

## WHY AM I DIFFERENT? EQUAL OPPORTUNITIES FOR EDUCATION AND EFFECTIVE PARTICIPATION OF THE GIRLS IN NIGERIA

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### ABSTRACT

*Education is a global human right phenomenon. An evaluation of the concept of education would show that development would not be possible without actual education. It is a factor that will help one reach his full potential and become the best version of himself, a series of steps to improve natural talent, gain knowledge in new areas, and impart knowledge to other people. Therefore, girls should have equal access and opportunities for education without discrimination due to their gender. This paper discusses the challenges of effective participation and equal opportunities for girls, with an emphasis on their right to education in terms of policy and practice. Using qualitative doctrinal research methodology, the researcher explores literatures on the obstacles to girl child education alongside existing regulations; hence, the researcher discovers that harmful traditional practices, lack of quality sanitation and hygiene, discriminatory government policies, and incessant insecurity are key challenges to the girl child regarding education. Therefore, the researcher recommends that society fosters girls' active participation, equal opportunities, and long-term success by prioritising inclusive education, empowering girls, engaging communities, and advocating policy reforms.*

*Keywords:* Girls' Education; Gender Equality; Effective Participation; Equal Opportunities; Socioeconomic Development

### INTRODUCTION

The law provides special protection to some categories of persons due to some disadvantages suffered by such persons. These disadvantaged groups (Fineman, 2013) are weak and therefore are considered vulnerable; hence, the need to accord them with special recognition (Macleod, 2014) and protection by the law. These generally include women, children, persons with disabilities, refugees, and minorities, whether in terms of race, colour, religion, or sexual orientation (Gilson, 2013). These specific groups face an elevated vulnerability to poverty compared to the general population, social isolation, prejudice, and

violence. Their susceptibility to prejudice and marginalization (Heijmans, 2013) is a consequence of social, cultural, economic, and political conditions. The right to education is one of the many rights a child enjoys, which has been the goal of Article 29 of the Child Rights Act (UN Assembly, 1990). It is imperative that the complete development of each child's personality, talents, and abilities is achieved through the means of education. It is necessary that education serves as a source of inspiration for children, fostering their appreciation not just to their parents but their culture, diverse cultures, the environment, and their inherent human rights. The rights of the girl child to education encompass the fundamental

principles and safeguards that ensure well-being, development, and equal opportunities for girls worldwide. These rights are derived from international human rights instruments, such as the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination against Women. Recognizing the unique difficulties girls face owing to gender-based discrimination, these frameworks emphasize the need to protect their rights and empower them to reach their maximum potential. Girls, however, are less likely to receive recognition due to their dual classification as women and children and do not specify the term 'girl-child', this leaves them marginalized, leading to a denial of their rights (Taefi, 2009). The girl-child has fewer opportunities than the boys in so many factors, especially in northern Nigeria, because culturally, she is seen as someone whose role largely belongs to the home and care of the husband and children (Morka-Christain, 2018), she will give birth to. Their mothers and grandmothers train them in the roles they play throughout their lives. The training comprises of domestic chores as well as food preparation. Mothers and grandmothers counsel girls on their obligations to their families, their relationship with other societies and to elders. (Naidu 2011). The girlchild has does not have the right to initiate a claim or the right to legal representation, nor the right to have a say in legal matters (Bruno 2018).

Nigeria is a Federation (CFRN, 1999) with 36 States and the Federal Capital Territory, which is divided into three parts: the North, East and South, with six geopolitical zones between the south, East and North. Southwest, Southeast, Southsouth, Northeast, Northwest, and North Central. It has a population of approximately 216 million (Worldometers/Population, 2018). According to the United Nations International Children's Education Fund (Daily Post, 2022), Nigeria has the highest percentage of out-of-school children

worldwide. Another report from UNICEF in one of the National Daily states that presently there are 18.5 million children in Nigeria who are out of school, the majority of whom are girls. This number has increased significantly since 2021 (VOA 2022).

