



UNIVERSITA' DEGLI STUDI "ROMA TRE"

Department of Economics

**MASTER in
HUMAN DEVELOPMENT AND FOOD SECURITY**

Thesis

**The Challenge of Child Labor
to the Achievement of MDG2:
Case Study of South-East Nigeria.**

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Rome: October, 2011

INTRODUCTION

Education is a key tool in eradicating poverty and achieving sustainable human development. Without it, all other tools employed in this regard, are weak and feeble. Education enhances individual and collective capabilities, and brings the society to a higher level of awareness in respect of its opportunities as well as possibilities. On it, depends the quality of the human capital. This is all the more true with regard to primary and basic education which is the superstructure of higher levels of education. In recognition of these obvious facts, the Millennium Development Goals (MDGs), as adopted by world leaders and endorsed by the United Nations General Assembly has as Goal 2 “Achieve Universal Primary Education”. The Target of this Goal is to “Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”. (MDG., 2000)

Primary education is the foundation upon which subsequent levels of higher education are built. It is basic education, the minimum required for a meaningful and valuable life both at the individual and society levels. Without it, there is a high risk of poverty and vulnerability. Primary education is exceptionally sensitive to age. The more the relative age for this level of education is passers-by, the increasingly difficult it becomes to strive to acquire it. Educational psychologists attribute this to complex problems on one hand, and increase in life responsibilities on the other, while insisting that this is responsible for various personality crisis and societal disorders and so insist on “catching them young”.

With only four more years to the threshold of 2015, set for the achievement of the MDGs, apprehensions are high as to probability of meeting the set goals and targets particularly the Goal 2, due to various obstacles and challenges that stand in its way. The phenomenon of Child Labor is arguably the tallest of these challenges as it impacts directly on school enrolment, attendance, completion rates as well as health rest, leisure and the general psychological disposition of children.

Child Labor is captured and defined variously by different people from different backgrounds and cultures. However, there is a somewhat general consensus that it is “a child engaging in a work to sustain self and or support family”. Often the child’s development is endangered in more ways than one by such activities. Child labor has a long history; it exists in both rural and urban areas in various forms such as street trading, gardening, child caring, handicrafts, house chores, prostitution and trafficking etc. Factors such as poverty, ignorance, culture, corruption, ineffective laws and the lack of will to enforce them, are some causes of child labor. Though the phenomenon of child labor is known to exist in virtually all parts of the world, the prevalence is very high in sub-Saharan Africa especially in Nigeria, the most populous black nation of the world with an estimated population of 170 million people.

For obvious reasons, the geographical scope of this research is limited to the South-East zone of Nigeria, which is one of the six geo-political zones that constitute the country. This area is inhabited by the Igbo, one of the three major ethnic tribes in the country, others being Hausa and Yoruba. Igbo language (mother tongue), which exists in various dialects and English (lingua franca) are spoken in the zone. Agriculture (peasant farming) and trading are their main means of livelihood. Though Igbo generally, have come to embrace Christianity, they have a rich cultural heritage which exerts a lot of influence on their daily lives and activities. Illiteracy and poverty rates are still very high and correlatively, fertility and mortality rates.

This work undertakes to study the depth and breadth of the phenomenon of child labor, assess the progress so far made in the achievement of MDG 2 to see how the former has affected the later and make recommendations based on its findings as to the way forward. There some conscious effort to narrow our discussions down to the particular context of South-East Nigeria.

ACKNOWLEDGEMENTS

The gift of one another is perhaps the greatest of all for in it we draw unusual strength and find rare inspiration, and gratitude becomes a debt never fully paid.

I thank my supervisor Francesco Burchi (Ph.D), for the pains he took in overseeing this effort. His kind words, insightful suggestions, gentle insistents and eye for little details make him both amiable and admirable. I would relish the opportunity of working with him again. Similar appreciation extends also to my other professors at Roma Tre University, particularly P. De Muro; M. Mazziota; G. Simon, Sulliva Ibrahim and Ilaria Proietti.

I am grateful to my colleagues in the Master (HDFS 2010/2011), together we weathered through the storm in friendship and comradeship. I single out Valentina di Biase for her kindness especially during the early winter days of the Master. Similar sentiments go to Murinwa Ngwiri-a brother indeed.

A million thanks to you Chudie Nwala and family. This Master project is entirely your brainchild. I gracefully appreciate Ig. Onyebuchi Nwoko, a steadfast minister in two temples. My brother-friend Iyk Anyatonwu and family, your heart is large indeed. I appreciate you Eudora Chii. Iroegbu. Lovely memories!

To my brothers; Val. Onwunjiogu, Juda Okorie, Felly. Adiele, Cj. Ugboma, P. Onyenso and Cy. Nwarie-thank God you were there.

Finally, I sincerely appreciate my immediate and extended families. You are both simple and unassuming.

RESEARCH METHODOLOGY

This work is based on a critical study and analyses of secondary documentary sources and statistical data evidence from various International Organizations, government ministries and agencies at various levels, NGOs/CSOs reports, records from examination bodies and information from both the electronic and print media. Furthermore, it relies on interviews conducted among school owners and managers, government officials, religious and traditional leaders, parents, local peoples and children alike. Additionally, the work reviewed some important literatures on the subject matter(s) from where it drew reasonable impetus.

DEDICATION

*I graciously dedicate this masterpiece to my immediate
younger sister IJEOMA. She remains doggedly
committed to the achievement of Universal Primary
Education (MDG2) despite a precarious health.*

My heart is with you, ljee.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ALP	Adult Literacy Program
AWEG	African Women Empowerment Group
CL	Child Labor
CLL	Child-Life Line
CRA	Child Right Act
CRAGON	Children's Right Advocacy Group of Nigeria
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
ERA	Education Reform Act
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GNP	Gross National Product
HDI	Human Development Indicator

HDR	Human Development Report
HIV	Human Immune Virus
ICESER	International Convention on Economic, Social and Cultural Rights
IHDI	Inequality-Adjusted Human Development Indicator
ILO	International Labor Organization
IMR	Infant Mortality Rate
LEB	Life Expectancy at Birth
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MMR	Maternal Mortality Rate
MYS	Mean Years of Schooling
NACCRRAN	National Council of Child Rights Advocates of Nigeria
NAPTIP	National Agency for the Prohibition of Trafficking in Persons
NBS	National Bureau of Statistics
NEES	National Economic and Development Strategy
NER	Net Enrollment Rate
NHDR	National Human Development Report
PPP	Purchasing Power Parity
UBA	Universal Basic Education
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children Emergency Fund
UPE	Universal Primary Education
WAEC	West African Examinations Council
WB	World Bank
WOTCLEF	Women Trafficking and Child Labor Eradication Foundation

CHAPTER ONE

1.0 THE PHENOMENON OF CHILD LABOR

This chapter takes a summary look at the phenomenon of child Labor in general, it samples a few definitions/descriptions by various researchers and organizations including the understanding or perception of the concept by the Igbo people of Southeast Nigeria to arrive at a working definition. It also x-rays briefly the history of child Labor with particular emphasis on developing countries and then narrowing it down to Nigeria. Furthermore, the chapter looks at the various economic activities that children engage in as forms of child Labor and tries to identify the popularity of such activities. The phenomenon of child Labor has been attributed to a number of causes which continue to evolve and take new dimensions over time. We study these causes as well as the relationship that exists (if any) among them. Finally, this chapter will also consider available international and local legal and policy frameworks at the disposal of various actors and stakeholders engaged in the effort to fight child Labor. Here, the emphasis is at the national level where various states and zones largely rely for their interventions.

1.1: The Concept of Child Labor

Any quality discussion on an important subject such as Child Labor should necessarily begin with an effort to capture the very definition of the concept. It is obvious that individual researchers and countries alike try to address the definition of child Labor within the context of their own unique enlightenment, circumstance, culture, laws, institutions and experience in general. This accounts for the apparent nuances in the understanding and definition of the concept. (Okafor& Bode-Okunade, 2003). However, the International Labor Organization (ILO), defines child Labor as “work that deprives children of their childhood, their potential and their dignity; and is harmful to their physical and mental development. It refers to such work that is mentally, physically, socially, or morally hazardous to children and or interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to combine school attendance with an excessively long and heavy workload’. (ILO,2005). The International Program for the Elimination of Child Labor defines the concept as “work situations where children are compelled to work on a regular basis to earn a living for themselves and their families and as a result are disadvantaged educationally and socially; where children work in conditions that are exploitative and damaging to their health and to their physical and mental development; where children are separated from their families, often deprived of educational training opportunities; where children are forced to lead prematurely adult lives’. (ILO 2005). As such, Child Labor deprives children of their childhood, compromises their dignity and endangers their capabilities. The United Nations Convention on the Rights of the Child (CRC), observes that child Labor is work that is likely to be hazardous, or interfere with the child’s education; or to be harmful to the child’s health or physical, mental, spiritual or mental development.(CRC 1989,Art. 32).

However, opinions differ regarding ‘when’ and ‘how’ a particular work is to be truly regarded as harmful to the future of a child or even interferes with his wellbeing. There is an argument of relativism in this discourse. A possible interpretation in this regard is to look at it in terms of ‘opportunity cost’, (gains and foregone alternatives). From this

purview, a particular work would be harmful if it entails an opportunity cost in terms of other activities that are beneficial for the child and his development with reference to safety, nutrition, study, morality, leisure, rest etc. But, this interpretation in the long-run ends up making all forms of work ‘harmful’ since there will always remain some form of opportunity cost between two or more different activities when once a choice is made of one against the other. It rather becomes a question of the quality of choice and preference so made. Another perspective to this discourse is that the harmful or otherwise nature of an activity is determined by the ‘total cost’ associated with such activity especially in the future. That is to say that the quality and quantity of wellbeing lost in the future by far outweighs the present welfare gains derivable from the child’s participation in that work or activity. This means that the child is likely to be better off in the future by not participating in the work in the present. But his line of thought quickly raises another issue- that of the ‘counterfactual’ which borders on the guarantee that the child would actually be better-off in the future by abstaining from participating in the work in the present since the future can only be known or predicted with limited certainty

The ILO Convention attempts to resolve this question of the counterfactual by assessing the individual characteristics of different works as they apply to children. On this basis, child Laborers would refer to children younger than 12 who are economically active ; children 12 years old engaged in more than light work; and all children engaged in the worst forms of child labor in which they are enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities or exposed to hazards.(ILO 138, 1973;182,1999). Following from the above, it is clear that child Labor involves at least one or more of the following elements;

- Child below the age of 18
- Engaged in work for economic (cash/kind) reward.
- Development is endangered in one form or another
- Work is on a somewhat regular basis
- Exploited and or poorly remunerated

- Manual or intelligence effort is involved.

For the Igbo of South-East Nigeria, child Labor is clearly different from child work. The former is seen as an inevitable process of growth, development and integration of the child. It is an informal learning process whereby parents begin in good time to teach their son and daughters how to be 'men' and 'women'. On this basis, parents ought to take their children along with them to the farms, markets, streams, paid-jobs basically to teach them and gradually integrate them into the society. By so doing, they are acquire relevant skills for later challenges of life. Such also provided opportunities to meet potential wives and husbands. Basically, slavery and bonded Labor were the visibly known forms of child labor popular among the people.(Okafor, E.,2010).

Based on the insights above, we now assume a working definition of the concept of child labor as 'children engaging in work for the purpose of sustaining self and or supporting family at the detriment of their proper growth and development'.

1.2 HISTORY OF CHILD LABOR

Child Labor is an age-long practice in the history of mankind. It has existed in various forms in various parts of the world since ancient times. The earliest known form of child labor is perhaps slavery which was big business, as it both created and relied on the support network of big merchants and some well placed members of the societies where it flourished . In more recent history, child labor emerged as an issue during the industrial revolution when children were forced to work in dangerous conditions for well up to 12 hours in a day. In 1860, 50% of children in England between the ages of 5 and 15 were said to be working. However, 1919 saw the world systematically begin to address the issue of child Labor and the International Labor Organization (ILO), adopted standards to eliminate it. Throughout the 20th Century, a number of legally binding agreements and international conventions were adopted but despite all these, child Labor continues to this day. The highest number of child laborers are said to be in the Asia-Pacific region but the

largest percentage of children, as proportion of the child population, is evidently found in sub-Saharan Africa with Nigeria having a fair share.

