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# INTERNATIONAL JOURNAL OF LITERACY EDUCATION

Education For All (EFA)  
In the Context of  
Nigeria Educational System



CHAIR PUBLICATION

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## Editorial

I consider it a great honour to be invited to write the Editorial to this Journal on Education For All (EFA). I also congratulate the contributors that were randomly drawn from Nigerian Universities to examine Topical Issues in this edition of the Journal which they have appropriately titled **Nigerian Educational System in The Context of EFA**. This Journal is coming at the right time when the country is faced with the challenge of re-thinking its educational system in the context of EFA. Hence, I must congratulate these authors for providing the searchlight for our deeper insight into our understanding of the Education For All, with a view of charting the right course of EFA in Nigeria. Moreover, the national EFA plan is in the process of being finalized. It is hoped that the opinion expressed, and the conclusions drawn, in this journal will inform stakeholders (policy makers, political leaders and members of the civil society) on the way forward. Interestingly, the 2003/2004 EFA Global Monitoring Report, just released, informs that Nigeria is being considered as one of the countries that are likely to benefit from the World Bank, Fast Track Initiative (FTI).

The topical issues examined by these academics delve deeply into these issues that can make the target reader of this journal employ EFA to fast track Nigeria into the knowledge society of the 21<sup>st</sup> Century. In addressing these issues each of the papers has taken into consideration the special perspective of the group for which it was intended.

In **eighteen** papers, the authors have attempted, as succinctly as possible to treat the reader to topical issues in the Nigeria Educational System in the Context of Education for All.

**Paper One** presents issues relating to educational funding. It provides background information on EFA and conduct a survey of various sources of funding of education. Finally, it compares the levels of funding in relation to quality and access.

**Paper Two** provides a general survey of structure, organisations and application of open Distance learning to teacher preparation in the context the of UBE as it is the Nigeria version of Education For All. (EFA)



**Paper Three** examines the language issues in the attainment of the goals of Education For All in Nigeria. It also examine the language issues in the promotion of basic education in Nigeria, and the use of mother tongue in literacy and basic education in Nigeria.

**Paper Four** discusses innovative approaches to literacy education in the context of Education for All in Nigeria. The paper shows that the Nigerian education experience is closely inter-connected with the other countries, with a view to improving the Nigerian Educational System.

**Paper Five** looks at the operationalising of the national EFA plan for improved equitable access to basic and continuing education for all adults. The paper recommends that EFA plans should reinforce existing national education strategic plans and processes.

**Paper Six** advocates the need for taking women education seriously if we are to achieve EFA goals, with a view to carrying along these neglected groups in adult and NFE.

**Paper Seven** examines the basis of the Universal Basic Education (UBE) programme which arose out of EFA **Jomtien** Conference of 1990. The paper also looks at the relevance of UBE to national development, and calls for the participation of all stakeholders in the realization of this task.

**Paper Eight** discusses the significance of vocational/technical skills in educational development.

**Paper Nine** examines the extent to which the EFA goals of gender parity in access to education by 2015 is achievable, given the socio-economic, religious and cultural contexts of the Nigerian society.

**Paper Ten** discusses the sixth goal of EFA: Gaps in the distribution of teachers, and provision of materials for social education. It addresses the issue of **intervening** variables in quality driven educational system.

**Paper Eleven** discusses the importance of training and mobilisation to the eradication of illiteracy in Nigeria.

**Paper Twelve** discusses peace education as a panacea for achieving the goals of Educational for All in Nigeria. it concludes by saying that peace education will help us to realize the goals of EFA.

**Paper Thirteen** delves into the need to empower women especially in the area of literacy with a view to achieving EFA goals by 2015.



**Paper Fourteen** presents a study on girls and women's attitude to literacy. The study among its result reveals that the contributions of age and marital status to the prediction of attitude were insignificant. Thus indicates that both old and young, married and non-married can develop and create appropriate attitude towards literacy.

**Paper Fifteen** highlights issue of EFA as its affects Nigeria. It traces the history of EFA and narrates the commitment of Nigeria to issues relating to teacher preparation as well as curriculum.

**Paper Sixteen** examines the relationship between UBE and information. It goes further to identify all sources of information and their relevance and reliability in meeting the educational needs of the nation.

**Paper Seventeen** highlights gender issues and equity in science education. It concludes that girls have been under represented in science and technological education.

**Paper Eighteen** highlights some control strategies that could enhance achievement of EFA objective. The strategies among others include planning, recruitment of competent teachers, supervision and and monitoring, total quality management and evaluation of programme.

