

Assessment of the Level of Implementation of Millennium Development Goals (MDGs) on Universal Basic Education and Gender Disparity in Bauchi State, Nigeria

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Abstract

This study was carried out to assess the Level of Implementation of Millennium Development Goals on Basic Education and Gender Disparity in Bauchi State. The study gives particular attention to the extent of primary school enrollment, provision of infrastructure, teaching materials, self helped projects, School Base Management Committees (SBMCs), Federal Teachers Scheme Programme (FTS) and school Feeding Programme within the targeted period (2006-2015). Data were collected from 374 primary school teachers, research question and one hypothesis was formulated and answered Mean and t-test. Findings indicated little improvement in the enrollment rate of primary school pupils and on the provision of text books on the core subjects as one of the government commitment to ensure every child has access to quality education. It was recommended that effort should be made in areas of building new classrooms, toilets, furniture, and hand pumps etc. unavailability of these materials made the level implementation of UBE to be very low in Bauchi State.

Introduction

Education has been identified as the cornerstone of development. It is now clear that societies which are under-developed are those which do not invest in or see education as their overriding priority. Nigeria is a signatory to the Jomtien Conference of 1990 and endorsed the “Framework for Action to meet Basic Learning Needs”. The country also actively participated in the Ouagadougou (1992) “Declaration on the Education of Women and Girls” and Dakar Framework for Action (2002) which reaffirmed the basic learning needs of all Education for All (EFA). (MDGs Report, 2004).

In recognition of the need to translate this commitment into action, a broad inter-agency consultation arrived at what is universally known today as the Millennium Development Goals (MDGs). Leaders of developed countries acknowledge the need to pay attention to the African continent, particularly sub-Saharan Africa where poverty, hunger, illiteracy corrupt government were ravaging the populace. Rising from the conference eight key goals were set to be attained on or before 2015, two out of the eight goals two are directly related to education i.e. achieve universal primary education and promote gender equality (MDGs Report, 2004)

These include ensuring that by 2015 all children, with emphasis on girls, children in difficult circumstances and from ethnic minorities have access to 9 years of schooling and complete free and compulsory primary education of good quality. (MDGs Report, 2004).

In Bauchi State, the UBE Act was passed into law in 2005 after that of the Federal Government in 2004, hence the demonstration of the intention to make UBE free, compulsory and universal. The aspect of the policy which is capital intensive requires the government to provide adequately for basic education in the area of organisation, funding, staff development, facilities, among others. Within the commencement of the scheme in 1999/2000 until date, Bauchi state especially in the area of implementation has joined in the collaborative effort with federal government through counter-part funding to realize the objectives. (Igbuzor, 2005).

The implementation of UBE depends on quite number of things which ranges from funding, staffing, infrastructure etc in line with this, UBE act 2004 stresses that the implementation of the basic education shall be finance by Federal Government block grant of not less than 2% of consolidated revenue fund, funds or contributions in form of Federal Guaranteed Credits and Local and International donor grants. However, the UBE Act 2004 also emphasized that for any State to qualify for the Federal Government Block Grant pursuant to sub-section (1) of this section, such State shall contribute not less than 5% of the total cost of projects as its commitment in the execution of the project. The administration and disbursement of funds shall be through the State Universal Basic Education Boards (UBE Act, 2004). In the part of Bauchi State indispensable thereby contributed the 5% of its projects apparently in order to benefit from the project and in other hand enhance the reliazation of UBE objectives (Ishaku, 2008).

Other starategy adopted by Bauchi State Government to ensure the successful implementation of the UBE programme was the initiation of UBE Community initiated Self-help Project. The self help project was designed as a strategy to involve the community and private sector participation in basic education delivery in Bauchi State through the initiation, execution, administration and ownership of designated school projects. Basic Education implementations are gradually becoming the responsibility not only of the government but that of the communities through Parent Teachers Associations (PTAs) and Community Based Organisations (CBOs). The self help strategy has proved to be very rewarding in providing requisite infrastructure and services within the school environment as well as galvanizing popular community ownership of UBE programme and increased the opportunities for increasing access, quality and equity in UBE delivery. (Igbuzor, 2005).

However Federal Teachers Scheme (FTS) Inter-Agency Cooperation, collaborations with International Development Partners, Curriculum Improvement programmes aimed at addressing the problem of shortage of qualified teachers in the Basic Education Sector. The scheme which is being finance through Debt Relief Gains (DRG) was a two years programme designed to carter for unemployed NCE graduates. Under the scheme, NCE graduates are employed by the Federal Government and posted to States for a two years period before formal absorption by the States and LGEAs. The first batch of 600 participants in the State completed their service in October 2008 and the State Government absorbed about 400 participants of the first batch in to the workforce. UBEC has also enlisted 34,000 fresh participants in January, 2009 for onward participation in the scheme (UBEC 2010).

The School Base Management Committees (SBMCs) was initiated in the State and supported by ESSPIN have shown successful outcomes. A qualitative evaluation showed that SBMCs have resulted in the increased of primary school enrollment, promoted greater awareness of roles, responsibilities and rights, encouraged the participation of ethnic-minority students, enhanced teachers' presence in the schools (Ishaku, 2008).