1.3 FORMS OF CHILD LABOR

The phenomenon of child Labor plays itself out in various forms and shades. Some are clearly more visible than others. Children are known to do a variety of production works ranging from soccer balls in Pakistan, charcoal in Brazil, fireworks in China and foot wears in India, diamonds in Coted'Ivoire etc. In sub Saharan Africa, hawking/street trading evidently, seems to be the most popular form of child labor. Estimates indicate that 20 per cent of children between the ages of 10 and 14 are involved in child labor and street trading. As such, children have come to make-up about 17 per cent of Africa's Labor force (Ekpenyong S, & Sibiri, A; 2011). This is certainly the case in Nigeria in general and the South-East zone in particular where such children hawk a wide range of cheap articles, edibles and products such as sachet water, plantain chips, bread, biscuits, okpa, ugba, fruits, vegetables, wears, newspapers etc in the streets and along the roads especially at damaged portions of the roads where motorists and other road-users are constrained to slow down due to the bad condition of such roads.

Bonded Labor which is also known as debt bondage or peonage is another form of child Labor and it designates the practice of pledging labor as payment or collateral on a debt. Child bonded labor refers to situations where a child's labor services are offered in exchange for a loan.(Genicot.G.,2000). In some instances, this practice occurs in respect of the labor of the child alone, or that of the entire family, is directly offered over a period of time. In other cases, bondage is intergenerational such that once parents are no longer able to work on account of sickness or old age, debts are transferred from them to their children and this can even cut across generations. Bonded labor has been already widespread since ancient times and has flourished at various periods in most countries. It is estimated that millions of people are still held in bonded labor around the world (Human Rights Watch Asia, 1996). At the origin of bonded labor lies a loan that a family

takes from an employer usually to service previous loans, pay for food, health care, marriage, funeral initiation rites etc. In the event of inability to pay back for whatsoever reason, the family is made to pledge the labor of some of its members, adults and children alike, to the lender in exchange for the loan. These victims are then engaged to work in order to repay the debts. Such lenders do also take advantage of the illiteracy and lack basic skills of their victims; such that in many cases, the debt actually increases instead of going down. Working conditions are also usually exploitative and inhuman.

Child Labor exists also in the form of house-helps or domestic servants. In this case, privileged people from the cities easily convince poor rural parents to hand in their children to them with various promises of better life and education. However, these children are sooner than later turned into house helps who cook food, wash clothes, care for babies, fetch water and attend to all sorts of household chores etc. “Children in domestic service in Nigeria can be in several forms. Firstly, it may include or involve children from other families, parents, or another society employed by certain people which are believed to be wealthy and sometimes of modest income. The child is expected to work as ‘house help’ (domestic servant), taking care of the house and making sure that the needs of the entire family are meant. He or she gets up very early in the morning and begins his or her work by fetching of water from a nearby well, balancing the heavy jug on his or her head as he or she returns. Then he/she prepares breakfast and serves it to the members of the household. In addition, he/she later does the remaining jobs in the evenings and late in the night” (Okafor, 2010; p.12)

In other instances, some of the children are taken to shops and business centers/workshops, to serve for a number of years(usually between 5-7 years), with the promise to assist them establish their personal business outfits at the end of their service period. In many cases, such children are exploited as they are merely used and dumped on the basis of one accusation or the other. This has led to the frustration of many youths

who lack the adequate machinery to seek any form of redress or social safety nets to fall back on.

Furthermore, the demand for cheap commercial sex workers makes the sex industry a booming one today as well as a popular destination for many child Laborers especially the female ones. This eventually gives rise to pornography and child prostitution as a worst form of child Labor that is popular in many cities across Africa today. Some obnoxious beliefs, for instance that having sexual intercourse with a virgin cures HIV/AIDS also help to increase the prevalence of child prostitution as a form of child Labor. In the end however, such ugly trends as sexually transmitted diseases, HIV/AIDS, single parenthood, dropping out of school, poverty, illiteracy, child Labor etc, continue to be on an alarming increase. Bus conducting, car washing, street begging, shoe mending/shining, among others are the most visible forms of child Labor particularly in Southeast Nigeria.

1.4 CAUSES OF CHILD LABOUR IN NIGERIA

The phenomenon under consideration has been associated with a number of remote and immediate causes by different researchers, popular among which include; poverty, illiteracy, unemployment, culture, large household sizes, broken marriages and early loss of parents, ineffective laws and policies gravitated by lack will to enforce them, corruption and lack of appropriate social safety nets etc.

Poverty is a multi-dimensional phenomenon which encompasses such issues as inadequate income, health, nutrition, education, choice and voice, opportunities etc. Poverty is further characterized by vulnerability and exposure to risks, low life expectancy, low purchasing power, insufficient access to social and economic services. (Osinubi,T.,2003). The National Human Development Report sees it as a state of long term deprivation of those essential material and non-material attributes of wellbeing which are considered necessary for a decent living. (NHDR 2008-2009). People suffer

from a lot of deprivations which deter them from living the life they value and have reason to value. (Sen, A.,1999). According to the World Bank, poor people are often exposed to ill treatment by various institutions and are powerless in influencing decisions that affect their very lives (World Bank 2001). Empirical evidences demonstrate that in poor countries, where child Labor is widespread, children of moderately wealthy people are not found to be laboring. Children work for a variety of reasons, the most important being poverty and the induced pressure upon them to escape from this plight. It has been observed that increase in household income and rising living standard bring about significant decline in child Labor trends, (Edmonds, 2001). At the macro-economic level, incidence of child Labor tends to fall as nations become richer as in the case of China, Thailand, India etc.

Recent surveys by the National Bureau of Statistics (NBS), and complemented by others such as Nigeria Multiple Indicator Cluster Survey (MICS), Nigeria Demographic and Health Survey (NDHS), 2008 indicate a rise in the total poverty head count from 27.2 per cent in 1980, to 65 per cent in 1996, which is an average increase of about 8.83 per cent over a period of 16 years. This situation is said to have improved between 1996 and 2004 when there was said to be an annual average decline of 2.1 per cent. The recent food and economic crises seem to have aggravated the situation once more as “it is evident from the study that a substantial proportion of Nigerians still live on less than N20,000 a year” (NHDR., 2008).

Table 1.1: Incidence of poverty by sector and zones, 2004

		1980	1985	1992	1996	2004
National	Total poor	28.1	46.3	42.7	65.6	54.4
	Core poor	6.2	12.1	13.9	29.3	22.3
Urban	Total poor	17.2	37.8	37.5	58.2	43.2
	Core poor	3.0	7.5	10.7	25.2	15.7
Rural	Total poor	28.3	51.4	66.0	69.3	63.3

	Core poor	6.5	14.8	15.8	31.6	27.1
South-South	Total poor	13.2	45.7	40.8	58.2	35.1
	Core poor	3.3	9.3	13.0	23.4	17.0
South -East	Total poor	12.9	30.4	41.0	53.5	26.7
	Core poor	2.4	9.0	15.7	18.2	7.8
South-West	Total poor	13.4	38.6	43.1	60.9	43.0
	Core poor	2.1	9.0	15.7	27.5	18.9
North-Central	Total poor	32.2	50.8	46.6	64.7	67.0
	Core poor	5.7	16.4	14.8	28.0	29.8
North-East	Total poor	35.6	54.9	54.0	70.1	71.2
	Core poor	11.8	16.4	18.5	34.4	27.9
North-West	Total poor	37.7	52.1	36.5	77.2	71.2
	Core poor	8.3	14.2	9.0	37.3	26.8
Population in poverty (Million)		17.7	34.7	39.2	67.1	68.7

Source: NBS, 2005 *Poverty Profile for Nigeria, 1980 – 2004*.

Child poverty which involves deprivations for young people below the age of 18 has been identified as a major development challenge in recent years. It is the significant lack of basic needs required for a healthy physical, mental, emotional and spiritual development of the child. It depicts a situation where children do not have access to enough resources to grow healthy, and strong, to get education, to live in good and safe environment and fulfill their potentials (NHDR 2008-2009). Usually, child poverty is a derived outcome from the poverty of parents and relatives. It is a kind of intergenerational inheritance which creates dynastic poverty traps in a lineage such that child victims have the challenging possibility to alter only when they advance into adulthood. A survey in 2000 shows that of the 59.1 million children in Nigeria in 2000, 44 per cent, 26 per cent and 45.1 per cent suffer from water, sanitation and shelter deprivations respectively. Child poverty plays itself out in prostitution, street life, increased unemployment, poor living

conditions, high infant mortality rate, low life expectancy, low school attendance, high drop-out rates and most importantly, child Labor.

Illiteracy, generally defined as the inability to read and write, has also been identified a fundamental cause of child Labor in developing countries. Illiteracy involves the lack of least basic formal education and skills. Illiteracy rate in Nigeria is still said to be high as the country ranked 118th in educational attainment with males disproportionately higher than females. There is a real consensus among researchers of a strong correlation between illiteracy and child Labor as children from more literate parents are less likely to engage paid work than those from illiterate parents and families. Even in poverty situations, incidence of child Labor will reduce considerably if parents take key decisions about children's welfare and allot time to their activities were to be educated themselves.

Similarly, culture has been adduced as another phenomenal cause of child Labor. Culture simply refers to a peoples way of life and word view as inherited transferred from one generation to another. Though culture is dynamic, it retains some significant elements of its identity even as it evolves over time. As already noted above, the Igbo people of Southeast Nigeria have a rich cultural heritage which still exerts enormous influence in their daily lives and activities. For them, children must begin early in life to learn and acquire important skills for the future. Hence, they go with parents to the farms, streams, markets, paid jobs etc. However, we note with strict emphasis that intention behind all this was more to teach than to generate income. According to Ahuwa Ajaegbu, the eldest man in Umuosi village of Isialangwa South Local Government Area of Abia State, parents at the advent of formal education would readily send heady children to school while they take loved ones with them to the farms (Oral Interview, 2011). The people have a saying to this effect that "it is the child whom the father cherishes that he sends on errands". However, with the attainment of independence in 1960, more formal governments came in place and sooner or later with them, corruption which heightened

poverty and increased inequality. With this situation, it was easy to drift from a child work to a child Labor mentality so much so that today majority of the people tend to see nothing different between the two phenomena. Those who do, try to justify it as a preferable survival strategy. Little wonder, the high prevalence of child labor in Igbo land today.

In like manner, unemployment which is the lack of job opportunities for the proportion of labor force available for work is also identified another reason the high prevalence of child Labor . Both unemployment and under-employment Labor impact directly on the purchasing power of households. With current unemployment rate in Nigeria at 19.70 per cent, (NBS 2010), parents easily encourage their children or at least do not discourage them from engaging in child Labor to argument their meager income. This situation is worse among female children in comparison to their male counterparts, and also rural areas in relation to urban areas. Gross mismanagement of national resources leading to wasteful spending and misappropriation of funds, neglect of the important sectors such as agriculture where the country has comparative advantage; weak infrastructural facilities in the country that did not aid rapid industrialization; and lack of political will to implement well-meaning policies that can open up the Nigerian economy to private sector participation have contributed to this high unemployment rate. In addition to this is the weak educational system that is not efficient enough to equip youths with requisite technical and entrepreneurial skills to be employable in the first instance. Unemployment has far reaching consequences on any country's economy as it breeds social unrest and increases violent crimes since the unemployed youths are readily available to be used as political thugs, robbers, kidnappers etc. It also leads to human capital under-utilization thereby increasing poverty amongst the citizenry, social alienation and weak purchasing power among others".(Financial Outlook, 2010).

Large household size which was a distinguished sign of wealth and social status in most traditional African societies is another factor that brings about the phenomenon of child

Labor. This is all the more true of the Igbo among whom polygamy was a common practice. This was also an important impetus in family productive ventures especially in the farms which required a whole lot of manual Labor. In fact, some researchers are of the opinion that one possible reason parents in developing countries have many children is because they believe children can be profitable economically as they seem to be much less of an economic burden in developing versus developed countries. Some also believe that children in developing countries contribute more time to household demands than they deplete in comparison to their counterparts in developed countries .