In view of the enormous contributions to our understanding of this various issues at stake, I strongly recommend the journal to all stakeholders in education including the organized private sector, as this publication would go along way in helping us to realize the six EFA goals, as well as the related Millennium Development goals.

Once more, I must congratulate the Department of Adult education on its 55<sup>th</sup> Anniversary which led to the publication of this journal that pose a great challenge to all stakeholders in education in Nigeria.

**Professor Emeritus Adedayo Jones Akinpelu**  
*Editorial Consultant*



## PROLOGUE

I wish that every Nigerian could read and write and not too poor to appreciate and benefit from literacy. Literacy is the heartbeat of life-long learning and there is no way a human being can fulfil all its potentials without being literate. We learn everyday in different ways formal, non-formal and informal ways.

Many of our country men and women, young boys and girls have missed out on initial formal education due in most cases to no fault of theirs but to the problems of society at large. In view of this missing out therefore they have not been able to fully utilize their innate positive endowments either to benefit themselves or their immediate communities. In most cases, they have become either a liability to their environment or to their communities, since they cannot easily fend for themselves and through lack of education cannot appreciate opportunities as they slip by. In some cases, they have become security risks to the entire country due to lack capacity for life skills and beneficial employment. They seem to lack understanding of modern day communication and technological transformation.

Lack of education is inimical not only to the development of a person, it is also harmful to the development of a nation. The country is not fully utilizing the full potentials of its people because their capabilities have not been released through education. The majority of adult illiterates (including young adults) in our society live in the rural areas where poverty and lack of infrastructures contribute in no small measure to their minimal access to sustained education. It is however indispensable for government to ensure that these people are educated so that they can contribute their quota to humanity and be lifted out of their unwanted poverty, through the release of the ability to continue to learn by themselves, *“receptiveness to new experiences and relationships, willingness to investigate differences, empathy with others, a curiosity about new issues, a task for exploring divergent ideas, the ability to formulate problems individually or in groups and to solve them, and the capacity to do all these things reflectively and to enjoy doing them.”* That is, it is imperative to release their ability for creativity.

Literacy expands the horizon of the individual and brings people out of their narrow and restrained vision, thus enabling them to



appreciate and participate in their socio-economic, political and cultural milieu. They are therefore open to global transformations which will no longer catch them unawares.

From this standpoint, it is no surprise that throughout the world, governments are paying more attention to adult literacy and life skills measures. In Nigeria, government is exploring ways to raise the literacy level of its people; UNESCO is therefore assisting the Nigerian government to evolve an effective strategy through the use of the radio to reach the unreached illiterate adults and youths with literacy programmes that are functional, integrative, easily accessible and adaptable that will be cost effective both to the government and the people.

The National and States Commissions for Mass Literacy and Adult Education, in collaboration with the UNESCO Chair in Adult Education at University of Ibadan are building capacities for literacy delivery through innovative approaches using life-skills messages such as Agriculture, Health, Crafts etc, as identified by the learning communities themselves. The present journal contains papers developed as part of the Nigeria/UNESCO project on *Improving Community Education and Literacy Using The Radio*. The documents were developed for training literacy facilitators from the 12 pilot States involved in this first phase of the project. It is hoped that when the results of the pilot stage begin to come out successfully, the project will be expanded to reach all the other States of Nigeria.

To be successful, the project, needs to be faithfully executed by the UNESCO Chair in Adult Education, Governments at all levels and all other stakeholders in the private sector in the belief that literacy for all will accelerate education for all in Nigeria. It is also hoped that it will accelerate the eradication of poverty while releasing the creative potentials of our people. It is my most desirable hope that all Nigerians will be able to read, write and be lifted out of poverty in all its dimensions.

**Dr. (Mrs.) Iyabo Fagbulu**

UNESCO

Abuja



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# Peace Education As A Panacea for Achieving Goals of Education For All (EFA) in Nigeria

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## ABSTRACT

*This paper examines the role of peace education as a panacea for the attainment of the six goals of Education For All (EFA) by 2015. The paper looks at the goals of EFA, as stated at the Jomtien conference of 1990, in meeting basic learning needs, so as to develop self-reliance in meeting the complexity of societal changes. The presently applied strategies for achieving goals of EFA are not achieving much; there is the need to make progress towards the achievement of EFA by 2015. The introduction of the concept of peace education within the circumstances in which EFA is to operate is seen as a plausible solution to the problems confronting EFA. The paper sees the use of content of peace education and the development of skills and attitudes in peace education in providing good and conducive learning environment. Furthermore, peace education will foster the development of learners to live and work in dignity, participate in developmental programmes, valuing of all opinions and establishment of processes for compromise and negotiation. The paper concludes that education for peace will produce assertive citizens who will individually and collectively be committed to autonomy of thought and action, eradication of culture of violence and development of material base that are necessary for realizing the goals of EFA.*