Another implementation strategy is Home Grown School Feeding and Health Programme (HGSFHP). The programme was launched on Monday 26 September, 2005 formally by the

former President of Nigeria, Obasanjo. Twelve States were selected by the Federal Government as pilot states for the programme and Bauchi State was one of them, other are Osun, Edo, Enugu, FCT, Imo, Kano, Kogi, Nasarawa, Niger, Ogun and Yobe States. The programme could have been an avenue for araising the literacy level in the country and give opportunity for more children to attain at least Basic Education (Adepoju, 2010).

Ajayi (2008) stated on approaches to enrolling girls in school in Northern Nigeria, the intervention programme recorded remarkable progress including a 28% increase in Girls' enrollment rate and an 80% decrease in drop-out rates for girls in the intervention schools. AGEI emanated from the United Nations Girls Education Initiative (UNGEI) and led to the establishment of the Nigerian Girls' Education Initiative (NGEI) whose main aim is to improve the quality of life of girls in Nigeria through a collaborative approach to their education.

Nuthana (2007) said that the Girls' Education Project (GEP) aim to boosting girls' participation in Northern Nigeria where it is being implemented in six northern States (Bauchi, Sokoto, Jigawa, Katsina, Borno and Niger). The girls' education initiatives take an inter-sectoral approach, including interventions in the fields of health, water and sanitation and income generation activities to support girls in school to accelerate progress towards MDGs goal 3.

Furthermore, Bauchi State also engaged in FTTSS Scheme in order to address the shortage of teachers in the rural primary schools, the female teacher-training scholarship (FTTSS) award scheme was instituted in 2008. The FTTSS Scheme was introduced through a partnership between the state and local governments, the Girls' Education Project (GEP 2) and UNICEF, and it targets four northern states of Nigeria— Bauchi, Katsina, Niger and Sokoto. The primary focus is to incentivize young women from marginalized areas (particularly remote rural areas) who are qualified to study for the Nigeria Certificate of Education (NCE) but are unable to do so due to funding constraints, lack of information and the 26 means to apply for admissions. Selected candidates are funded through the scheme to undertake the three-year teacher-training course at the state college of education, leading to the award of the NCE. Successful candidates agree to return to their rural communities to teach in primary schools. The scheme began in the 2008/2009 academic session with a total of 320 female candidates. As of 2011, a total of 1,101 candidates are pursuing their education under the scheme. The State and local governments have progressively increased their financial support to the scheme. The success of the programme has been demonstrated by high and improved retention rate of young women currently enrolled in the course. A follow-up initiative is planned to assess and address the rate of absorption into the teaching force by the government and to follow up their impact in enrolment and retention of girls in schools in the rural areas (Nuthana, 2007).

Ishaku (2008) stated that in Bauchi State, School Based Management Committees (SBMC) are trained and then empowered through the grants awarded conditional upon local school plans that would include improvement of the school environment, provision for increased girls' enrolment and participation in the classroom, and improved quality of educational inputs and services. Practice has found that in the first year most communities elect to repair infrastructure and provide sanitation, while learning materials and female specific interventions come later

Objectives

The objectives of the paper were to assess:-

1. The level of Implementation of Millennium Development Goals on UBE

2. The roles of Millennium Development Goals in eliminating gender disparities in the school enrollment.

Research Questions

1. What is the level of Implementation of MDGs on Basic Education?

Hypothesis

HO1: There is no significant gender difference in the school enrolment base on the roles of MDGs on UBE Programmes.

Methodology

The study adopted Survey Research Design. The sample size for the study was 374 primary school teachers who were randomly selected from the three (3) Educational Zones in Bauchi State base on Krejcie and Morgan sampling Model out of the total population of 15,981 primary school teachers.

Instrument

Structured questionnaire was used to collected data, it was 20 items questionnaire that contained four point likert scales ranging from agreed, Strongly Agreed, Disagreed and Strongly Disagreed. The instrument was revalidated by pilot testing and the result obtained revealed a reliability co-efficient $r=0.67$ which was considered to be very adequate for the study.

Data Analysis

Descriptive statistics in terms of mean and t-test was used to analysed the data as well as to tested the hypothesis formulated on gender disparity.

Result and Discussion

Research Question 1

What is the Level of Implementation of MDGs on Universal Basic Education?