The objective of this paper is to identify and analyse the primary challenges to girls education in northern Nigeria, considering cultural, socioeconomic, and security concerns, to also examine Nigeria's legal framework for the right to education, with a focus on the laws designed to protect and promote girls' education, to assess the extent to which the existing legal framework tackles the challenges and barriers that girls' education in Northern Nigeria has been found to encounter. And to examine the impact these barriers have on girls' development and to make recommendations for laws and regulations that will strengthen Northern Nigerian girls' rights to an education.

There is a need for the author(s) to state the objective and outline of the paper here.

Gender equality is a development issue according to (Tembon et al., 2008), as it empowers the economy and helps break the chain of poverty. Researchers such as (Montgomery et al., 2012) believe that educating and empowering girls gives birth to development as it improves the economy and employment, enhances health and socio-economic activities, reduces poverty, and even helps in peaceful coexistence. It is a way to increase the self-esteem of girls as (Barmao-Kiptanui et al., 2015), stated. (Offorma, 2008) defines education as the transmission of knowledge to those that lack expertise, with emphasis on girls to enhance their development, including physical, social, political, and emotional aspects. This is a way to make people part of their society (Alabi et al., 2014). Despite these efforts, the progress in female education has been slow and uneven (Yorke et al. 2022). Studies have

found significant differences among countries, age groups, and measurements in the presence and direction of gender gaps (Dercon & Singh, 2013). According to some scholars, these are due to various factors especially in the developing countries ranging from harmful traditional practices (Agbaje et al., 2015), lack of quality sanitation and hygiene (Dube & January, 2012), discriminatory government policies (Mutuku et al., 2020), incessant insecurity (Jamal, 2016) and other sociocultural practices (Mallole & Mwakalinga, n.d.) that prepares girls to early marital responsibilities and deter them from good academic background (Shahid et al., 2022). Skill training for both boys and girls will increase the chances of employment and progress in gender equality, enhance economic development, and reduce financial risk and poverty (Joseph and Leyaro 2022). (Nayak & Kumar, 2022), opined that the absence of positive female role models and the presence of various hardships often lead parents to make the decision of marrying off their children at an early age, while (Joyce, 2016), believes Government should make policies that can improve the success of education of the girlchild like providing incentives for parents to encourage them send their children to school, (Tarhane & Kasulkar, 2015), said that hygiene and sanitary knowledge for girls as a factor that deters girls from retention in school should be paramount, and there should be early knowledge of menstruation to prepare the girls and the need for free sanitary towels for girls in school with good provision of toilets and water for a clean, safe, and healthy environment. When girls are educated, many maternal deaths (Verguet et al., 2016) and poverty can be averted in significant ways. Guenaga et al. (2022)

In justifying the methodology for this research, this study is a qualitative doctrinal (Linos & Carlson, 2017) method, which is an approach used to analyse legal frameworks and regulations, legal texts, and legal opinions to interpret the underlying principles and doctrines, such as meanings,

implications, and challenges, as they affect girls' child education. The qualitative doctrinal method is a set of techniques used to analyse legal texts, such as statutes, cases, and regulations (Hutchinson & Duncan, 2012). These methods involve identifying the legal rules and principles that are relevant to a particular issue and then applying those rules and principles to the facts of the case (Dobinson & Johns, 2017). In synthesizing the method, this paper, derived from primary qualitative research, through various types of documents in legal research (Baxter et al., 2010). This type of research can be used to explore a wide range of topics (Terkildsen & Petersen, 2015) such as the impact of law on social change, the role of law in social institutions, and the ways in which law is used to regulate social behaviour.

The doctrinal method can be used for qualitative research in several ways (Hutchinson & Duncan, 2012). First, it can be used to identify the legal rules and principles relevant to a particular social issue (Dworkin, 1971). This information can then be used to understand how the law is used to regulate that issue (Lung, 2008). Second, the doctrinal method can be used to analyse the impact of law on social change (Hutchinson & Duncan, 2012). This research compared the law as it is written to the law as it is applied by identifying ways in which the law is being used to promote or hinder issues affecting equal opportunities and effective participation for the girls.