High infant mortality rate was another reason that parents usually had many children since health care was poor especially in the area of modern reproductive health and family planning which were virtually unknown. Majority of households also seemed to regard childbearing as the foremost purpose of marriage. In fact, parents and extended family members tend to persuade their sons whose wives have either few or only female children or none , to marry more or have children from outside (Akpotu, N.E.,2008). The extended family structure which remains a very common feature of Igbo culture encourages strong ties among family members. This makes child fostering popular. In a way, this practice lessens the burden that nursing mothers go through during the period of childrearing, and by extension, encourages high fertility goals in a society where more rather than fewer children is perfectly rational. Furthermore, the Igbo society being patriarchal, men are usually the heads of households, and take the most important family decisions including those that have to do with reproductive issues, large family sizes are often seen as desirable. This situation is more evident in polygamous families which usually maintain separate purses, sharing childbearing responsibilities disproportionately with women in such situations being made to bear a greater percentage of the burden (Isiugo-Abanihe, 1994). Household violence which is a common feature of most large households forces children to abandon their families to leave elsewhere and to survive such situations, they inevitably engage themselves in child Labor.

Breakdown of marriage or death of one or both parents can also constrain a child to take to child Labor as a survival strategy. The saying that where two elephants fight, the grass suffers is very true in relation to children of broken marriages especially in developing countries. This is due to the fact that there are little or no safety nets for such child victims who are usually abandoned to their fate. Similarly, young people who may not be prepared for the challenging task of being parents, sometimes find themselves in the situation of unintended pregnancy. These children grow up without the much needed care and support they deserve to develop appropriately. Other children may be unfortunate to find themselves in similar condition following the death of one or both parents as the case may be. It could be on account of accident or sickness like HIV/AIDS. Children who find themselves in such situations, may be forced to take child Labor as a means of survival. Similarly, lack of support and social safety nets for physically challenged children has also contributed to the growing prevalence of child Labor especially in Nigeria today. Such children tend to look at themselves as less disadvantaged who have to survive at the mercy of public sympathy, they therefore resort to begging, displaying their respective disabilities to arouse a sense of pity among the public. Others pretend to sell different items whereas they actually expect to be patronized more out of mere pity than real need. Blind people, lepers, cripples etc are most notorious in this respect.

Finally, the lack of will to enforce laws and implement policies particularly in the areas of Labor and education is another important reason that child Labor is on the increase. It is obvious that where laws are not enforced, there is no incentive to obey them. Corruption which weakens institutions is the major reason that laws are circumvented and abused. This is the case in relation to the phenomenon of child Labor in Nigeria and most other developing countries.

1.5. SOME LAWS/POLICIES REGARDING CHILD LABOR IN NIGERIA

At various levels internationally, nationally and locally, interesting laws and policies exist which if properly applied will certainly help to check the menace of child Labor.

Examples include;

- The Convention on the Right of the Child (CRC) of the United Nations.
- Constitution of the Federal Republic of Nigeria, Section 12(3), which seeks to ensure that all citizens have adequate security, suitable employment with just conditions of work, freedom and protection from exploitation and abuse.
- The Child Right Act (CRA) of 2003, which provides for the protection of children against discrimination, harmful and exploitative practices such as child marriage, prostitution and child Labor etc.
- The Education for All (EFA), of 1990 which seeks to guarantee quality education for all Nigerians of school age.
- The Universal Primary Education packaged by the Military Government in 1976 to develop the educational capacity of Nigerians
- The Universal Basic Education of 1999, which made the first 9 years of schooling both free and compulsory for all Nigerian children of primary school age.
- The Adult Literacy Program which targeted adult illiterates.
- The Trafficking in Persons (Prohibition) Law Enforcement and Administration Act 2003, provides for the prohibition and prescription of punishment for traffic in persons, particularly women and children.

However, corruption, weak institutions, poor funding, and lack of will to execute and implement are the bane of these laws and policies in Nigeria.

VARIOUS ACTORS IN THE FIGHT AGAINST CHILD LABOR:

Expectedly, the government at the federal state and local levels rightly plays the lead role in the crusade against child Labor by providing the enabling environment, appropriate legislations, healthy diplomatic relations, infrastructure etc. Over the years, successive governments in the country have been struggling to live up these responsibilities. More directly ,the government undertakes various programs to improve the welfare of children

through different organs and agencies. The coordination and monitoring of all issues and activities addressing child Labor and other forms of violence against children under the auspices of the President of Nigeria is overseen by Office of a Special Adviser and Special Presidential Committee on Human Trafficking, Child Labor and Slavery. The National Human Rights Commission, undertakes to receive and treat complaints in the area of child Labor and children's rights violation. This is done through the office of the Special *Rapporteur* on Children, which was established in year 2000 and charged with the responsibility of monitoring, investigating, conducting researches and providing legal assistance to child victims of violence and human rights abuse (Country Report on Violence Against Children, 2004). At various levels, the government has also evolved various other institutions/agencies charged with child protection issues including protection against violence and child Labor. These include:

- The National and State Child Rights Implementation Committees;
- The Child Development Departments in the Federal and State Ministries of Women Affairs.
- The National Council of Child Rights Advocates of Nigeria (NACCRAN) as the umbrella NGO involved in Child Labor and Child Rights advocacy;
- The Nigerian Children's Parliament, inaugurated by the President of Nigeria
- The National Agency for the Prohibiting of Traffic in Persons, (NAPTIP), which has the responsibility of investigating and prosecuting offenders as well as the counseling, rehabilitation and protection of trafficked persons.

Furthermore, the following Governmental authorities are responsible for addressing various forms of violence against children;

- Special Presidential Committee on Human Trafficking, Child Labor and Slavery
- Federal Ministry of Labor and Productivity
- Federal Ministry of Justice
- Federal Ministry of Information and National Orientation
- Nigeria Immigration Service
- Nigeria Customs Service

- The Nigerian Police Commission.

Some international as well as local Non-Governmental Organizations (NGOs) have also been visible in the fight against child Labor. Such NGOs by their very nature have more precise mandates and this seems to make them more effective in their specific target interventions. In view of their closeness to the grassroots, ability to network, capacity for advocacy lobbying and sensitization, the Nigerian coalition of NGOs on child's rights support the crusade against child Labor with the expertise and technical competence for policy formulation and assimilation into mainstream governmental plans. They also influence legislative reforms and resource allocation. Some notable NGOs in the crusade against child Labor in Nigeria include:

- Women Trafficking and Child Labor Eradication Foundation (WOTCLEF)
- African Network for the Prevention and Protection Against Child Abuse and Neglect.
- Heart Land Child Care Foundation
- Child Life-Line (CLL)
- Children's Rights Advocacy Group of Nigeria (CRAGON)
- Girls' Power Initiative
- The Nigerian Children's Parliament
- Galilee Foundation
- Mectel Consult and Adolescent Development Initiative
- African Women Empowerment Group (AWEG)
- National Council of Child Rights Advocates of Nigeria (NACCRAN)
- National Council of Women Societies
- Faith Based Organizations.

The mass media, both electronic and print have also been prominent in carrying out advocacy programs and enlightenment campaigns on issues dealing on the right, welfare and protection of children through various publications that have influenced behavioral changes, programs policies interventions in the area of child Labor and child rights. Various church and community leaders have joined in the fight against child Labor by initiating programs to complement efforts by other actors. Some build schools, others

offer scholarships to indigent children, provide school meals, organize seminars etc to encourage children to go school and stay away from child Labor. Furthermore, the wide acceptance which the participatory approach has gained as a tool for achieving sustainable development makes it imperative that children themselves be actively involved in dealing with such issue as child Labor. There is an increased awareness among respective actors on the idea of involving and consulting with children in designing, implementing and monitoring of programs and policies on all issues that concern them. The Nigerian government has taken many initiatives and supported many programs organized by and for children intended to address issues of child Labor and violence against children. Other stakeholders in the crusade against child Labor include families, youth associations, Parent Teacher's Associations (PTAs) and Civil Society Organizations (CSOs) etc.

CHAPTER 2

2.0 EDUCATION AND HUMAN DEVELOPMENT

Education and human development have a very close relationship which researchers have continued to explore especially in recent times. This is the basic preoccupation of the present chapter. It appeals to the Human Capital, Basic Needs, Right Based and Capability Approaches to demonstrate this close relationship. The last Approach is evidently recognized as the most comprehensive of all. Furthermore, the remarkable inclusion of education as a prominent dimension of the HDI lends more credence to the importance in and for human development. The whole argument here is to show that now more than ever, any child who fails to acquire at least basic/primary education has a very bleak future if any. From here, attention is shifted to a brief excursus of the history of Primary education in Nigeria with a certain particularity on the SE geo-political zone. Finally, it observes that basic/primary education is a basic right of any and every child which if properly administered will go a long way in checking the rising wave of child labor not only in Nigeria but also in other developing nations of the world. It ends with a cursory look at legal tools at various levels and how stakeholders have tried to apply

them to that children are encouraged to embrace schooling rather than take to child Labor.

2.1. THE ROLE OF EDUCATION IN DEVELOPMENT

Etymologically, the word “education” is a derivative of the Latin verb “educare” meaning ‘to bring up’, ‘to lead out’, ‘to raise up’, ‘to inform’, ‘to teach’ and ‘to train’. In its original sense, to educate means acting in order to lead out fully all the potentialities of an individual. Education is therefore a process of learning, acquiring and transferring knowledge, training, skills, and ideas. Fafunwa, defines it as the “aggregate of all the process by which a child or adult develops the abilities, attitudes and other forms of behavior which are of positive value to the society in which he lives, that is to say, it is a process of disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both” (Fafunwa, A. B, 1974).

The imperative role which education plays in human development is no longer in doubt today. Evidently, education enhances both individual and collective capabilities and brings the society to a higher level of awareness in respect of its opportunities and possibilities. In assessing the all important role of education in development, various approaches have been adopted, some of which include; the human capital, right based, basic needs and capability approaches.

According to the Human Capital Approach, human development depends largely on the quality of the human capital which refers to acquired skills and accumulated knowledge for the enhancement of human efficiency as productive agents both at the macro and micro levels. Psacharopoulos and Woodhall, (1997), observe that “Human resources constitute the ultimate basis of wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization and carry forward national development”. Human capital itself in turn, is determined by the

quality of education of the population. This embraces four principle components namely; health, on-the job training, formal education, study programs for adults such as extension services, in agriculture (Schultz, 1961; p. 9. *in* Burchi, 2008). These contribute to human capital accumulation and future progress through improved and efficient productivity both at the macro and micro levels. As such, the importance of investing considerably in human capital cannot be over emphasized. Obviously, the expansion of scientific and technical knowledge enhances the productivity of labor as well as other inputs and factors of production. The emphasis on primary education is against the backdrop that it is the foundation upon which subsequent levels of higher education are built.

The right-based approach for its part, has become popular in the education-for-human development discourse mainly due to the promotion it has received from such United Nations agencies as UNESCO, ILO and UNICEF. The RBA, acknowledges “The re-emergence of the state and governance as a central element in development, through a focus on the interrelation between the state and its citizens in terms of duties and rights. RBA draws attention to the basic obligation of the state to take care of its most vulnerable citizens, including those not able to claim their rights for themselves”.(JAKOB. K.B & T. TOMAS. M 2007, p. 9). The approach sees education as a basic human right which the state (duty bearer), must play a lead-role in guaranteeing to every citizen, (right-holder), without prejudice to gender, religion, race etc. The Universal Declaration on Human Rights embodies this position and holds that everyone has the right to education which shall be free and directed to the strengthening of human rights and fundamental freedoms (UN, 1948). The Child Rights Act (CRA, 1989), the Education for All (EFA, 1990), all re-affirm the right-based approach.

The basic needs approach which was proposed by the ILO in the late 70's aimed at emphasizing the non-economic dimensions of human development (ILO 1976). Satisfaction of basic needs was considered a pre-condition for a full-life whereas basic education was identified as a fundamental dimension of the approach, as well as an

objective precondition for enjoying the various components of a fulfilled life, (Stawart 1985, p.5). To this effect, access to educational services for poor people especially in the rural areas is very essential. Education is rightly considered a basic need, an end in itself, and also a means to fulfill other basic needs like health, nutrition, security etc.

The capability approach which was proposed by A. Sen, aimed at taking care of the obvious subtle lacks in the previous approaches. It shifts attention from mere utility to the more valuable dimensions of human life. Functionings and Capabilities are core concepts in this approach. Functioning consists of 'beings' and 'doings' that is; what people eventually do or become, be they elementary or complex ones. Capabilities on the other hand denote a set of alternative functionings which reflect the freedom and choice a person has to live one type of life rather than another (Sen. 2003, p.5; 2005, p. 95). Simply put, Capabilities represent opportunities and freedoms to achieve Functionings which are human achievements. The capability approach sees human development as the expansion of capabilities, that is, the possibilities that people have in order to live the life they have reason to value. This is akin to the view of UNDP that development is a process of enlarging people's scope of choice in quantity and especially in quality (UNDP 1990, p. 10). In this approach, income is only a means though a necessary one, while the quality of life that people lead is the real end of development, "the people are the real wealth of nations" (HDR 2010). Put in a different way, converting income into what is valuable is of utmost important since the ability to do this varies considerably depending on peoples circumstances.