S/N	Statement	Agree	S/A	D/A	S/D	Mean
1.	Does your School enroll all the school age children	300	60	04	-	3.9
2.	Does your School Charges School Fees annually	34	-	300	30	0.37
3.	Does the Pupils Completed six years Pri. Educ.	200	78	60	26	3.05
4.	The Coming of MDGs improved Pupils' enroll.	220	60	80	04	3.07
5.	Does your school receive enough T/books on core Subjects	280	80	04	-	3.9
6.	Are T/books enough to the population of pupils	300	60	04	-	3.9
7.	Does the C/rooms built by MDGs accommodate All the school pupils	100	44	190	30	1.58
8.	Does the toilets built by MDGs cater with the numbers of school pupils	100	44	190	30	1.58
9.	Does the H/pumps provided by MDGs enough to the population of the school pupils	218	60	80	06	2.50
10.	Does your school received enough sitting facilities	100	44	190	30	1.58
11.	The sitting facilities adequate to the pupils' popul.	100	44	190	30	1.58
12.	The school initiated Self-help project	100	44	190	30	1.58
13.	The school received counter-funds for the project	100	44	190	30	1.58

14. The self-help project enhance the school activities	100	44	190	30	1.58
15. The school have FTS Teachers	34	-	313	27	0.37
16. FTS teachers were enough in number	-	-	360	04	0.00
17. The school have SBMC	200	78	60	26	3.05
18. The SBMC helped in running the school	200	78	60	26	3.05
19. The school was involved in Sch. Feeding Prog.	34	-	313	27	0.37
20. The School Feeding Programme helped the pupils	34	-	313	27	0.37

Table 1 above showed the level of implementation of MDGs on Basic Education as the respondents were primary school teachers in the study. Agreed that most of the school age children within the community were enrolled and completed their six years primary education without dropping out. The analysis showed that the mean scores of the respondents in the items were 3.00 and also agreed that the coming of MDGs improved enrollment in the Bauchi State Primary Schools.

The respondents also agree that their schools received enough textbooks on the 4 core subjects such indicated a mean score of 3.00 while the respondents Disagree with the statement on availability of new classrooms, toilets, hand pumps and the sitting facilities were not adequately provided by MDGs and that represented a mean scores of 1.58.

In the area of Self help project, FTS, SBMCs and School Feeding Programme were not adequately provided in majority of primary schools in Bauchi State as the mean scores indicated 0.37 respectively.

Table 4.1.5: Enrollment Rate of Some Selected Primary School Pupils From 2006-2015 in Bauchi State

Year	Male	Female
2006/2007	29,112	22,304
2007/2008	30,522	23,152
2008/2009	31,260	24,438
2009/2010	32,877	26,220
2010/2011	33,900	27,540
2011/2012	35,791	28,670
2012/2013	37,895	29,793
2013/2014	41,841	30,921
2014/2015	45,787	32,049
Total	318,985	245,087

According to table 4.1.5 above which contained the enrollment of some selected primary schools in Bauchi State, a particular year was randomly selected (2013) and a t-test was run base on the enrolment of that year, the result was showed in the table below:-

Table 4.1.6 Hypothesis 1: There is no significant gender difference in the school enrollment base on MDGs intervention on Basic Education Programme.

Sex	Mean	SD	N	Degree of Freedom	Standard Error	t-calculated	t-critical
Male	131.65	59.5	314	626	2.57	2.8354	0.9976

Female	117.16	68.3	314				
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From the table above the hypothesis formulated at 0.05% significant, the degree of freedom (df) 626 and t – calculated value was 2.8354 while the table value (critical value) was 0.9976. Therefore the null hypothesis was rejected as the calculated value was greater than the table value and this indicated a significant gender difference in the primary school enrolment despite the MDGs intervention programmes on Basic education in Bauchi State.

Discussion and conclusion

From the findings a mean score of 3.00 of the respondents agreed that most of the school age children within the communities were enrolled this is in confirmation with the Bauchi State UBE Act of 2005 which state that “governments’ commitments to ensure every child has access to quality education in Bauchi State and also collaborate with the item 2 of the Objectives of National Policy on Education (i.e. the provision of free universal basic education for every Nigerian Child of school-going age)”. The findings also collaborated with the saying of Ishaku (2008) that the development was recorded as a result of enrollment campaign in collaboration with the traditional rulers of the communities. Furthermore it was also achieved based on number of strategies adopted by the State Government which included Community Initiated Self-help Project (it is a self initiated project designed to involve community and private sector to participate in the delivery of basic education in the state). Other strategies include warm welcomed of Federal Teachers Scheme, School Base Management Committees, Home Grown School Feeding and Health Programmes etc.

The findings of the study in respect of the hypothesis formulated indicated that there is significant gender difference in the school enrollment. It was hypothesized at 0.05% significant, the degree of freedom (df) was 626 and t-calculated value was 2.8354 while the table value (critical value) was 0.9976. Therefore the null hypothesis was rejected as the calculated value is greater than the table value and this indicated a significant gender difference in the primary school enrollment even with the MDGs intervention programmes on Basic Education. Despite the efforts of Bauchi State Government to embarked on number of gender programmes in order to bridge the gaps between boys and girls school enrollment. Some of the programmes include, Bauchi State Commission for Youth and Women Rehabilitation and Development (BACYWORD) The Girls’ Education Project (GEP), Female Teacher Training Scholarship (FTTSS), anacted laws by Bauchi State House of Assembly to prohibit withdrawal of girls from schools etc but still the gap existed in the primary schools enrollment.

Recommendations

Government and MDGs representatives should made an efforts in areas of building new enough classrooms, toilets, hand pumps, furniture etc, to cater with the primary school population in the State. Other modalities like incentives should be introduced to encourage parents to send their daughters to primary schools

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