The need to strive towards universal human rights for girls and women under CRC and CEDAW has been reaffirmed by contemporary discourse on substantive equality to combat gender discrimination, disadvantages, and ingrained societal prejudices (Goonsekere, 2014). Triana et al. (2019) found that workplace attitudes, the outcomes concerning physical and psychological wellbeing and work-related aspect (including job performance and relationships) are negatively correlated with perceived gender discrimination (Triana et

al., 2019). Even among adult men and women, gender discrimination continues to widen, as Clifton et al. (2009) observed that when there are equally qualified women and men in terms of job hire, employers prefer to employ men (Green et al., 2009).

#### ANALYSIS OF THE LEGAL INSTRUMENTS ON THE RIGHTS OF THE GIRLCHILD TO EDUCATION AND OTHER RELEVANT RIGHTS

The International, Regional and National legal frameworks have built a strategic approach to basic education and have played a fundamental role in guiding States regarding what to prioritize when it comes to promulgating laws to protect rights. A variety of rights-based legal instruments enshrine education as a right. Several human rights instruments, both legally binding and non-binding international documents for the right to education, have been used and complied with by the Nigerian government.

As such, it is imperative to examine some of these instruments that protect the right to education, including the Universal Declaration on Human and Peoples' Right (Assembly, 1948), The International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), United Nations Educational, Scientific and Cultural Organization Convention against Discrimination in Education (UNESCO, 1960), and Convention on the Rights of the Child ('Convention on the Rights of the Child,' 1990), which is one of the most accepted conventions that discusses children's rights. Emphasis on the education of children in Articles 28 and 30. Convention on the Elimination of All Forms of Discrimination Against Women (Women, 1979), The African Charter on Human and Peoples Rights, African Charter on Right and Welfare of the Child (Charter, 1990). The Constitution Federal Republic of Nigeria (as amended) (CFRN, 1999), Child Rights Act (CRA, 2001), and Universal Basic Education Act (UBE Act, 2004).

TABLE 1. Review of legal frameworks for children's education

FRAMEWORKS	REGULATIONS	DESCRIPTION	RELEVANT PROVISIONS	REMARKS
<b>INTERNATIONAL</b>				
	UDHR	Requires education to be equal, accessible, free, and mandatory to all children without discrimination. Gives children the right against exploitation and affirms the value of parental care	Art. 2, 3, 4, and Art. 26.	Adequate
	UNCDE	Advocates for equal opportunity and treatment in education and the need to address discrimination against children	Art. 4	Adequate
	CEDAW	Envisions legally binding treatment between both genders with abolition of policies and ideas that discriminate against women. It addresses gender equality and equal opportunities for women	Art. 5, Art.6, Art.7, Art. 16, Art.10, Art. 12.	Adequate
	ICESCR	Requires States to make education free, available and accessible to achieve full development.	Art. 13, Art.14	
	CRC	Sums up almost all the important provisions of other international documents that provided for children education and encourages States to respect and protect children's right to education	Art.28, Art.29, Art 30	Adequate
<b>REGIONAL</b>				
	ACHPR	Adopted by the OAU, it stipulates the right to education.	Art. 17	Inadequate: The provisions of the ACHPR is less elaborative on the right to education of children.
	ACRWC	More broad and comprehensive on right to education of African children and provides measures States can take to achieve full realisation of the rights because of the unique socioeconomic factors in Africa	Art.11	Adequate
<b>NATIONAL</b>				
	CFRN	Provides for free and compulsory education for children by the government, though not as a right but as educational objectives under fundamental objectives and directive principles in chapter II	S.18(1)	Inadequate: requires to be a fundamental right that can be justiciable under Chapter 4 of the 1999 CFRN (as amended)
	CRA	Specifies detailed rights and duties of government and parents on children stating that best interest of a child shall be of highest importance. It provides punishment for violation	Ss.3 - 20	Inadequate: Requires to be domesticated in all 36 states of Nigeria and hence lack national acceptance.
	UBE ACT	Enjoined for the eradication of illiteracy by the government and the provision of free education for all children.	S. 2	Inadequate: it lacks enforcement machinery for strict adherence.