Relating this whole argument to the role of education, Sen (1997), points out the double role it plays in human development. The direct role by which it enlightens and opens people minds and senses for deeper appreciation of the realities around them, and the indirect role which is reflected in increased economic production and social change (Sen 1997 p. 1959-1960). "The CA entails the social benefits that education produces; the ability to communicate, to be taken seriously by others, and to take conscious decisions,

even when household and personal income remain constant. The central point here is that education enhances critical thinking and responsibility, which are essential elements for improving peoples wellbeing” (Burchi, 2008. On the Relationships among Education, Development and Food Security through the Capability Approach p.20). Quality education enables people to acquire four main categories of life-skills, namely; learning ‘to know’ ‘to do’, ‘to be’, and ‘to live together’. (Radja et al. 2003 p. 78 *in* Burchi, 2008). For his part, Robeyns identified four categorical roles of education at both individual and society levels to include;

- The instrumental economic role which enhances the possibility of finding better job thereby increasing income earnings.
- The collective economic role by which it facilitates economic growth at national level and can also be essential for a shift in economic structure (e.g. from agricultural to industrial economy).
- Personal non-economic role by virtue of which education can open peoples mind by for instance, enhancing their ability to access information, communicate, transfer technology etc.
- The collective non-economic role by which education enlightens people and challenges them to strive to live a different life and mount pressure to change their conditions.

Being educated is certainly a basic capability. It is both development and a means to development. Lack of education necessarily harms or at least substantially disadvantages an individual as well as a society.

The inclusion of education as one of the three dimensions of the HDI further testifies to the crucial role it plays in and for development. The HDI is a summary assessment of average achievement by countries in three basic dimensions of human development namely; a long and healthy life, knowledge and a decent standard of living. The

objective of (HDI) is to “direct attention towards human centered development and to promote debate over how we advance the progress of societies”. (HDR 2010, p.13). The HDI has three dimensions namely; Health Education and living standards and four indicators which measure them. These are; Life Expectancy at Birth, Mean Years of Schooling, Expected Years of Schooling and Gross National Income per capita. (See Annexes for more on the Education dimension of the HDI). As studies have shown over the years, people with better education are more likely to have better health, better jobs and consequently better income. They too are in a better position to convert these income into more valuable capabilities. Of the three dimensions of the HDI, it is remarkable also to note that education is the only one that has two distinct indicators, namely;

- Mean years of schooling, Average number of years of education received by people ages 25 and older in their lifetimes based on education attainment levels of the population converted into years of schooling based on theoretical durations of each level of education attained and,
- Expected years of schooling refers to the “number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates were to stay the same throughout the child’s life. (HDR 2010).

2.2 HISTORY OF PRIMARY/BASIC EDUCATION IN NGERIA

Education has both formal and informal aspects. While informal education is said to be intrinsically inbuilt into a peoples’ culture and way of life, and thus acquired by interaction with the particular culture, formal education on the other hand can only be acquired through systematic teaching and learning.

Formal education came into Nigeria with the advent of expatriates who came for exploration, business and missionary activities as there was the urgent need to train the people especially in the language and life style of the foreigners to aid communication between them and their hosts. “Education was not pursued primarily because it enabled

them to improve their skills but because it made them closer to white men. These early pioneers took pride in being interpreters for the white officials especially the Divisional Officers” (Ezeaku L.C., 2007.p.163). This was the period preceding the country’s independence when education was administered by Christian missionaries in the South, and their Muslim counterparts in the North.

Politically, the Macpherson Constitution created regional houses and empowered them to make laws for the development of education in their respective regions. As such, the Universal Primary Education (UPE), was introduced in the West under Awolowo in 1955, in the East under Nnamdi Azikwe in 1957. According to Aluede (2006), “it should be noted that the educational activities of the 1950s laid the foundation stones for later educational developments in the 1960s and beyond. Educational activities of the 1950s were themselves determined by the history of educational growth from the 4th decade of the 19th century. By implication therefore, educational explosion in the Western region had influences on the other regions.” (Aluede, R.A., p.98). The period from the 1960s was one of greater awareness and involvement on the part of the government who struggled to maintain the standard already set by the missionaries, until the outbreak of the civil war in 1967 when things fell apart. After the war in 1970, reconstruction efforts came in place and were boosted by the ‘oil boom’ of the 1970s. The disparity created between the North and South in terms of educational achievements prompted the Federal government to introduce the program throughout the country in 1976. Other remarkable steps included the development of the National Policy on Education as well as government takeover of schools.

In Nigeria as in most other countries of the world, formal education is organized into Primary, Secondary and Tertiary levels. A study conducted by Psacharopoulos (1971), using data collected from 1966 to 1968 across 13 countries, demonstrated that Primary education has the highest average impact on the people and their development with 46%, Secondary 40% and Tertiary 14 %. This underscores the strategic importance of primary

education as articulated by UN in MDG2 and various national governments in their own development agenda. It is well known that Nigeria's education system has suffered from much instability over the years. It has evolved from the colonial 8-5-2-3 to the after-independence 6-5-2-3, to the post-independence 6-3-3-4, and now the 9-3-4 basic education structure. In Nigeria basic education comprises a combination of six years of primary education and three years of secondary education (Education Reform Act, ERA, 2007). This is in line with the Universal Basic Education which includes; early childhood care and education, nine years of formal schooling, adult literacy and non-formal education, skills acquisition programs and the education of special groups such as nomads, migrants, girl-child and woman, *almajiri*, street children and disabled groups.(ERA, 2007).

Generally, the education in Nigeria is confronted with myriads of challenges. These include; poor funding, poor educational infrastructure like classrooms, teaching aids (projectors, computers, laboratories, libraries), instructional materials, convenience facilities, paucity of quality teachers and poor/polluted learning environment. In addition to this inadequacies, the system is also plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption (Odia L.O., & Omofonmwan S.I., (2007), Educational Systems in Nigeria, Problems and Prospects in Journal of Social Science, p.81. Neglect of the sector by past successive military dictatorships, and lack of appropriate planning and logistic provisions have also contributed to the set back which the education sector in Nigeria has continued to suffer. Ayara (2002), suggests the following as reasons for the failure of education to impact positively on the economy and society at large;

- Educational capital has gone into privately remunerative but socially unproductive activities; or
- There has been slow growth in the demand for educated labour; or
- (iii)The education system has failed, such that schooling provides few (or no) skills.

Even the involvement of the private sector churches inclusive doesn't seem to bring the much desired rejuvenation of the sector especially in terms of quality, since according to an adage, 'the man who acts wickedly at home, cannot acquit himself with honor while abroad for it is not the man but a place that is changed'.

2.3 BASIC/PRIMARY EDUCATION AS BASIC RIGHT

Education is a fundamental human right that is very essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Education is a powerful tool by which economically and socially disadvantaged people, can be lifted out of poverty and be able to participate fully as citizens who can make quality contribution to the growth and development of the human family.

The world over, children are being constantly exploited economically, maltreated physically, scandalized emotionally and abused morally on account of their childhood which makes them vulnerable and susceptible. Hence, the urgent need to protect the rights of children through well articulated laws and policies. The right of the child to basic/primary education is a decisive way forward in this regard. Primary education is a fundamental right of every child. This right has been acknowledged and promoted by international organizations, national governments, NGOs, CSOs and other stakeholders.

The initial acknowledgement of education as a right was by the Universal Declaration on Human Rights which among other things stated that "everyone has the right to education". The United Nations' Convention on the Rights of the Child (CRC), as adopted and ratified by the General Assembly, says that "states parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity. They shall in particular;

- (a) Make primary education compulsory and available, free to all.

- (b) Encourage the development of the different forms of secondary education, including general and vocational education, make them available and accessible to every child and take appropriate measures such as introduction of free education and offering of financial assistance in case of need.
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means.
- (d) Make educational and vocational information and guidance available and accessible to all children.
- (e) Take measure to ensure regular attendance at schools and the reduction of drop-out rates”. (CRC 1998, Art., 28).

Similarly, the Human Right Council on the Right to Education, exhorts Parties “to take all appropriate measures to eliminate obstacles limiting effective access to education; notably, by girls, including pregnant girls and young mothers, children living in poor communities, and rural areas, children belonging to minority groups, indigenous children, migrant children, refugee children, internally displaced children, children affected by armed conflicts, children affected by natural disasters, children with disabilities, children affected by infectious diseases including HIV/AIDS, sexually exploited children, children deprived of their liberty, children living in the streets, working children or orphaned children” (The Human Rights Watch, 2005).

The Child Right Act (CRA), and other international conventions and resolutions share similar position such that today most governments use such documents as essential catalysts for national action plan. The Constitution of the Federal Republic of Nigeria recognizes education especially at the primary level as a basic right of the child in order to guarantee a bright future for all citizens. (Constitution of the Federal Republic of Nigeria, 1999). This right must be guaranteed without prejudice to sex, religion, ethnicity or other such affiliations and applies more so to the less privileged and or the more challenged children as those mentioned by the HRC above.

Guaranteeing the child's right to basic/primary education is important because the child is an individual with dignity and who has all the rights of a full human being. The realization of the right to education has been identified to contribute greatly to the eradication of poverty, hunger, infant and maternal mortality, racial discrimination, environmental degradation etc.

2.4 PRIMARY EDUCATION IN NIGERIA: CONVENTIONS/ LAWS/POLICIES

There are some national and international normative and legal instruments which lay down definite obligations for the right to education. These instruments promote and develop the right of every child to enjoy access to education of good quality, without discrimination or exclusion and testify to the great importance that the international community and other stakeholders attach to clear-cut actions for realizing the right to education. It is for governments to fulfill their obligations legally, socially, economically and politically, regarding the provision of quality education for all and to implement and monitor more effectively various education strategies.

The Convention Against Discrimination in Education by the General Conference of the United Nations Education, Scientific and Cultural Organization, which seeks to promote equity and equality of educational opportunities, restates the fact that the UN Declaration on Human Rights, asserts the principle of non- discrimination and proclaims that every person has the right to education and that discrimination constitutes a violation of the rights captured in the declaration. According to the Declaration, discrimination in educational opportunities means “any distinction, exclusion, limitation or preference which, being based on race, color, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- (a) Of depriving any person or group of persons access to education of any type or at any level.

- (b) Of limiting any person or group of persons to education of inferior standard;
- (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- (d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term “education” refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

The International Convention on Economic, Social and Cultural Rights recognizes the Right to education as deriving from the inherent dignity of the human person. As such, States Parties to the Covenant, “recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace” (ICESER 1966). Furthermore, they recognize that, with a view to achieving the full realization of this right:

- (a) Primary education shall be compulsory and available free to all;
- (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

- (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
- (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved” (ibid.).

The Education for All at the Jomtien (Thailand), World Conference of 1990 similarly aimed at providing education for all by the year 2000. The Conference adopted two major documents, namely:

- The World Declaration on Education for All
- The Framework for Action to meet Basic Learning Needs.

The objectives of these include;

- (a) Expansion of early childhood care and development activities
- (b) Universal access to and completion of Primary education
- (c) Improvement of learning achievements
- (d) Reduction of Adult illiteracy rate
- (e) Expansion of provisions of basic education and training in other essential skills required by youth and adult
- (f) Education through channels including the mass media and other forms of modern communication.

(http://www.acc.or.jp/litdbase/litracy/nrc_nfe/eng_bul/BUL11)

The Education Reform Act as enacted by the National Assembly of the Federal Republic of Nigeria in 2007 established the National Policy on Education for the country and empowers the Honorable Minister of Education to advise the President in this respect. The Policy is in line with the UN programs on education, the MDGs and the National

Economic and Development Strategy (NEES), as well as the views of various stakeholders and the Nigerian public. Furthermore, the Policy seeks to ensure that government at the Federal, State and Local levels, Organized Private Sector and international development partners, CSOs contribute actively to progress of education in Nigeria.

The Constitution of the Federal Republic of Nigeria (1999,Sect.18), states that;

- Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels
- Government shall promote science and technology
- Government shall strive to eradicate illiteracy, to this end, government shall and as when practicable provide;
- - (a) free compulsory and universal primary education
 - (b) free university education; and
 - (c) free adult literacy program.