## **Introduction**

Despite notable efforts by countries around the globe, since the last 40 years, to ensure the right to education for all, the following realities persist:

- (a) More than 100 million children, including at least, 60 million girls, have no access to primary schooling.
- (b) More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing.
- (c) More than one third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to social and cultural change.
- (d) More than 100 million children and adults fail to complete basic education programmes, millions more satisfy the attendance requirements but do not acquire essential knowledge and skills. (UNICEF, 1990b).

All the above phenomenon are resultant effects of world problems which are either economic, social or political. Some of the inducing factors for the aforementioned problems include mounting debt burdens, rapid population growth, war, civil strife, violent crimes, wide spread environmental degradation, e.t.c. These problems constraint efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose. The need to overcome these problems necessitated the Jomtien Declaration of 1990 called "World Declaration on Education for All: Meeting Basic Learning Needs.

Education for All (EFA) was assessed in Dakar, Senegal, in April 2000. At that meeting, over 155 governments promised to ensure that all of the world's children would, by the end of the decade, have the opportunity to receive a good quality basic education; including African girls and boys by 2015. However, as at 2000, this promise has not been fruitful in Sub-Saharan Africa. There are now more children out of school in the region than there were in 1990, the gender gap between



girls and boys remains intact, and the vast majority of children in school receive education of an abysmal quality. (UNESCO, 2000a).

The bleak picture printed at that meeting is however, giving way to bright future. Today, there is genuine progress towards peaceful easing of strained relations and greater cooperation among nations (absence of violence, peace education e.t.c.), rights and capacities of humans are being realised, useful scientific and cultural developments, quality of information that is relevant to survival and basic well-being, are exponentially greater than that available only a few years ago. These achievements when combined with reforms, innovations (peace education), research and remarkable educational progress of many countries, make the goals of basic education for all attainable.

Two basic concepts are of paramount importance to this paper, they are Education For All (EFA) and Peace Education. These concepts are therefore examined below:

### **Education For All (EFA)**

World Conference on Education For All at Jomtien in 1990, recalls, understands, knows, acknowledges and recognizes that education for all must meet basic learning needs so as to develop self-reliance in meeting the complexity of societal changes. The conference:

- ❖ Recall that education is a fundamental right for all people, women and men, of all ages, throughout the world.
- ❖ Understand that education can help ensure a safer, healthier, more prosperous and environmentally sound world, and simultaneously contributing to social, economic and cultural progress, tolerance, and international cooperation.
- ❖ Know that education is an indispensable key to, though not a sufficient condition for, personal and social improvement.
- ❖ Recognize that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and a capacity to both define and promote development.
- ❖ Acknowledge that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available.

- ❖ Recognize that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development.
- ❖ Recognize the necessity to give present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge (UNESCO, 2000b)

At that meeting of World Conference on Education for All in 1990, governments pledged to ensure that all the world's children and adults would have the opportunity for a quality basic education by the year 2000. That promise was not fulfilled. Globally, the EFA decade assessment showed slow progress attained in all six EFA goals, far behind the 2000 targets planned. (See Table below)

### 1990-2000: Some Comparative Data in Education

Indicator	1990 (Jomtien)	2000 (Dakar)
Expenditure per pupil as a percentage of Gross National Product (GNP) per capita	Between 6% and 19%	Between 8% and 20% (1998)
Children in early childhood development and education programs (0 to 6 years)	99 million	104 million (out of a total of over 800 million)
Children in school	599 million	681 million (144 million of this increase are girls)
Children without access to school	106 million	117 million (60% girls)
Illiterate adults	895 million	880 million (60% women)
Adult literacy rate	75% (74% women)	80% (85% men, 74% women)

Sources: UNICEF 1990a,b,c; UNESCO 2000a,b.



As at the beginning of a new millennium, over 40 million children in Sub-Sahara Africa alone are denied their right to basic education. Millions more are consigned to a sub-standard education, in which little real learning takes place. This show that Sub-Sahara region is witnessing a slow and uneven attainment of objectives of education for all by 2015. (IIZ/DVV. No 54, 2000a).