Key:

UDHR: Universal Declaration on Human Rights.

UNESCO: Convention against Discrimination in Education.

ICESCR: International Covenant on Economic, Social, and Cultural Rights.

CEDAW: Convention on the Elimination of all forms of Discrimination against Women. CRC: Convention on the Rights of the Child.

ACHPR: African Charter on Human and Peoples Rights, ACRWC: African Charter on Right and Welfare of the Child.

CFRN: Constitution Federal Republic of Nigeria.

CRA: Child's Right Act.

UBE ACT: Universal Basic Education Act.

Source: Primary Source (2023)

## BARRIERS/CHALLENGES TO EFFECTIVE PARTICIPATION AND EQUAL OPPORTUNITIES FOR GIRLS' EDUCATION

This highlights the multitude of barriers and hurdles that hinder girls from fully realising their basic rights as guaranteed by law. These obstacles often have systemic repercussions by impacting social norms, sometimes ranging from the impulse to protect girls (Shah & Shah, 2012), cultural practices, discriminatory policies, economic factors, and societal foundations equally as they affect boys (Chisamya et al., 2012). Consequently, not only are endeavours to eliminate these hindrances crucial for achieving gender equality in education, but they also play a vital role in fostering social and economic development (Subrahmanian, 2005). When it comes to gaining access to and succeeding in education, girls encounter numerous challenges and difficulties (Tembon & Fort, 2008). By granting them equal educational opportunities, enabling their active participation in decision-making, and supporting the pursuit of their aspirations, girls can make positive contributions to their families, communities, and societies. In Nigeria, the following are common obstacles faced by girls in terms of equal opportunities and effective participation, particularly in the realm of education (Tyoakaa et al., 2014).

### HARMFUL TRADITIONAL PRACTICE

Deep-rooted cultural norms such as early marriage, gender roles, and societal expectations often discourage girls' education and prioritize boys' schooling (Kuteesa, K.N et.al, 2024). Early child marriage is a major harmful practice for girls' education in Nigeria. According to UNICEF, 43% of girls in Nigeria are married before the age of 18 (Adesina, M., et.al., 2020). Girls frequently encounter the pressure to marry at a young age, which interferes with their education. Child marriage causes girls to drop out of school because they are expected

to assume adult responsibilities and establish a family, thus ending their education prematurely (Arogbo, M.T., 2022). Traditional/cultural practices in some Nigerian communities prioritize girls' housework, limit their mobility, and discourage education beyond a certain level (Dessalegn et al., 2020). These cultural beliefs perpetuate gender gaps in education and limit girls' educational opportunities. For example, some cultures like the kwande and Ushongo in Benue state of Nigeria (Danlami, A. 2020) believe that girls should stay at home and help with household chores, while others believe that the role of a female remains as a wife who takes care of the home. Sometimes, Gender stereotyping and discrimination (Yewande & Olawunmi, 2023) are deeply rooted and perpetuate the notion that girls should prioritize domestic duties over education. Because of discrimination based on gender norms, girls have limited educational support and opportunities. Gender-based discrimination is defined as the varied treatment, restrictions, or disadvantages given to people based on their gender. (Al-Waqfi & Abdalla Al-faki, 2015) These harmful practices are chronic social problems that affect girls in many developing countries and takes different forms, maintaining power imbalances and obstructing access to opportunities, rights, and overall well-being.