State/Local Government Education Management Board Law which exists in all States/Local Government Areas of the federation ensures that Primary education especially at the grass root is adequately maintained. The Law among other things provides for the Board to manage funds, undertake projects, ensure the training of teachers, provide incentives for pupils to regularly attend school.

**TABLE 2: INTERNATIONAL HUMAN RIGHTS INSTRUMENTS RELATED TO
EDUCATION AND CHILD LABOR**

TITLE	DATE	RATIFIED	PROVISIONS (ARTICLES)
Universal Declaration on Human Rights	1948	N/A	Right to Education (26)
International Convention on Economic, Social and Cultural Rights (CESCR)	1966	148	Compulsory and free primary education (13)
ILO Convention 138: Minimum Age	1973	131	Minimum Age of 15; exception for LDCs and “Light work” Consolidated and replaced earlier CL conventions
Convention on the Rights of the Child (CRC)	1989	192	Freedom of association (15); primary education; (28) rest and leisure (31); no hazardous child Labor;32 protection from sexual exploitation (34) and trafficking (35)
ILO convention 182 Worst Form of Child Labor	1999	147	Ban slavery, use in armed conflict, prostitution, drug trade; work harmful to health safety, morals.

Source: *United Nations High Commissioner for Human Rights* (<http://www-un.org/rights/>) and *International Labor Organization* (www.ilo.org), 2004.

CHAPTER THREE

3.0 ACHIEVE UNIVERSAL PRIMARY EDUCATION

In this chapter, we undertake a brief overview of the MDGs in general to see how they relate to each other and how progress in one can invariably facilitate progress in the other(s). It will try to underscore the importance of support and cooperation among countries as well individual commitment on the part of various leaders if the MGDs are to be realized. More precise consideration will then be given to MDG2 in particular as the fulcrum of this project. The Goal, Target and Indicators will be studied in some detail to actually understand their implications and relevance. Finally, we will attempt to assess what progress has been made first at the national and then at the zonal levels. Though MDG2 is the main focus of attention, consideration is in the light of other Goals on account of the close relationship that exists among them.

3.1 THE MDGs IN GENERAL

The United Nation Millennium Summit held in New York in the year 2000 saw the creation of the Millennium Development Goals (MDGs). The MDG's which were drawn from the Millennium Declaration made at the summit, was adopted by 189 nations and signed by 147 Heads of State as a renewal of collective responsibility to uphold the principles of human dignity, equality and equity at a global and national levels particularly for the most vulnerable especially children. The endorsement of the Goals by the United Nations General Assembly gave new impetus and benchmarks for progress towards a new vision of development which is both pro-poor and sensitive to Human Rights, Basic Needs and Human Development. The MDGs are made up of 8 specific Goals, 18 Targets and 48 quantifiable Indicators which guide the focus of stakeholders as well as measure developmental progress. These are so cross-cutting and interrelated that achieving one reasonably enhances the chances of achieving the other(s). For instance, more educated/empowered mothers (Goal 3), will ensure better care and nutrition for

their children thereby reducing child mortality (Goal 4). They are better placed also to take better care of their reproductive health and by so doing improve maternal health (Goal 5), while ensuring better education for education for their children, (Goal 2).

The importance of striving to achieve the MDGs is aptly captured thus; “If the MDGs are achieved by 2015, it means that more than 500 million people will be lifted out of extreme poverty. More than 300 million will no longer suffer from hunger. Rather than die before reaching their 50th birthdays, 30 million children will be saved. So will be the lives of more than 2 million mothers. Achieving the goals will mean safe drinking water for another 350 million people, and basic sanitation for 650 million, allowing them lead healthier and more dignified lives. Women and girls will lead their lives in freedom, with more security and more opportunity” (MDG Report 2005). The various targets of the MDGS represent not only development aspirations but also responsibilities and obligations incumbent on respective governments and stakeholders to aggressively pursue pro-poor growth for human development.

Furthermore, the MDG Framework distinguishes between “Top Priority Countries” (those with low HD and low GDP growth), and “High Priority Countries” (those with good economic performance but leaving aside large poverty pockets. (Burchi, Working Papers, 2011). Both ‘national ownership’ by which countries are obliged to develop particular road-maps, determine financial resources and priority areas, and ‘global partnership’ which makes it incumbent on countries to cooperate and support each other through the provision of financial and technical assistance are crucial to the achievement of the MDGs. Global partnership among nations should be visible particularly in debt cancellation, trade justice, equitable governance in global institutions, political, social and economic rights for the poor as indispensable foundation for sustained progress in the effort to reduce poverty. Furthermore, it requires richer countries to reform their policies and actions to enhance more balanced power-relations within and between countries, which marginalize and compromise the needs and wellbeing of the poor majority. However, for global partnership to yield fruitful results, it must be complimented by

sincere national ownership on the part of poorer countries. These two constitute the Millennium Development Compact, a framework for the achievement of the MDGs. (See annex for a detailed table of the various MDGs, Targets and Indicators).

3.2: MDG2 IN PARTICULAR

“**Achieve Universal Primary Education**” (MDG 2), is one of the 8 MDGs of the United Nations Millennium Summit, it has 1 Target and 3 Indicators. The target of this Goal is to “ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling” .The indicators that assist in measuring progress in realizing the objective include;

- Net enrolment ratio in primary education.
- Proportion of pupils starting grade 1 who reach grade 5
- Literacy rate 15-24 years old.

NET ENROLMENT RATIO IN PRIMARY EDUCATION

This is the ratio of the number of children of official school age who are enrolled in primary school vis-a-viz the total population of children of official school age. Net enrolments below 100 percents indicate the proportion of school age children who are not currently enrolled. The official school age is as defined by the national education system which in the case of Nigeria is 6-12 years. This is different from Gross enrolment ratio which includes children of any every age.

Data regarding school enrolments are normally recorded by the Ministry of Education at the national, state and local government levels. Regarding data on the total population in the official age at the primary and other levels of education, the National Bureau of Statistics and other such statistical offices provide information based essentially on national/regional census and other vital statistics information/ data availability.

Internationally, estimates and comparisons among countries and regions are made on the basis of data from the UNESCO, UNICEF, WB, ILO etc. Gender related issues are important in the consideration of the net enrolment ratio of a given population. This is because many poor and less literate families perceive the relevance and value of education differently for male and female children, and so tend to intervene often in the time allocation especially of female children engaging them in various home and other income-generating activities to support the family. Rural and urban, social and ethnic differences can also be very outstanding as such gender issues are usually more pronounced in some areas than in others.

PROPORTION OF PUPILS STARTING GRADE 1 WHO REACH GRADE 5

This is also referred to as “survival rate to grade 5”. “It is the percentage of a cohort of pupils enrolled in grade 1 of the primary level of education in a given school years who are expected to reach grade 5” (Indicators for Monitoring the MDGs; UN 2003, p.18). This indicator seeks to access both the internal efficiency of an education system, as well as its ability to retain pupils/ students from one grade to the next. Limited availability of teachers and infrastructure, as well as discouragement over poor performance (repetition of grades) and cost of schooling contribute to a low performance of this indicator.

This indicator is calculated by dividing the total number of pupils belonging a schooling age who graduate to the next grade of the particular level of education by the number of those originally enrolled and then multiplying the result by 100. The estimation of this indicator is based on data on enrolment and repetition by grade for two consecutive years.

As such, there are three basic assumptions here:

- Dropouts never return to school
- Promotion, repetition and dropout rates remain constant over the entire period of the set.
- Similar rates apply to all pupils enrolled in a given grade, regardless of whether or not they repeated the grade.

As much as possible, the indicator should be complemented by grade intake rate which helps to guarantee a more comprehensive outlook. This enables to arrive the primary completion rate which is the ratio of the total number of students who successfully complete/or graduate from the last year of primary school in a given year to the total number of children of official graduating age in the population.

However, this indicator does not seem to give due attention to flows caused by such issues as migration and transfers, grade-skipping, re-entrants etc.

LITERACY RATE OF 15-24 YEARS OLD

This is also known as "youth literacy rate". It is the percentage of the population 15-24 years old who are literate (able to read and write). Youth literacy is very critical in human capital formation as well as a proxy for measuring both social progress and economic achievement. This indicator is computed by dividing the number of people aged 15-24 who are literate by the total population of the same age and multiplying by 100. Youth literacy varies more regularly, hence the need for more regular data assessment. On account of low enrolments, cultural bias, and early dropouts due to early marriage for ladies, there is usually a low female to male rate in terms of youth literacy.

3.3: NATIONAL PROGRESS

Based on improved global partnership for human development, Nigeria was able to successfully negotiate debt relief from the Paris Club in 2005 which among other things helped in the reduction of the country's debt servicing from 15.2% to 0.5% as at 2008 (NMDGs Report). This was a big boost in the effort to realize the MDGs as the federal government took the wise decision of directing the gains to the achievement of the MDGs by investing in more pro-poor projects and programs. Against this background the Presidential Committee on the Assessment and Monitoring of the MDGs as well as that of the Office of the Senior Special Assistant to the President on the MDGs were

subsequently established to ensure that such additional funds are properly administered. Along the line of national ownership of MDG Compact, the federal government of Nigeria inaugurated both the 7-Point Agenda and the Vision 2020 programs which have the MDGs at heart to provide renewed impetus in the effort to achieve human development. Some progress have been made as testified to by the MDG Report 2010, “our achievement in the past four years include the extension of primary health care services to over 20 million people, provision of safe water to over 8 million people, distribution of insecticide treated nets to protect 5 million mothers and children from malaria, and a 98 percent reduction in the incidence of polio” (MDG Report, 2010 p.1). Furthermore, the Report states that “for every MDG, there is a positive story to be told” (Ibid, p.4).

These gains are based on sustained economic growth, more articulate planning and policy formulation/implementation, as well as more investment in the social sector. However, while it is obviously true that poverty rate (total poverty head count and core poor population) is decreasing, it still true that the number of poor people in Nigeria is still unacceptably high “the fact that over 50 percent of the total population is officially poor should be a major concern to policy makers” (NHDR 2008-2009, p.12). There is also a high rate of inequality in income and in access to services and infrastructure which makes it difficult for the poor to take advantage of opportunities provided by the country’s recent slow economic growth. Such inequality is most visible among female rural dwellers reflecting also the inequality in access to education.

Between 2003 and 2008, under-five mortality has fallen by over a fifth in five years from 201 deaths per 1,000 live births to 157 deaths per 1000 live births. Similarly, infant mortality rate declined from 100 to 75 deaths per 1000 live births. The incidence of underweight of children under the age of five has far greater intensity in the Northern and Western zones than in the Southern zone. In the country as a whole, Enugu one of the SE states has lowest rate of underweight of under-five children at 13.4 percent.

Furthermore, there have been remarkable progress in the areas of polio eradication, malaria prevention and combating of tuberculosis and HIV/AIDS especially among women aged 18-25 from 5.8 percent in 2001 to 4.2 percent in 2008. The proportion of the population with access to mobile telephone has risen to 42 while conversely that with access to the internet is a shocking 15.8 per cent (NMDGs p.6). Meanwhile, the proportion of the population with access to safe water and improved sanitation is still poor at 58.9 percent and 51.6 percent respectively.

Regarding MDG2, which is a major consideration of this work, enrolment rate in the country is said to be relatively high at 88.8 percent, but regional differences are also high between the north and south. High dropout rates as a result of children engaging in income generating activities (child labor), inability to pay fees, insecurity, parental apathy etc, are still very prevalent. Similarly, mass failures in various examinations, as well as malpractices which have been observed to be very rampant.

PROGRESS IN SOUTHEAST ZONE NIGERIA

The Southeast geo-political zone is made up of five states which include Abia, Anambra, Enugu, Ebonyi and Imo States, and 80 Local Government Areas. Achievements among the five states are uneven not only regarding MDG2, but also the rest of the MDGs. According to the 2008-2009 NHDR, the Southeast geo-political zone has an HDI value of 0.471 and an HPI of 26.07 in comparison to other zones as follows, South-South 0.573, Southwest 0.523; North-Central 0.490; North west 0.420 and Northeast 0.332 respectively. This result puts the zone in the 4th position in the HDI ranking among the six zones.

