regulations to prioritize girls' education, as well as investing in initiatives that give girls access to high-quality education. Address cultural and social hurdles: Efforts should be made to address cultural and social barriers that keep girls out of school. This can be accomplished through community-based efforts that raise awareness of the value of girls' education and oppose detrimental cultural practices.

Furthermore, for improving teacher training and support, the teachers should receive training and assistance in order to successfully teach and support females in school. This involves gender-sensitive teaching methods, training, and addressing gender biases in the classroom. Improve school facilities: Investing in school infrastructure, including the construction of safe and secure schools and the provision of basic amenities such as bathrooms and water supply, should be prioritized. Increasing the access to technology also can help to improve learning opportunities for females, efforts should be made to increase access to technology, such as computers and the Internet. In the end, the progress should be monitored and evaluated as a mechanism for tracking progress toward gender equality in education should be put in place.

LIMITATION & FURTHER RESEARCH

Some possible gaps in studies related to promoting girl child education in Nigeria and the UN-Nigeria partnership could include Limited representation: since the study did not incorporate viewpoints from all important stakeholders, including the girls themselves, their families, and communities, the depth and breadth of the findings may have been limited. The study may have concentrated on a certain location or collection of states in Nigeria, which may not be typical of the country's diversity of situations. This could restrict the study's findings' generalizability.

The study may have also relied on limited data sources or found difficulties in obtaining data on girl child education in Nigeria. This could limit the study's findings' accuracy and thoroughness. The study focused more on policy formation than on the actual implementation of policies and programs linked to improving girl child education. This could limit the study's practical significance for advancing gender equality in education in Nigeria. The study had minimal participation with local partners, such as civil society organizations, community leaders, and educators, which could restrict the study's findings' applicability and usefulness in promoting female child education in Nigeria. It is critical to stress that despite all these gaps, the research ensure that the study's conclusions are relevant, accurate, and effective for improving gender equality in Nigerian education.

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