### COLONIAL LEGACY AND CONTEMPORARY BARRIERS TO GIRLS' EDUCATION IN NIGERIA

Many discriminatory government policies in the developing world have their roots in colonialism, where indigenous populations are marginalized and resources are exploited for the benefit of colonial powers, which often contribute to economic inequalities by limiting access to resources, opportunities, and public services for marginalized groups (Doob C. 2015). This can lead to persistent poverty and hinder social mobility by gaining limited access to quality education and lowering enrolment rates. This

perpetuates social inequality and limits economic development.

Psaki et al. (Psaki et al., 2022) states that inadequate government policies, limited funding for education, and the absence of targeted programs addressing girls' education create barriers to their access to and retention in school. This includes a lack of scholarship funding, textbooks, inadequate educational material policies, limited funding for education, and the absence of targeted programs addressing girls' education, which create barriers to their access to and retention in school (Psaki et al., 2022). This includes a lack of scholarship funding, textbooks, and educational material.

Another contributing factor is the scarcity of role models and gender-sensitive teachings. Girls' aspirations and sense of possibility are negatively impacted by the scarcity of female role models and educators in schools (Elias et al., 2018). Girls' confidence, motivation, and identification with academic and career pursuits may be hindered by a lack of women in leadership and teaching positions. The lack of female teachers and teaching materials that promote gender sensitivity can adversely affect girls' educational experiences and undermine their motivation and self-assurance. Discriminatory policies frequently endanger gender disparities in the quality of education girls receive, encompassing inadequate resources, teacher bias, and limited access to subjects such as science, technology, engineering, and mathematics (STEM) (Guenaga et al., 2022).

Addressing discriminatory government policies concerning girls' education necessitates all-encompassing interventions that include policy reforms, community engagement, investment in infrastructure, teacher training, awareness campaigns, and targeted assistance for vulnerable girls.

## INCESSANT INSECURITY

Insecurity is another major barrier to girls' education in Nigeria (Jacob & Solomon, 2021). Schools have been attacked by armed groups in some parts of the country, making it dangerous for girls to attend.

Insecurity frequently precipitates the destruction and closure of schools, particularly in regions affected by conflicts (Sanni, 2015). This disruption effectively deprives girls access to secure and conducive learning environments, resulting in decreased enrolment rates and limited educational opportunities (Lupton, 2004). Additionally, girls are exposed to heightened risks of violence, abductions, and sexual exploitation (Jacob et al., 2021).

Terrorists from Boko Haram abducted 276 schoolgirls from the Government Secondary School in Chibok, Borno State, on April 14, 2014 (Oyewole, S. 2016). This incident garnered international attention and inspired the #BringBackOurGirls movement. Although a number of the girls have been saved or managed to flee, many more are still unaccounted for, and the event has had a profound effect on the community's opinion of school safety. Another instance that occurred was the 110 schoolgirls from the Government Girls' Science and Technical College in Dapchi, Yobe State, were kidnapped by Boko Haram on February 19, 2018. A month later, the majority of the girls were freed, but Leah Sharibu was kept because she refused to become an Islamic convert. This incident increased worries and anxieties about northern Nigerian schoolgirls' safety even further. Also, 279 girls from the Government Girls Secondary School in Jangebe, Zamfara State, were kidnapped by gunmen on February 26, 2021. Negotiations resulted in the girls' release, but the event highlighted the risks that female students in the area face and caused temporary closures of the schools (Asante, P. 2021).

The fear of such incidents severely restricts their mobility, rendering it arduous for girls to travel to and attend school, leading to increased absenteeism and dropout rates. Persistent insecurity significantly undermines girls' psychological well-being (Joda & Abdulrasheed, 2015), causing trauma and mental health challenges. Fear and anxiety induced by insecurity can have enduring consequences for girls' educational achievements, motivation, and overall academic performance.