Many African governments have made concerted efforts to fulfill the promises of Jomtien but they are caught in a vicious cycle of poverty, indebtedness, mismanagement of the resources and institutions of state, and corruption thereby making Africa the least educated continent (IIZ/DVV. No 54, 2000b).

It is the opinion of this paper that the system of education (that is, before the introduction of Education for All (EFA)), was not equipped for effective mental decolonization, it was a vehicle for polarisation, marginalisation and exclusion. It was a tool for internal division, misrule and external domination, unable to generate partnership of equals. Also, it was unable to generate a culture of peace and justice, competence, innovation and collective confidence building. Furthermore, these defects were encouraged further by progressive disengagement by governments and privatization thereby having effects on access, equity and quality of education.

In some African countries, armed conflicts have destroyed the instructional base, and given Africa the highest number of refugees and displaced people in the world. Michailof (1999), confirmed this by saying that almost half of the countries in Africa have experienced violent conflict in recent years, resulting in almost 15 million displaced people. This shows that education in Africa is in a state of crisis and the 2015 EFA goals will be out of reach unless urgent action is taken. This paper is of the view that with the introduction of peace education as a strategy (and its subsequent positive achievement), will guarantee a peaceful environment, a non-violent approach to issues by individuals - (Children and adult), and the attainment of the goals of basic education for all.

### **Peace Education**

Peace education, in line with the General Assembly's resolution 23/243 of 1999, Article 1, promotes set of values, attitudes, traditions, mode of behaviour and ways of life based on respect for life, promotion of non-violence through education, dialogue and cooperation, promotion of all human rights and fundamental freedoms. Peace education agitates



for the promotion of the right to development, equal rights and opportunities for women and men, respect for and promotion of the rights of everyone to freedom of expression, opinion and information, adherence to the principles of freedom, justice, tolerance, pluralism and environment conducive to peace.

According to Hick (1988), the objective of peace education can be grouped into three, namely: acquisition of skills (critical thinking, cooperation, empathy, assertiveness); knowledge about issues (conflict, power, peace, gender, justice, ecology e.t.c.); and development of attitudes (self respect, respect for others, open mindedness, vision). Furthermore, Bjerstedt (1990), divided the scope of peace education into four interacting goals, namely: World citizen responsibility, egalitarian attitude, preparedness for non-violence and readiness to search for alternatives.

It is in line with the above two authors' opinions that Ajala (2003), defined peace education as all the values, attitudes and forms of behaviour, way of life, respect for life, rejection of violence, commitment to principle of freedom, justice, solidarity, tolerance among people and between groups and individuals. Ajala concluded that when all these factors are used within an environment to produce conducive environment wherein human beings operate, then, set goals are achievable. The implication of this definition is that within a conducive environment in which Stakeholders of EFA will operate, the attainment of goals of EFA by 2015 becomes feasible.

With concepts examined, a look at the relationship between peace education and education for all with the intent of achieving the set goals of EFA is now necessary.

### **Peace Education and Education For All: A Synergy**

The six goals of EFA are as follows:

- Goal 1:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Goal 2:** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.



- Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and education for all adults.
- Goal 5:** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Goal 6:** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO 2000c).

Looking at the above six goals of EFA, one can see the interplay with peace education thus: Goal 1, the principle of egalitarian society which is one of the four dimensions in peace education as proposed by Bjerstedt (1990) is emphasized. Further, egalitarian attitude include violence prevention. This paper submits that violence prevention in learning environment will aid the attainment of goals of EFA just as LeBlan, Lacey and Mulder (1988), confirmed that violent behaviours disrupt the learning environment and make schools unsafe places. In goal 2 we can see the call for justice within the society. Peace education emphasizes justice and fair play to all parties in any society so as to promote conducive environment which is a sine qua non (a necessary condition) for the achievement of EFA goals. Goals number 3 and 6 talks about essential life skill and attitudes that should be learnt. Some of the priority skills and attitudes proposed by peace education for effective learning and achieving basic learning in EFA are empathy, assertiveness, self respect, respect for others and their opinions (Hicks 1988).

In goal 4, the sort of continuing education for all adult that will assist education for all through peace education can be found in the objectives of peace education as advanced by Hick under issues to be



learnt. These are issues such as conflict, power, resilience, peace, gender, justice and future. Also, the teaching and fostering of resiliency in individuals promote cordial relationship and harmonious environment for teaching and learning and attainment of goals of EFA. Resilience produces in the individual social competence, problem-solving ability, act independently and exact some controls over ones environment. It also promotes sense of purpose and future (Bernard, 1991). Goal 5 is emphasizing equality among genders: Peace education, using the conceptual framework on Tolerance (UNESCO 1992), provides a suitable framework for achieving goal 5. Goal 6 talks about measuring essential life skills. This can be measured in peace education by the provision of enabling environment in which learning (literacy and numeracy) can take place. (Ajala 2003).

