

## **Education for all by 2015 in Bayelsa State A Review**

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### **ABSTRACTS**

*The study examined the attempt of the Government of Bayelsa State to provide education for all its citizens. The study adopted a historical approach research method. In this method, primary and secondary sources of information were used. Three research questions were formulated to guide the study. Observations from the information in the sources were subjected to critical analysis and interpretations before conclusion were made. The study highlighted the establishment of UPE, UBE and National Policy of education to achieve EFA by 2015. The study also highlighted literacy status of Nigeria and Bayelsa State. It was revealed and Bayelsa State Government has renovated all dilapidated structures in the primary schools, but has not established schools where there were no primary schools. It was also revealed that Government of Bayelsa State has not provided libraries in any primary school in the state. It was also revealed that, there is no adequate security in any primary school in the state, and the migrant fishermen education is not functional. It was also observed that, the Government has not established any computer laboratory in any primary school in the state. The researcher also discovered that there is free education in the state but not compulsory. It was observed that Government has not established a school of the handicap in the state. The possibility of meeting education for all in Bayelsa State was aborted.*

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### **INTRODUCTION**

James (2001) stated that Education for All (EFA) is a global movement led by United Nations Educational, science and cultural organization (UNESCO) aimed to meet the learning needs of all children, and adults by 2015.

According to James (2001) the United Nations Educational Scientific and Cultural Organization (UNESCO) has been mandated by the United Nations Organization (UNO) to lead the movement and co-ordinate the international efforts to reach Education for All. James (2001) further stated that, Government development agencies, civil society, non government organization and the media are but some of the partners working toward reaching these goals.

Castle (2005) stated that the Education for All (EFA) goals contributed to the global pursuit of the eight Millennium Development Goals (MDGs) especially (MDGs) on universal primary education and (MDGs) on gender equality in education by 2015.

The Article 26 of 1948 Universal Declaration of Human Right states that, everyone has the right to education. Education is not only a right, but a passport to human development. It opens doors and expands opportunities and freedom. It opens doors and expands opportunities and freedom. It contributes to fostering peace, democracy and economic growth as well as improving health development.

Education for All (EFA) was launched in 1990 at Jomtien, Thailand. In the year 2000, the world's adopted six EFA goals and eight millennium development goals (MDGs); the two most important frameworks in the field of education. The education priorities of the United Nations Educational, Scientific and Cultural Organization (UNESCO) are shaped by these objectives. The two sets of goals are roadmap for the Global community to follow. They offer a long-term vision of reduced poverty and hunger, better health and education, sustainable lifestyles, strong partnerships and shared commitments. The EFA goals and MDGs are complementary.

Education for All has six goals, and the millennium development goals are eight goals as well. According to the United Nation article of 2000, the millennium development goals are; eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women; reduce poverty; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability and develop a global partnership for development. However this study is centered on goal two which is achieving universal primary education.

According to innocent (1990), Education for All (EFA) is a global movement first launched in 1990 at Jontien, Thailand and led by United Nation Education, Scientific and Cultural Organization (UNESCO) with the aim of meeting the learning needs of all children, youth and adults globally by 2015. To realize this aim, a broad coalition of national Government, civil society groups, and development agencies such as UNESCO and the World Bank Group committed to achieving the specific education goals, all mobilized resources to match words with action.

The following are the six goals set:

1. Expand and improve comprehensive childhood education
2. Ensure that by 2015 all children particularly girls, those in difficult circumstances, and those that belong to ethnic minorities have access to complete free and compulsory primary education of good quality.
3. Ensure that the learning needs of people and adults are met through equitable access to appropriate learning and life skill program
4. To achieve 50 percent improvement in adult literacy by 2015.
5. Eliminate gender disparity in primary and secondary education by 2015.
6. Improve all aspect of the quality of education.

This study therefore examines how education for all by 2015 could not be realized in Bayelsa State.

### **Statement of Problem**

It is stated that, education is the overall modification of an individual behavior for adequate adjustment in society.

Basic literacy has to do with reading and writing used in skill acquisition in any individual. However, it is worthy of note that most of Nigerians are still illiterates. In Bayelsa State majority of the populace are illiterates and therefore not education. The celebration of the international literacy year in 1990 provided opportunity for launching of mass literacy campaign aimed at wiping out illiteracy by the year 2000. However, after this date it was observed that many Nigerians are still illiterate particularly Bayelsa State. The educational level of the state evolves a gruesome feeling to ask why, the global movement of the United Nations Educational Scientific and Cultural Organization (UNESCO), which aims at Education for all by 2015, could not be achieved in Bayelsa State.

Hence, one is tempted to ask. Has the Government expanded and improved early childhood education for children in the state? Has the government made education free and compulsory? Has the government provided the learning needs for all the children in the state to ensure quality education by 2015? These and other questions are what this study intends to provide answers to.

### **Aim and Objectives**

The aim of the study is to review how education for All (EFA) in Bayelsa state could not be achieved by 2015, with the following specific objectives:

1. To ascertain to what extent has the Government of Bayelsa State expanded and improved early childhood educational needs to ensure education for all by 2015.
2. To ascertain has the Government of Bayelsa State made sure that, there is free and compulsory education for all to achieve Education for All by 2015.
3. To ascertain if the Government of Bayelsa State has provided learning needs for all the children in the state to ensure education for all by 2015.