Insecurity frequently triggers population displacement, compelling families to leave their homes and seek refuge elsewhere (Warner et al., 2010). This displacement disrupts girls' education as they encounter difficulties in accessing schools, transferring academic records, and adapting to new educational environments. Furthermore, insecurity obstructs the provision of essential support services such as counselling, mentorship, and specialized educational programs tailored for girls (Springer et al., 2009). The absence of such support further impedes girls' educational advancement and contributes to the overall marginalization of their educational needs. In educational contexts, girls may experience various forms of gender-based violence, including sexual harassment, assault, and bullying. This hostile environment induces dread and discourages girls from enrolling or remaining enrolled in the school.

### SOCIO ECONOMIC FACTORS

Societal and cultural norms often shape perceptions of girls' roles and responsibilities. Traditional gender roles that prioritize household chores and caregiving can conflict with the pursuit of education, leading to lower educational attainment for girls. The likelihood of these challenges is often lower in urban areas compared to rural areas (Mitra et al., 2023).

Poverty is a significant obstacle to girls' education in Nigeria. Families

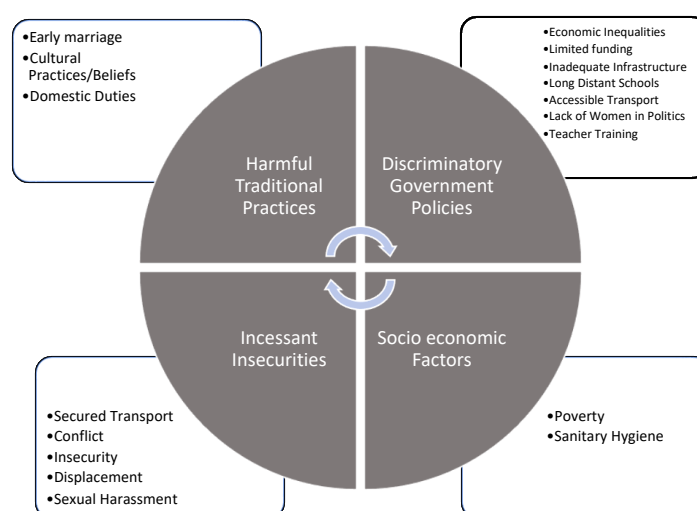
grappling with financial hardships often find it financially unfeasible to send their daughters to school. Poverty and economic constraints play a pivotal role in impeding girls' access to education (Ombati & Ombati, 2012). Families facing financial difficulties may prioritize the education of their sons over that of their daughters, resulting in unequal allocation of resources and limited educational opportunities for females. Furthermore, the necessity of child labour compels many families to prioritize boys' education, thereby perpetuating gender disparities in educational access. In rural areas, inadequate infrastructure, and distance from schools present additional barriers for girls. Moreover, the absence of accessible and secure transportation amplifies the risk of harassment and violence, thereby rendering it arduous for girls to attend school. Insufficient sanitary facilities (Kirk & Sommer, 2006), including toilets and menstrual hygiene (Sommer et al., 2013), pose challenges for girls, leading to absenteeism and increased dropout rates during menstruation. For instance, UNICEF discovered that insufficient awareness about menstruation may lead to early and undesired pregnancy (UNICEF., 2008), the stress and humiliation associated with menstruation can greatly affect mental health, and unsafe sanitation products can make girls vulnerable to reproductive tract infections (Crawford & Waldman, 2020). Poverty significantly impacts the education of girls, exacerbating pre-existing gender inequalities. For instance, families grappling with poverty often struggle to meet basic needs, including education-related expenses like school fees, uniforms, textbooks, and transportation. Consequently, when confronted with financial constraints, families may prioritize the education of boys over girls (Armah L. et al, 2022), resulting in lower enrolment rates and increased dropout rates among girls (Saifullah, S., & Yawan, H. (2022)). Moreover, poverty often compels girls in impoverished households to contribute to the family income through child labour, engaging in domestic work or forced



informal employment, thereby leaving them with limited or no time to attend school. This predicament directly undermines girls' ability to access and complete their education, while perpetuating societal expectations that prioritize household chores and caregiving responsibilities over education due to intersecting gender biases and cultural norms associated with poverty. Girls from impoverished backgrounds frequently encounter traditional gender roles

that restrict their educational opportunities, thereby perpetuating cycles of poverty and inequality. Furthermore, poverty frequently entails inadequate access to nutritious food, healthcare, and sanitation facilities, leading to malnutrition and health issues that detrimentally affect girls' physical and cognitive development, hindering their ability to concentrate and achieve academic success.