Inequality level in the zone is the best in the century when compared with the rest of the zones. The five states of the zone have an inequality value of 0.30 for Abia and 0.40 for the other four in comparison with the FCT Abuja 0.64, or states like Zamfara 0.50 and Lagos 0.48. “Among the first ten states with highest human development index, eight are

in the South. In contrast, nine of the ten states with the poorest human development index are from the North” (NHDR, 2008-2009. p.92)

Out of the 36 states and the FCT, states within Southeast zone have an edge over others in terms of literacy rate, with 4 of the five states making the first top 10 movers. Ebonyi state has the worst record of illiteracy in the zone. This pattern holds true when basic education and percentage of population with improved source of water supply are evaluated especially in terms of gender parity. The SE zone has a gross enrolment ratio of 111.70 while both SW and SS have 108. However, in terms of adult literacy, the order among the Southern zones is as follows; South-West, South-South and South-East. The corresponding figures are 75.76 percent, 74.75 percent and 72.56percent. These figures reveal that among the Southern zones SE, has the highest gross enrollment rate and yet the highest adult literacy rate which indicates that many who enroll in school initially do not complete.

POPULATION, GDP & PER CAPITA BY ZONES IN NIGERIA

STATES	POPULATION	GDP IN MILLION NAIRA	GDP PER CAPITAL IN NAIRA	GDP PER CAPITAL IN US\$
South east				
Abia	3,051,841	156581.86	51307.34	407.75
Anambara	4,459,236	91,536.69	20,527.44	163.14
Ebonyi	2,317,922	57,656.38	24874.17	197.68
Enugu	3,388,168	131,168.00	38,713.55	307.67
Imo	3,963,039	205,609.17	51,881.69	412.32
Total	17,180,206.00	642,52.10	37,400.72	297.20
South-West				
Total	5,386,723.00	4,184,482.81	164,829.58	309.94

South-South				
Total	17,515,914.00	7,972,873.05	455,178.82	3,617.41
North-Central				
Total	12,206,399.00	2,916,489.71	238,932.39	1,898.85
NorthEast				
Total	15,626,580.00	675,183.65	43,207.36	343.38
NorthWest				
Total				

Source: NBS, *Human Development Indicators*, 2008

CHAPTER FOUR

4.0. IMPACTS OF CHILD LABOR ON THE ACHIEVEMENT OF MDG2

In this fourth chapter of our work, we will try to relate the phenomenon of child Labor directly to the achievement of universal primary education which is MDG2. Here, effort will be made to demonstrate the various ways that child Labor can hamper or delay the timely achievement of this Goal. We will show that engaging in economic activities does not encourage children to enroll in school as and when due and that this initial delay makes a child to always be in a grade below his age when and if he/she eventually enrolls in school. Obviously, child Labor constrains children to divide their time, energy and attention between their work and schooling and this leads to poor performance which makes them to repeat grades or drop out of school. Furthermore, we shall x-ray the negative impacts of this phenomenon on the health, safety, nutrition leisure and rest of victims and consequently on the achievement of primary education, while noting significant trends especially about the SE zone of the country.

4.1. PRIMARY SCHOOL ENROLMENT/COMPLETION RATES

Across countries generally, there is a significant increase in the rate of children enrolling in to acquire basic education, but there is also a substantial dropout rate which in turn leads to low completion rates. This is particularly true with regard to Asia and SSA, where many children are constrained to abandon school without acquiring the essential basic skills necessary for a meaningful participation in the life of the society. This not only limits future opportunities but also amounts to a waste of the limited resources that countries may be willing to expend for the provision of primary education. This is an experience peculiar to most Sub Saharan Africa countries. For instance “the Government of Malawi allocated 4.2 percent of her Gross Domestic Product towards educational expenditure in 2007, which represented around 195 million dollars. Out of this amount, 55 percent was allocated towards primary education, however with a primary school dropout rate of 65 percent in that year, it was estimated that nearly half a million school places were taken up by children who could not complete primary school education. In Benin for example, the primary school completion rate in 2005 was 62 percent, in the

Democratic Republic of Congo, it was 51 percent in 2007 in Bangladesh, it has remained at about 60 percent since 2000. (World Bank Educational Indicator, Education at Glance ;2007).

Factors such as inability to pay fees, poor health, poor motivation, and performance, household poverty, and long distances from school, insecurity, child Labor etc are notable contributory factors to a disappointing high dropout and low completion rates after an initial high enrollment rate. Other causes may also include early marriage, teenage pregnancy, ‘get-rich quick mentality’, cultural and religious bias, physical disability, sickness, ignorance of parents/guidance, poor or lack of teaching facilities and quality teachers, peer pressure etc.

There seems to be a consensus among researchers to the effect that the more over-aged a child is for a particular school grade, the greater the chances of dropping out and not completing that grade of primary education due to the fact that for such children, the opportunity cost of schooling seems to increase significantly and with this, there is also an increase in the pressure to take to paid work for more income as life responsibilities gradually increase for most males and the pressure to get into marriage for most females respectively. Similarly, it has been observed that children who are doing a grade below their age assimilate materials meant for children of that age with more difficulty. Accordingly, “poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with a high opportunity cost of schooling for children. As children grew older, the opportunity cost of education is even larger, whence increasing the pressure for children to work and earn income for the household as opposed to spending time in education” (Sabates R. et al., School Dropout: Patterns, Causes, Changes and Policies: Background Paper for the Education For All Global Monitory Report, 2011, p.12).

Child Labor impacts negatively on the achievement of basic education because it leads to high dropout rates as it easy for children to be easily deceived by the meager income that trickle in, into believing that leaving school to give more time and attention to their work is a better option as they will get rich faster than their peers who have to spend many years in school. This can also lead to low academic achievement/poor performance on account of which the child would be expected to repeat a grade, this can cause fear, low self esteem/shame both on the parts of the child and parents and make them to develop a certain apathy for schooling and in such cases, dropout could be a possible consequence. In some situations, such children are considered poor and unfit for academic pursuits and the tendency is usually to pull them out of school for a certain trade or apprenticeship since many poor parents may not willing to give them a second chance.

Table 4.1: Percentage Distribution of Children (5 – 17 Years) Who Dropped Out Of School by Reasons for Dropping and Gender

S/NO.	REASONS FOR DROPPING OUT	MALE PERCENT	FEMALE PERCENT
1.	Failure to pay fee	9.9	9.8
2.	Poor performance	5.5	5.3
3.	Married	0.1	3.6
4.	To assist family	3.6	4.0
5.	Got pregnant	-	1.1
6.	Poor health	3.2	2.7
7.	Terminated by parents/guidance	2.1	2.1
8.	To work in own business	2.7	2.0
9.	Afraid of teachers	0.6	0.5
10.	Don't know	1.8	2.4
11.	Others	20.6	16.4

Source: *National Modular Child Labor Survey (NMCLS), 2000/2001.*

Notably, the NMCLC showed that the Southeast zone had the highest percentage of dropout of children who work and save ‘to start businesses’ and conversely the lowest percentage of children who work and save ‘to go to school’. “Across zones, North-East and North-West recorded the highest percentages – 69.8 percent - of children who saved ‘to go to school’, followed by South-South and North-Central with 67.9 percent and 54.4 percent respectively, while the lowest – 27.2 percent - came from South-East. Further analyses indicated that more children saved ‘to go to school’ than ‘to own business’ and for other reasons except in South East zone where the saving for ‘other reasons’, - 72.8 percent - exceeded those who saved to go to school” (NMCLS p 79). Furthermore, the zone also recorded the highest percentage of dropouts on account of ‘inability to pay fees’ as well as the highest percentage of injuries among child Laborers. These facts seem to lend credence to apprehensions by some people that youths from the zone are opting for trade and business against education. With such development, the zone will sooner or later be overtaken by the other zones in terms of learning and enlightenment.

Similarly, it was observed that the practice of “sibling complementarity” was still popular in South-East Nigeria. This means that some parents decided that some children do not attend school (engage in child Labor) so as to enable their siblings to attend while they supported financially from their meager wages. This trend was more visible in poor polygamous families where the first one or two issues of such households usually started to work early in life while the later issues usually attended school. But in households where the first issues attended at least primary school, the rest of the siblings also did. This could be attributed to the fact that such children who could not acquire such education have gradually come realize how disadvantaged they are and would not want their siblings to suffer similar disadvantage while on the other hand, those who did would stop at nothing to ensure that their siblings also did having realized the advantage it brings.

4.2 PRIMARY/ SCHOOL ATTENDANCE RATE

Expectedly, there is a necessary trade-off between the time children spend in Labor and that spent attending school and doing some school-related assignments (homework). It is noteworthy that most decisions regarding children's time allocation to various activities are taken by parents and guardians while most children merely 'comply'. They are often considered immature and unreasonable to decide or contribute in deciding how to manage their own time. Some children are constrained by household pressure to combine work with schooling, but the poverty of such arrangement sooner or later reflects in either or both being disadvantaged in terms of optimum performance and output for development. Such children are stretched beyond their childhood capacity and maturity and this inevitably leads to under performance.

Majority of child laborers either do not attend school or skip school to various degrees. This trend seems to be higher among children who learn apprenticeships, those who hawk in the streets and those who work outside their households. The prevalence is known to be higher among female children, than their male counterparts as well as rural than urban children. Obviously, the greater the time children allocate to work and economic activities, the increasingly difficult it becomes to attend school since one cannot eat her cake and still have it.

According to the Nigerian Child Labor Survey of 2000/20001, at the national level 32.2 percent of children who were working and attending school reported that they skipped school for one day only (the week before the interview), while 24.0 percent, 21.9 percent and 9.9 percent of children indicated that they skipped school between two and three days respectively during the week. Even, some of the children reported skipping school for up to four days in one week. Such is the challenge of child Labor to the achievement of primary education.

In comparison with the rest of Africa, Nigeria's overall primary school net attendance rate (NAR) is well below the average for Sub-Saharan Africa; 61 percent for boys and 57 percent for girls. This means that about 45 percent of children of primary school age (6-12) were not attending school. While it is true that child Labor is not the only reason that children skip school, it is also true that once school is skipped, the time 'gained' is likely going to be spent in one form of income generating activity or the other for the child or for the household. Hence child Labor can be both a cause and an effect of poor school attendance. Other reasons that children skip school may include; strike actions, low motivation and phobia, debts, insecurity etc. In Nigeria for instance, it is not uncommon to observe pupils coming back from school during schools hours alone or in groups having been sent home by their teachers on account of one debt or the other even when primary education is said to be free. According to the NMCLS "In the South East and South-South zones, a higher percentage of the children – 18.3 percent males/24.2 percent females and 24.5 percent males/29.6 percent female respectively –, gave 'failure to pay fees' as reason for dropping out of school. In the North West, 14.6 percent male attributed their dropping out of school to 'poor performance' and so did 11.8 percent of females in the South West zone". Insecurity is evidently one of the reason that children stay away from school. Recently in Aba, Abia state, some nursery/primary school pupils were kidnapped and held hostage for days in an unknown place while their abductors demanded huge amounts from parents and school authorities as ransoms for the release of their kids. It was also alleged that anonymous letters were written and circulated to schools by such kidnappers demanding to be given huge sums of money or their pupils and teachers alike would be abducted. Such ugly situations provide a certain lee-way especially for less interested parents as these children are welcomed by them and readily engaged in one income generating activity or the other.

With the introduction of the Continuous Assessment Program at various levels education, school attendance has become a significant consideration in the final marks and grades of pupils/students. As such children who skip school more often are likely to score low

values in their assessment. Again such, children also miss out on the presentations from teachers which are usually based on study curriculum and designed time-tables. This gives their peers an edge over them in the final evaluation and report. The tendency in such situations is to be frustrated out of the system. Even when some manage to complete the grade, they are often short of quality which is reflected in the high prevalence of examination malpractices at various levels.

Records from the West African Examination Council (WAEC) show that in the 2010 West African Senior School Certificate Examination some states in the country recorded a malpractice incidence as high as 59.13 percent (Rivers); 45.82 (Akwa-Ibom); 41.48 (Imo); 32.14 (Enugu); 28.82 (Ebonyi). It is interesting to note that all five top movers are from the Southern part of the country with 3 from the Southeast zone in particular, (WAEC Records, Umuahia, 2010).