A further look at the purpose of education for all as found in Article 1 of the Jomtien Declaration of 1990 states that, every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs; there needs comprises both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning contents (such as knowledge, skills, value and attitudes) required by human beings to survive. These ideals are achievable with the learning of skills in peace education (critical thinking, cooperation, empathy.) and development of attitudes through peace education (self respect, respect for others, positive vision, commitment to justice). With good skills and attitude in peace education, the learner will be able to live and work in dignity, participate fully in development programme, improve the quality of their live, make appropriate informed decisions, and continue learning.

It is of importance to note that the satisfaction of basic learning needs, empowers individuals in any society and confers upon them a responsibility to respect and build up on their collective cultural, linguistic and spiritual heritage, promote the education of others, further the cause of social justice, achieve environmental protection, develop tolerance towards social, political and religious systems which differ from their own. The basic learning needs concept will further ensure that commonly accepted humanistic values and human rights are upheld, and work for international peace and solidarity in an interdependent world. Since education is a gateway to the minds of men and crucial instrument for achieving world peace and good learning environment,



therefore formal peace education promotes behaviour and values that are conducive to the development of peaceful, democratic and pluralistic societies. It also nurtures understanding between people, fosters mutual respect and also recognizes universal values such as human rights, democracy, tolerance and non-violence with the intent of promoting the attainment of goals of EFA.

This paper is of the same opinion as Reardon (1988) that the conceptual content of peace education should include topics like, Cooperation and Interdependence, Non-violence (concepts, practice, issues), Global Community, Multicultural Understanding, Comparative systems, World Order, Global Institutions, Alternative security system, Human rights, Social justice, Economic justice, political freedom, Social Responsibility, Citizenship, Stewardship, Ecological Balance, and Non-violent culture. These topics will form a good fulcrum for the achievement of goals of EFA.

Article 2 of EFA, 1990, talks about shaping the vision of stakeholders. It is observed that to serve the basic learning needs of all-children, youth and adult-requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in the current practices. The peace educator is of the view and in line with this article 2 that learning about environments cannot occur positively and peacefully through the learning and teaching of the 3Rs only. Time has to be set aside for open debate and discussion, appropriate processes learned and practised along the way that ensure equal air time, valuing of all opinions and the establishment of processes for compromise and negotiation.

Another content aspect of peace education that is relevant to education for all is the economic knowledge. The major stakeholder in the provision of education, the government, should note that it should address the problem of inefficient and inequitable resource allocation, gender and regional inequalities, and qualitative improvement of education. The issues of resource allocation, especially, financial commitment is highly essential. Without an enlarged and more stable financial base to underpin education reforms, the nation will be unable to sustain progress towards the education for all targets. Furthermore, under-investment by government, coupled with poor targeting is a major



factor behind the deteriorating quality of education hence the unattainable target of education for all.

A major object of peace education is the development of egalitarian society. In developing egalitarian society to meet education for all there is the need to employ comprehensive national poverty reduction strategy that will integrate macro-economic management and social sector reforms. In education, as in other aspects of poverty reduction strategies, it is essential that government develop cost targets and monitorable action plans which are designed and implemented with the active involvements of civil society. For example National Poverty Eradication Programme (NAPEP) in Nigeria is a model for egalitarian society. NAPEP incorporates a strong sectoral strategy for education geared towards clean and quantifiable outcomes. It is built on the foundations of national ownership, civil society involvement and commitment at all levels to poverty reduction and education in general.

Also, education for peace produces an assertive citizenry, which will individually and collectively be committed to autonomy of thought and actions, equipped to face the social, economic and technological challenges of the new millennium. A peaceful environment achieved through peace education will put an end to military expenditure in a conflicting environment, an end to the culture of institutionalized violence with its devastating effect on human life and the material base that are necessary for realizing the goals of EFA.

### **Conclusion**

To sum up, this paper shows that a synergy of Peace Education and Education for All (EFA) is a sine-qua-non for speedy achievement of the goals of the latter. It is also safe to state that an interplay of the ideals of the two - Peace Education and EFA - will engender a conducive environment wherein the goals of EFA are realizable. By the foregoing we have a picture of a society, free of violent conflicts, where basic learning needs of the citizenry are met and goals of EFA become dividends accruing to everybody



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