FIGURE I. Challenges to effective participation in girls' education



## RECOMMENDATIONS AND CONCLUSION

To address gender disparities in education, States must implement a range of crucial measures. First, they should implement the legislative and policy frameworks that actively promote and support girls' education. This entails implementing the laws and policies that ensure equal access to education for both boys and girls, eliminating discriminatory practices within educational institutions and allocating the necessary resources and infrastructure for girls' education. Legislative and policy reforms that specifically target the redistribution of educational costs and address the cultural and economic factors that influence family decisions regarding female education should be prioritized. By recognizing the multifaceted nature of the issue and implementing comprehensive strategies,

states can make significant progress towards achieving gender equality and parity in education.

Second, States need to tackle the redistribution of educational "costs" to combat gender inequality. This involves considering the opportunity costs and financial burden associated with sending girls to school. When households prioritize girls' education, they may need to sacrifice or forego other opportunities. Opportunity costs refer to potential sacrifices or missed opportunities, whereas financial costs include expenses such as tuition fees, textbooks, uniforms, transportation, and other related expenditures. States can assist in removing barriers to girls' access to education by reducing these costs through targeted interventions, such as scholarships, grants, and financial aid programs.

Furthermore, it is crucial to recognize and address the cultural and economic factors that influence family decisions regarding education. In many societies, there is a prevalent belief that investing in the education of males yields greater returns than investing in that of girls (Sperling et al., 2015). This perception stems from the notion that men have better employment prospects, enabling them to provide stronger financial support to their families, particularly in later years. To counter this cultural bias, states should actively promote initiatives that highlight the long-term benefits of girls' education, including increased economic opportunities, dismantling gender stereotypes, and fostering positive social changes.

Promoting gender equality and parity in education requires employing a comprehensive strategy that encompasses not only the education sector, but also the broader cultural and institutional framework of society. This entails enacting national legislation that promotes equal employment opportunities and equitable compensation for women, thereby eliminating gender-based discrimination within the workforce. States can contribute to a more equitable society by improving women's educational and professional advancement opportunities.

Additionally, inclusive education should be promoted to provide girls with access to high-quality education, regardless of their background or circumstances, while creating a safe and supportive learning environment that embraces their identity and sexual orientation. Empowerment initiatives have the capacity to equip young women with the essential aptitudes and self-confidence required for complete engagement in society, encompassing provisions such as education, vocational training, and financial aid. These programs further facilitate the cultivation of leadership competencies and promote understanding of their entitlements. The involvement of communities in this process entails

collaborating with them to mobilize backing for the rights of girls and to disseminate knowledge regarding the significance of girls' education. Consequently, community engagement in the conception and execution of programs aimed at promoting girls' education and empowerment is paramount. Policy advocacy and reforms aim to modify discriminatory laws and policies against females and ensure that government programs cater to the specific needs of girls. Finally, ensuring sustainable funding by allocating a certain percentage of educational funds specifically for girls can serve as an incentive and address their necessary requirements.

When girls are educated, they are more likely to be employed, earn higher income, and have better health outcomes. Educated girls are also more likely to participate in decision making at the household and community levels. Investing in girls' education is one of the most effective ways of reducing poverty and inequality.

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#### CONFLICT OF INTEREST

The authors declare that they have no conflict of interest to this study.

#### AUTHORS' CONTRIBUTION

All authors contributed to the final version and approved the submission.

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