4.3 HEALTH/EXPOSURE TO RISKS

For the timely achievement of the MDG2, children of school age need to maintain good health and nutritional status. They also need to be protected from exposure to various risks and hazards. This is necessary for the sustenance of the required physical and mental balance for proper assimilation of knowledge. Child laborers are often lacking in this area which leads to under-performance in their academic endeavor. According to an ILO report, about 74.4 million children aged 5–14 years are engaged in employments which are hazardous to their physical and or mental health (ILO, 2006)

The most frequently observed risks and hazards related child Labor include road and industrial accidents, sexual abuse, rape and teenage pregnancy, abduction, drug addiction, drifting into delinquent gangs, ritual murder etc. The health and nutritional consequences on the other hand include stunting, cardiac problems owing to exposure to pollution and toxic substances, air and water born diseases, contaminations and festering of cuts etc.. In some places, young scavengers work bare-hands and feet in heaps and garbage running the risks of cuts from sharp objects and bites from dangerous reptiles, stings from insects

and attacks from dangerous animals. Several of them have been hit by cars, tricycles (*Keke Napep*), motorcycle (*Okada*), bicycles etc, leading to deaths, disabilities, and various magnitudes of injuries. Dilapidated roads, bad condition of cars, lack of training on the part of drivers and other road users make the child laborer, particularly hawkers and street children all the more prone to road hazards. The NMCLS confirmed that “Across zones, South East recorded the highest percentage – 16.4 percent - of children who suffered injury often, followed by children in the North-West who recorded 7.8 percent. Whilst South-South, South-West and North-Central recorded 2.8 percent, 2.9 percent and 1.1percent respectively, North-East had the least percentage – 0.9 percent - of children who suffered injury often” (NMCLS 2001 P.97).

There is also a psychological dimension to the health related issues of child Labor. These include; low self esteem, stigmatization, personality crises since they often see and hear things beyond their maturity. Some people also see them as having a fundamental lack in their training and upbringing. All these posit a huge challenge that negatively affects their cognition and retention abilities. Generally, working children are known perceive themselves as less fortunate and less privileged than their non working counterparts.

Furthermore, majority of those who attend school still go late owing to the fact that they have to first do some work ranging from house chores (sweeping, water fetching, fire wood gathering etc.) to more economic activities like hawking/vending, setting up shops for their parents and guardians; maids have to take the children of the masters to school (which are often of superior quality) before going to theirs.

Biologically, young children are known to have lower heat tolerance than adults; as such brain, heart, and organ damages can be caused by exposure to chemicals like herbicides and pesticides. Due to rapid bone development during adolescence, skeletal damage and impaired growth can also result from such exposures. For instance, noise pollution can induce hearing loss in children. Heavy and sharp tools and equipments can also cause fatigue and injuries to child laborers who often do not have the ability to assess potential

risks and make timely and appropriate decisions. An ILO survey across 26 countries found that at least one in every four economically active children suffered sickness and injury as a result of their work, while about 2.7 million healthy years of life are lost due to child Labor, each year with the highest rate in the sectors where children are employed, (ILO, 2006). Children who suffer from such poverty related health problems as malnutrition, fatigue, and anemia are at greater risks when further exposed to various work-related hazards. This can lead to premature death and disability which eventually jeopardizes the capability of being educated.

4.4 REST/RECREATION

Child Labor has been identified to interfere with children's rest and leisure time and to also hinder their optimal social, physical and psychological development. Restricted interaction with family and friends can be detrimental to the development of children through the various stages of growth since such provide occasions for some informal teaching and learning. Generally, sport is an enjoyable childhood experience which helps to develop the spirit of endurance, determination, competition, and group work among children. It stimulates physical growth by developing various muscles, tissues and organs, raises self-esteem and deepens self confidence in ones abilities. Similarly, rest and leisure play important roles in the overall development of children. They are also known to have therapeutic effects and values. But these are severely undermined by the phenomenon of child Labor which interferes with children's time allocation and denies them access to participation in such activities. It is true that certain forms of play improve the cognitive development of children by enhancing their ability to form concepts, shapes, colours and sizes and improve their powers of imagination as well as their physical and motor development like establishing relationships, behavioral controls, social skills and fast reflexes.

4.5 QUALITY TEACHING/LEARNING

Time and attention are very important factors that affect the quality of teaching and learning. Quality teaching and learning requires adequate time allocation on the part of all stakeholders; teachers, pupils and parents alike. Teachers need time to prepare their lesson notes, arrange their instructional materials, and deliver them accordingly to their pupils considering specifically their age and abilities. This requires adequate commitment on the part of teachers and investment on the part of government for the appropriate training and re-training programs. Similarly, pupils must be allowed the needed time to read-ahead of the teacher, rehearse school materials at home, and do the necessary home-works. They also need to rest and recreate themselves well so as to be properly refreshed and put in the right frame of mind for subsequent lesson sessions. However, when teachers observe that their pupils are often skipping school, tired, sleepy, and poorly motivated, as a result of engagement in child Labor, they too can be frustrated and negatively affected and such will invariably lead to low quality output. Parents and guardians need to make out time to assess the progress and performances of their children and wards, support and encourage them. There should also be an effective communication and feed-back mechanism between them and teachers with the aim of improving teaching and learning standards.

CHAPTER FIVE

CONCLUSIONS AND POLICY RECOMENDATIONS

This last chapter of our work recaps some of the main issues discussed in the previous four chapters, noting some of the salient points and significant findings on the basis of which conclusions are drawn. It then goes ahead to make a few policy recommendations. Though these recommendations primarily have the SE zone in mind, other zones can also draw some inspiration from them since both the phenomenon of child Labor and the achievement of MDG2 are common concerns that require all hands to be on deck.

Undoubtedly, the phenomenon of child Labor is a challenge that must be overcome if Universal Primary Education (MDG2) is to be achieved so that children everywhere, boys and girls alike will be able to complete the minimum of a full course of primary education by 2015. Already, current trends show that many developing countries are out of track as far as the achievement of this goal is concerned. Among other things, Nigeria's population makes her strategic in this whole scenario.

Many a time, engagement in child Labor seems to be more of a survival strategy than real preference. This is because at the very background of the phenomenon of child Labor, lie factors (such as poverty, illiteracy, cultural and religious influences) that are beyond the immediate control of both children and their households. The situation is further compounded by the fact that often, most children are not in the position to even contribute to decisions about their own welfare and time allocation. These factors account for Asia and Africa together having over 90 per cent of the world's total child employment (Oloko, 2004).

Various researchers have continued to decry the severe consequences of child Labor on both children and society at large. Child Labor has the potential to corrupt young minds in two basic ways. Firstly, a child that is constrained to skip school regularly cannot

benefit optimally from the education system. This can mean poor performance in examinations and open the door to examination malpractice for those who must acquire certificate, pass exams at all cost to impress parents so as to be retained in school. The probable outcome of such sad scenario is the mass production of half baked, incompetent, unskilled and unemployable graduates into the labour market. Secondly, child labour may also lead to behavioral patterns inimical to healthy citizenship as child laborers may often indulge in negative activities or criminal proclivities, such as prostitution, armed-robbery, and pick pocketing, all of which can lead to arrest, imprisonment, maiming or even death by mob action. There is no gainsaying the fact that any country determined to liberate its citizens from the shackles of poverty and underdevelopment and stand out among the comity of nations as a force to reckon with in the 21st century must make concerted effort to address the phenomenon of child labor very decisively. As Okafor opines, “Nations that have now become developed are those that maximized the potential of sustainable development by investing in the future of the children and the youths, by investing in their education and providing conducive environments for the families to meet the needs of their members. Sustainable development, in this context, therefore, depends not only in investing in the present needs of working children, but also eradicating all forms of child labor that will compromise their future development and the nation, at large.” (Okafor, 2010; p.17). This, Nigeria must be committed to as she strives to realize her dream of being one of the largest 20 Economies of the world by the year 2020 (Vision 2020) as well as the Seven Point Agenda of the current administration both of which are national ownership development blueprints to achieve the MDGs especially MDG2.

In drafting strategies to combat the phenomenon of child Labor, there may be both coercive and collaborative approaches. The former which appeals more to legal instruments naturally meets with repulsion and unacceptance among the population. It is also less sustainable as it does not seek to address the root causes of the phenomenon which child Laborers to quickly revert to the status quo at the least opportunity.

Furthermore, this approach has been criticized providing even more grounds for the abuse and exploitation of children who may resort to engaging in work secretly and would therefore be forced to accept whatever unfair treatments are meted out to them by their employers who are also aware that their victims are powerless and voiceless. In such situations it will be difficult to construct reliable data since most of child Labor will not be visible. In contrast, the collaborative approach seeks to heal from the root by trying to address the underlying factors which pressure children to engage in economic activities. This makes the approach more participatory, acceptable and sustainable.

Having already identified poverty as major cause of child Labor, measures must be put in place to reduce it among the population. It is pertinent at this juncture to emphasize that poverty is never simply the fault of the individual, nor can its solution be purely personal; and that lack of income is only an aspect of it. There are unjust structures and institutions that perpetuate poverty which must be decisively fixed “The growing recognition that poverty is about more than economic needs and that growth-centred development has to address more complex and fundamental causes of poverty and inequality such as discrimination, exploitation and abuse. This also ensures that poverty is not merely seen as a fact of individual circumstances or capacities, but rather perceived within the structures of power and inequity embedded in the local, the national and the global context”. (JAKOB. K.B & THOMAS .M, 2007. p.9). It calls for the urgent enhancement of both process and instrumental freedoms. Additionally, diversification of the economy, with massive and robust investments in such sectors as agriculture, tourism, sports and industry can be a way forward. This will create employment opportunities and , reduce economic inequality as well as inequality in access to public services. The importance of adequate infrastructural provision in terms of access roads, adequate housing, health and educational facilities, portable water, improved sanitation, communication, security etc cannot be over stretched. Road constructions and reconstruction is of paramount importance in South-East Nigeria as the zone is known to have the worst

Particular attention must be given to the education sector on account of its importance in human capital formation of the citizens. Budgetary allocation to the sector should be increased at both the national, state and local levels such that at least, the first nine (6 for Primary and three for Junior Secondary) years which constitute Basic Education in Nigeria ought to be truly and really free. A situation where school fees are officially removed only to be unofficially replaced with various levies created by both government and teachers amounts to nothing but self-deception. It is indeed worrisome that approximately 20% of children who drop out of school in the country do so on account of inability to pay fees.

More importance should be attached to the provision of various learning and instructional materials as well as recreational and convenience facilities. There should be walls to protect schools to check truancy and enhance security of lives and property. Water, electricity, good sanitation are very essential. Extra-curricular activities like quiz, debate, singing, crafting, and sports competitions should be revived and pupils who excel in these should be rewarded with little incentives. Vocational subjects like clothing and textile, woodwork, electronics, automechanics, metalwork; others like music, shorthand, French, German languages etc., which record low entrances, (Annex 4), should be developed to make them more relevant and attractive. Where feasible school meals can also be introduced. Such will help to make schooling an attractive experience for the young minds and help keep children away from Labor. It is important that teachers themselves are well motivated through properly packaged training and re-training programs to improve their expertise and open them to new teaching techniques and ideas. Incentives by way of improved salaries, promotions, merit awards, health insurance, transport and other allowances and various forms of social recognition are also important. The adult literacy program should be taken more seriously so that illiterate parents are better equipped to take more informed decision about the welfare of their children. Adults who are committed to the program should be given some form of reward

like employment, farming equipment, fertilizers, soft-loans to set up small businesses, scholarships for their children, free medical treatments etc. This can motivate other adults and parents not just to enroll, but also to be committed to the program.

More effort and commitment should be devoted to the issues of reproductive health and family planning. Religion plays a fundamental role in this regard and as such government may liaise with various religious groups to ensure that resource persons who are knowledgeable about the effective and acceptable family planning method are adequately available and create forums for teaching their adherents accordingly. This will help to reduce the size of various households so that parents can provide adequately for their children thereby reducing the pressure to encourage their children into child Labor. This can also contribute to reducing household violence against children which has made many children to keep away from their families thereby increasing the probability of engagement in child Labor. Apart from this, effort should also be made to ensure the first child/children of households acquire at least primary as it has been shown that somehow this known encourages the education of the rest of the children of that household.

Young people should ensure that they adequately prepared to fulfill the obligations of parenthood before giving birth to children. Effective social safety nets should be put in place for children born out of wedlock, victims of broken marriage, physically challenged children etc. Social/charity homes should be established and properly run by both government and the private sector to assist in the rehabilitation of orphans and abandoned children. More investment and commitment are required to reduce maternal mortality rate and curb the menace of HIV/AIDS. Child education and health care insurance schemes can be created to help cater for the educational and health needs of poor children.

