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Introduction

History

– Experience of World War II and an attempt to prevent any reoccurrence led to redefining human value, dignity and fundamental rights

– 1948; Declaration of Human Rights Charter


– 1990; Education for All - Jomtien


– 1991 and 2000; Nigeria signed both international instruments and ratified them.

– 2000; Education for All - Dakar

– 2000; Millennium Development Goal 2- Achieve universal basic education
Rights?

• These are moral or legal claims and entitlements to certain.
• There are various rights but in the context of this paper they mainly revolve around the various privileges that a child is entitled to legally, morally and socially.
• A child is therefore entitled to privileges and society has obligations to the ‘child’.
Child?

- ‘a young human being, who is not yet an adult’.
- ‘one who is strongly influenced by the ideas and attitudes of a particular time or person’.
- one who is significantly dependent on others and who, in most cases, is not very involved in deciding what happens to him or her.
- any human being below the age of 18 years,

A child is a person, not a sub-person
Human Rights

General rights operative in childhood
- right to security of the person,
- Right to freedom from inhuman, cruel, or degrading treatment,
- right to special protection during childhood.

Particular human rights of children include, among others
- right to life,
- right to a name,
- right to express his views in matters concerning the child
- right to freedom of thought, conscience and religion,
- right to health care,
- right to protection from economic and sexual exploitation,
- **right to education.**

The Child Rights Act (2003) came as the final resolution to the failure of parents to give their children the right to education. As stated in Article 15:

– (1) *Every child has the right to free, compulsory and universal basic education and it shall be the duty of the Government in Nigeria to provide such education.*

– (2) *Every parent or guardian shall ensure that his child or ward attends and completes his—*
  - (a) primary school education; and
  - (b) junior secondary education.

– (3) *Every parent, guardian or person who has the care and custody of a child who has completed his basic education, shall endeavour to send the child to a senior secondary school, except as provided for ...*
CHILD RIGHTS

PROPER EDUCATION
SAFE & DECENT SHELTER
FRESH FOOD & WATER
PLAY: YES LABOUR: NO
SAFE ENVIRONMENT
PROPER HEALTH CARE
UBE Act (2004)

- Developing in the citizenry a strong consciousness for education and a strong commitment to its vigorous promotion,
- The provision of free, universal education for every Nigerian child of school age,
- Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency),
- Catering for the learning needs of young people who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provisions and promotion of basic education,
- Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative life skills as well as the ethical, moral and civil values for laying a solid foundation for life-long learning (FGN, 2000)
UBE Act (2004)

• *Universalization of access* implies making it possible for everyone entitled to education to receive it;

• enough classrooms, laboratories, instructional facilities should be provided for everyone

• Removing obstacles that prevent anyone from taking advantage of opportunities be removed
• *Promoting equity* implies ensuring that all segments of society get their fair share of access—female, male; people with physical, mental, and other handicaps; nomads, migrant fishermen and adults who missed out of formal education.
• Logically, the fact remains that the removal of the obstacles to access basic education do not on its own translate to freedom of children to actually benefit from the UBE programme. Thus, it is imperative to make a direct connection between availability of education and the right of the children to benefit from the opportunity.
Condition of our schools

- Not much has changed since the colonial times when most of our schools were built. Even the newer schools have not shown significant differences in terms of infrastructural designs, classroom arrangement and interaction space.
• In 2000, statistics on the deficiencies in Nigerian schools show that:
  • 12% of the pupils sit on the floor;
  • 87% have overcrowded classrooms;
  • 3% of the schools have no chalkboard;
  • 38% of the classrooms have no ceiling;
  • 77% of the pupils lack textbooks;
  • 36% of the pupils have no writing materials.
In 2015, observations show

- Dilapidated structures
- Overcrowded classrooms
- Insufficient and inadequate furniture for both staff and learners
- Poor ventilation and lighting
- Poor toilet facilities
- General unfriendly and uncomfortable environment.
- Teachers’ negative attitude to work and the learners
• Weak interpersonal relationships between teachers and learners
• Thuggery, absenteeism, truancy, rudeness, late coming and general indiscipline
• Inappropriate teaching methods
• Apparent lack of preparation on the side of teachers
• Absence of lesson plans and notes
• Poor supervision
• Non availability or inadequate teaching materials, aids and resources
• Images of schools
Pupils in a rural primary school. Photo: google.com
One of the classrooms
Problems

Failure of UBE may be attributed to the following factors

   Government Factor
   Teacher Factor
   Parent or Guardian factor
Hindering factors