International agencies, NGOs, CSOs, Town Unions, religious and social bodies should continue to mobilize for resource allocation, effective advocacy, research, capacity building, and public debate to develop strategies, fashion intervention policies and ensure

that these are accommodated in mainstream government action plans for effective implementation. The media should intensify more vigorous enlightenment campaigns to let both children and parents understand that child Labor is a misnomer and that the best place for the child to work is in school.

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ANNEXES 1

MILLENNIUM DEVELOPMENT GOALS (MDGs)

Goals And Targets (From Millennium Declaration)	Indicators For Monitoring Progress
Goal1: Eradicate extreme poverty and hunger	
Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	<ol style="list-style-type: none"> 1. Proportion below \$1 (PPP) per day. 2. Poverty gap ratio (incidence x depth of poverty) 3. Share of poorest quintile in national consumption
Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	<ol style="list-style-type: none"> 4. Prevalence of underweight children under-five years of age 5. Proportion of population below minimum level of dietary energy consumption
GOAL 2: Achieve universal primary education	
Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	<ol style="list-style-type: none"> 6. Net enrolment ratio in primary education 7. Proportion of pupils starting 1 who reach grade 8. Sliteracy rate of 15 – 24 –olds
GOAL 3: Promote gender equality and empower women	

Target 4: Eliminate disparity in primary and secondary education preferably by 2005 and all levels of education no later than 2015	9. Ratios of girls to boys in primary, secondary and tertiary education 10. Ratio of literate female to male of 15-24-years-olds 11. Share of women in wage employment in the non-agricultural sector 12. Proportion of seats held by women in national parliament
GOAL 4: Reduce child mortality	
Target 5: Reduce by three-quarter, between 1990 and 2015, the maternal mortality ratio	13. Under-five mortality rate 14. Infant mortality rate 15. Proportion of 1 year-old children immunized against measles
GOAL 5: Improve maternal health	
Target 6: Reduce by three-quarter, between 1990 and 2015, the under-five mortality rate	16. Maternal mortality ratio 17. Proportion of births attended by skilled health personnel
GOAL 6: Combat HIV/AIDS, malaria and other diseases	
Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS	18. HIV prevalence among 15-24 year old pregnant women 19. Condom use rate of the contraceptive prevalence rate 20. Number of children orphaned by HIV/AIDS
Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other diseases	21. Prevalence and death rates associated with malaria 22. Proportion of population in malaria risk areas using effective malaria prevention and treatment measures 23. Prevalence and death rates associated with tuberculosis 24. Proportion of tuberculosis cases detected and cured under directly observed treatment short course (DOTS)

GOAL 7: Ensure environmental sustainability	
Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	25. Proportion of land area covered by forest 26. Ratio of area protected to maintain biological diversity to surface area 27. Energy use (kg oil equivalent) per \$1 GDP (PPP) 28. Carbon dioxide emissions (per capital) and consumption of ozone-depleting CFCs (ODP tons) 29. Proportion of population using solid fuels
Target 10: Halve, by 2015, proportion of people without sustainable access to safe drinking water	30. Proportion of population with sustainable access to an improved water source, urban and rural
Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers	31. Proportion of urban population with sustainable access to improved sanitation 32. Proportion of households with access to secure tenure (owned or rented)
GOAL 8: Develop a global partnership for development	
Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system Includes a commitment of good governance, development, and poverty reduction – both nationally and internationally Target 13: Address the special needs of the least developed countries	Some of the indicators listed below are monitored separately for the least developed countries (LCs), Africa, landlocked countries and small island developing states <u>Official development assistance</u> 33. Net ODA, total and LDCs, as percentage of OECD/DAC donor's gross national income 34. Proportion of total bilateral, sector-allocable ODA of

<p>Includes: tariffs and quota free access for least developed countries expert; enhanced programme of debt relief for HIPC and cancelation of official bilateral debt; and more generous ODA for countries committed to poverty reduction</p> <p>Target 14: Address the special needs of landlocked countries and small island developing states</p> <p>(through the programme of action for the sustainable development of small island developing states and the outcome of the twenty---second special session of the General Assembly)</p> <p>Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term</p>	<p>OEECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation)</p> <p>35. Proportion of bilateral ODA of OEC/DAC donors that is untied</p> <p>36. ODA receives in small island developing states as proportion of their GNIs</p> <p>37. ODA received in small island developing states as proportion of their GNIs</p> <p><u>Market access</u></p> <p>38. Proportion of total developed country imports (by value and excluding arms) from developing countries and LDCs, admitted free of duties</p> <p>39. Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries</p> <p>40. Agricultural support estimate for OECD countries as percentage of their GDP</p> <p>41. Proportion of ODA provided to help build trade capacity</p> <p><u>Debt sustainability</u></p> <p>42. Total number of countries that have reached their HIPC decision points and number that have their</p>
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<p>Target 16: In co-operation with developing countries, develop and implement strategies for decent and productive work for youth</p>	<p>HIPC completion points (cumulative)</p> <p>43. Debts relief committed under HIPC initiative, US \$</p> <p>44. Debts services as percentage of exports of goods and services</p> <p>45. Unemployment rate of 15-24-years-old, each sex and total</p>
<p>Target 17: In co-operation with pharmaceutical companies, provides access to affordable, essential drugs in developing countries</p>	<p>46. Proportion of population with access to affordable essential drugs on a sustainable basis</p>
<p>Target 18: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications</p>	<p>47. Telephone lines and cellular subscribers per 100population</p> <p>48. Personal computers in use per 100 population and internet users per 100 population</p>

Source: (www.un.org/documents/ga/res/55/a55r002.pdf A/RES/55/2).

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ANNEX 2

To determine the HDI, a goalposts (minimum and maximum values have been set for the respective dimensions as follows;

TABLE 2

Dimension	Observed maximum	Minimum
Life expectancy	Japan, 2010 (83.2)	20.0
Mean years of school	USA, 2000 (13)	0
Expected years of schooling	Australia 2002 (20.6)	0
Combined Education Index	New Zealand 2010 (0.951)	0
Per-capital Income (PPP & UAE 1980 (108,211)	Zimbabwe 2008 (163)	0

Source: HDR 2010

These values help to transform various indicators into indices between 0 and 1 for measurement of progress against the minimum levels that a society requires to survive over time.

Calculating the sub-indices therefore equals;

$$\text{Dimension Index} = \frac{\text{Actual value} - \text{Minimum value}}{\text{Maximum value} - \text{Minimum value}}$$

For the education dimension, this formula is applied to the geometric mean of the two subcomponents.

Using Nigeria as an example;

$$\text{Mean years of schooling} = \frac{5.0 - 0}{13.2 - 0} = 0.378$$

$$\text{Expected years of schooling} = \frac{8.9 - 0}{20.6 - 0} = 0.432$$

$$\text{Education Index} = \sqrt{\frac{0.378 \times 0.432 - 0}{0.951 - 0}} = 0.424$$

Interestingly, the 2010 HDR brought a unique ingenuity into the assessment of human development, by introducing the Inequality-Adjusted Human Development Index (IHDI). The IHDI goes beyond the HDI considering not just a country's average achievement as measured by health, education and income, but also how well distributed across the population of concern. The IHDI is very sensitive to inequality. According to the 2010 HDR, the IHDI accounts for inequalities in life expectancy, schooling and income, by "discounting" each dimensions average value according to its level of inequality. The IHDI will therefore be equal to the HDI when there is no inequality across people, but falls further below the HDI as inequality rises" (HDR 2010, p. 87).

ANNEX 3

**TABLE XVII: THREE-YEAR COMPARISON OF INCIDENCE OF
MALPRACTICE IN NOVEMBER/DECEMBER WASSCE
IN NIGERIA FROM 2008- 2010 ON STATE BASIS**

S/NO.	STATE	PERCENTAGE OF CANDIDATES INVOLVED IN MALPRACTICE		
		2008	2009	2010
1	ABIA	24.21	12.48	15.34
2	ABUJA	2.86	2.11	1.26
3	ADAMAWA	7.31	7.67	4.63
4	AKWA-IBOM	23.10	45.15	45.58
5	ANAMBRA	9.09	21.36	22.55
6	BAUCHI	12.16	34.78	16.76
7	BAYELSA	32.44	32.96	14.19
8	BENUE	12.92	31.01	11.20
9	BORNO	9.68	11.78	8.33
10	CROSS RIVER	15.17	22.34	19.66
11	DELTA	8.59	6.20	10.69
12	EBONYI	36.13	39.57	28.82
13	EDO	17.19	19.04	17.12
14	EKITI	23.09	48.10	23.41
15	ENUGU	32.86	48.21	32.14
16	GOMBE	14.07	23.99	10.39
17	IMO	37.98	53.64	41.48
18	JIGAWA	7.76	16.04	13.12
19	KADUNA	15.54	16.69	9.94
20	KANO	10.20	12.88	23.72
21	KATSINA	18.31	25.91	22.12
22	KEBBI	17.74	3.76	18.76
23	KOGI	23.15	19.16	26.49
24	KWARA	7.74	9.72	6.81
25	LAGOS	9.54	13.98	14.51
26	NASARAWA	14.88	45.75	28.61
27	NIGER	4.67	7.19	22.43
28	OGUN	11.36	13.41	9.41
29	ONDO	13.67	16.77	15.44
30	OSUN	12.60	11.06	5.41
31	OYO	5.76	7.39	4.14
32	PLATEAU	6.69	12.94	9.22
33	RIVERS	71.42	85.19	59.13
34	SOKOTO	3.16	5.00	5.56
35	TARABA	26.59	39.89	26.24
36	YOBE	19.57	7.59	8.15
37	ZAMFARA	5.48	11.97	12.41

ANNEX 4

NOVEMBER/DECEMBER 2010 WASSCE (P) ENTRIES ON SUBJECT BASIS, GENDER AND PERCENTAGE

APPENDIX A

S/N	Subject Code	Subject Name	Male	%	Female	%	Entry Figure
1	502	Agricultural Science	123,436	57.02	93,025	42.98	216,460
2	602	Applied Electronics B	393	84.88	70	15.12	463
3	301	Arabic	929	77.09	276	22.91	1,205
4	603	Auto Mechanics	109	96.46	04	3.54	113
5	504	Biology	170,536	54.15	144,403	45.85	314,939
6	604	Building Construction	277	90.82	28	9.18	305
7	505	Chemistry	83,276	60.20	55,045	39.80	138,322
8	201	Christian Religious Knowledge	55,490	49.18	57,330	50.82	112,820
9	701	Clothing and Textile	10	9.90	91	90.10	101
10	103	Commerce	75,751	50.05	75,590	49.95	151,341
11	203	Economics	169,570	54.03	144,281	45.97	313,851
12	605	Electronics	246	94.62	14	5.38	260
13	302	English Language	177,495	54.61	147,503	45.39	324,998
14	104	Financial accounting	39,886	49.15	41,258	50.85	81,144
15	702	Foods and Nutrition	1,127	15.33	6,222	54.67	7,349
16	304	French	723	40.23	1,074	59.77	1,797
17	401	Further Mathematics	20,171	73.05	7,442	26.95	27,613
18	204	Geography	89,514	62.34	54,083	37.66	143,597
19	205	Government	102,335	51.48	96,445	48.52	198,781
20	327	Hausa Language	12,272	74.52	4,195	25.48	16,467
21	508	Health Science	2,062	49.53	2,100	50.47	4,163
22	207	History	6,187	65.31	3,286	34.69	9,473
23	703	Home Management	292	13.52	1,867	86.48	2,159
24	328	Igbo Language	15,525	46.68	17,731	53.32	33,256
25	208	Islamic Studies	22,822	69.35	10,087	30.65	32,909
26	210	Literature-In-English	48,152	46.18	56,113	53.82	104,264
27	402	Mathematics	177,495	54.61	147,503	45.39	324,998
28	607	Metal Work	147	97.35	04	2.65	151
29	705	Music	216	80.00	54	20.00	270
30	511	Physical Education	1,126	63.33	652	36.67	1,778
31	512	Physics	83,284	60.43	54,541	39.57	137,826
32	106	Shorthand	66	38.82	104	61.18	170
33	608	Technical Drawing	4,185	88.74	531	11.26	4,716
34	107	Typewriting	113	31.48	246	68.52	359
35	706	Visual Arts	1,759	72.45	669	27.55	2,428
36	609	Woodwork	61	91.04	06	8.96	67
37	329	Yoruba Language	71,740	50.43	70,506	49.57	142,246