- Lack of political will
- Politicizing education
- Poor implementation of education policies
- Teacher and staff quality
- Low quality of instruction
- Artificial financial constraints
- Data deficiencies
Government Factor

• poor planning
• Inaccurate statistical data for planning
• Poor implementation of the new UBE curriculum,
• Poor public enlightenment
• Inadequate funding
• Infrastructure, equipment and support shortage,
• law that established UBE and its enforcement
• Little or no consideration for special education
• Inadequate learning environment
• Poor monitoring and evaluation
• Use of untrained and unqualified personnel for M&E
• Use of persons in disciplines outside their competence
• Inadequate tools, equipment and transportation for M&E
• Failure of regulatory bodies to exercise lawful responsibility and apply sanctions
• Non-implementation of M&E reports and recommendations
Teacher Factor

• Lack of qualified teachers
• Insufficient competent teachers
• Instability of teachers
• Poor conditions of service for teachers
• The teacher-student ratio in the UBE scheme is put at 1:40. This is not what obtains in most UBE schools ... classes have up to 70 learners.
Parent or Guardian factor

• Ignorance of the parents and guardians

  ...stakeholders seem to be unaware of their responsibilities and attached laws. For instance, the enabling law of UBE has prescribed punishment for parents and guardians who keep their children and wards from school. The offence is punishable by imprisonment or payment of a fine. Yet children are seen hawking or begging for alms during school hours.

• Poor contribution from communities
Different Areas

Result oriented implementation requires commitment in

• **Planning**
• Mobilizing
• Motivating
• Funding
• Managing
• Training

• **Monitoring**
• **Evaluation**
Way forward

• Monitoring and Evaluation Standards
• Assessments
• Accountability
• Professional development
• Centre or school autonomy
• Stakeholder participation (parents, guardians, community, commercial undertakings)
• Technology
• Appropriate climate
• Political will
Those concerned

– Government
– Parents and Guardians
– Community
– Alumni groups...Old students
– Philanthropists, Faith-based organizations and Voluntary bodies
– Corporate organizations ---- CSR to be mandatory
– Learners
– All stakeholders
Strategies of success

• Create more opportunities for learner – learner and learner - teacher interaction through:
  – *Small learning communities* - lower student-teacher ratios promote
  – Block scheduling, with longer classes that foster greater interaction
  – *Looping*, in which a teacher is with the same class for more than one year
Class meetings, where students share their thoughts daily or weekly

Staff members to be assigned as mentors or advisors to individual students or groups.

Cooperative learning projects, such studies should eliminate sectionalism and widen friendship networks across sexual, tribal and age divides without undermining the culture and political equation of the community.
• Well trained personnel and staff administration
• School Plant planning and administration
• Taking responsibility for the administration and operation of Education
• School – Parents – Community relations
• Conducive environment right from the school gate
Monitoring and Evaluation

Feedback from learners
- questionnaire
- Structured group discussion

Feedback from teaching colleagues
- Observation
- previewing
- Collaborative comments
Self-generated feedback

- Previewing
- Observation

Incidental feedback

- Monitoring and re-appraisal of attendance patterns; attentiveness
## Monitoring Guide

<table>
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<th>Indicator(s)</th>
<th>Method</th>
<th>Monitoring Instrument</th>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>- Number of classes held</td>
<td>- periodic visits</td>
<td>- Interview guide</td>
<td>- identified persons/Volunteers</td>
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<tr>
<td>- Number of registered children</td>
<td>- observations</td>
<td>- observation guide</td>
<td>- Designated Ministry/Parastatal officials</td>
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<tr>
<td>- Attendance profile</td>
<td>- Interviews</td>
<td>- Schedule</td>
<td>- Teachers</td>
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<td>- Numbers of teachers &amp; volunteers</td>
<td>- Schedule monitoring</td>
<td>- monitoring forms</td>
<td>Identified zonal supervisors</td>
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<td>- Output of teachers</td>
<td>- Discussions</td>
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<td>- Performance level</td>
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### Time Frame
- 4 weeks into programme
- Mid-term
- End of term
- Minimum of 4 visits by each group within a 3-month term
Evaluation

1. Decide on evaluation when?
2. Plan evaluation
3. Hold team workshop
4. Collect data
5. Communicate results
6. Review and use results

Flow:
- Decide on evaluation when?
- Plan evaluation
- Hold team workshop
- Collect data
- Communicate results
- Review and use results

Feedback loop:
मात्रेवात्स जयते
THANK YOU