### **Research Questions**

The following research questions would guide this study:

1. How has the Government of Bayelsa State expanded and improved children education in the state to achieve education for all by 2015.
2. How has the Government promoted free and compulsory education in the state to ensure Education for All by 2015?
3. To what extend has the Government provided learning needs for all the children in the state to ensure Education for All by 2015.

### **RESULTS AND DISCUSSIONS**

The study adopted an historical approach, which findings are not subjected to statistical data but the critical observation and judgment of the researcher. This aspect deals with the presentation and analysis of the findings based on the research questions stated in chapter one of the study.

## **EXPANSION AND IMPROVEMENT OF CHILDREN EDUCATION IN THE STATE:**

Tonye (2012) stated that, in the South-south geo-political zone of Nigeria, Bayelsa State which was created in 1996 from the Old-River State is the only homogenous Ijaw State; this scenario presents its own challenges which originate from both the central position the state occupies among the Ijaws and environmental and sociological factors contending with the massive development of the young state. Basically, education has been widely accepted as the engine of development; this implies that four walls of school house are built to nurture the transformers of our society. According to the political philosopher Claude Ake; “development is not given to the people, rather it evolves from the people”. This is the under-pining philosophy behind the educational policy of the present Bayelsa State Government. In line with Medium Term Economic Blueprint, the government envisaged a peaceful and secure state with development strategy which bothered on Engagement, Empowerment and Enforcement.

The triple E strategy is tailored to fast-track the administration’s policy for sustainable development.

**Research Question 1: How has the state Government expanded and improves children education in the state to achieve education for all by 2015?**

- i. After thorough oral interviews with several notable personalities the researcher was rightly informed that, the Government of Bayelsa State has renovated all dilapidated structures in all primary schools. This was also corroborated by Mr. Walton Liverpool who stated that, the universal primary education board has renovated all dilapidated school buildings in the state.
- ii. The researcher was also informed through oral interview from notable personalities that, the Government of Bayelsa State has not established schools where there were no primary schools. Notably, there is no school at Kiliagbene, Delicant-zongbene and many others.
- iii. Government has not provided libraries in any primary school in the state. Therefore, the reading culture in primary schools is very low.
- iv. The security in primary schools is not adequate. This is as a result of the fact that no primary school in the school is fenced round with blocks and a gate installed to provide adequate security for children and teachers. Now that the spate of kidnapping is so rampant in the state, teachers and children are left to the mercy of God.
- v. The researcher also observed that the migrant fishermen education is not functional. The researcher was informed by notable persons that there are no schools in most of the fishing camps. Some examples of fishing camps that has no school are: Oborogbene, Opatarite and many other fishing camps. This was corroborated by Idnmenge (2012) who stated that the migrant fishermen education in the state only lies in the statute books.
- vi. It was observed by the researcher that the Government has not established any computer laboratory in any primary school in the state. This has resulted in the lack of computer and international computer technology (ICT) knowledge among primary school pupils in the state.

## **PROMOTION OF FREE AND COMPULSORY EDUCATION IN BAYELSA STATE TO ACHIEVE EFA BY 2015.**

Tonye (2012) stated that, the Federal Government launched the Universal Basic Education (UBE) programme in 1999 with the aim of ensuring Education for All (EFA) and meeting the Millennium Development Goals (MDGs) targeted to ensure that Nigerians have unfettered access to basic education by 2015.

It is no gainsaying that the primary school is the foundation for further academic pursuit; hence, it becomes worrisome when statistics put out-school children in Nigeria above 10 million.

Governor Seriake Dickson of Bayelsa State, armed with this adverse statistics which, according to him is responsible for inability of the nation to liberate itself from the categorization of under-developed countries, in his inaugural address, declared emergency in the education sector in the state, with a vow to promote free and compulsory education to move the state from the status of educationally backward state to one like Malaysia, India, Japan, Singapore, Korea, among others.

### **Research Question II**

How has the Government of Bayelsa State promoted free and compulsory education to ensure education for all by 2015?

- i. In order to achieve education for all by 2015 it was observed that Government has employed enough qualified teachers for children education in the state.
- ii. It is also observed that Government has provided free exercise books and text books for all the pupils in the primary schools, in order to achieve education for all by 2015.
- iii. The researcher was rightly informed by notable personalities and also observed personally that the Government had not provided science laboratory equipment for children education in the state.
- iv. It was observed by the researcher that Government has never paid bursary to primary school children to encourage them to go to school.

It is observed by the researcher that, Government has not made primary education compulsory in the state.

The researcher observed that the secretary of Universal Basic Education Board (UBEC), Mr. Walton Liverpool was going about with police officers arresting children of primary school age, that were hawking during school hours in Yenagoa metropolis. This is to enforce compulsory education in the state. Mr. Liverpool also quoted by saying that it is an offence under the Universal Basic Education Law, not to send your child to school. This venture is laudable; however one is tempted to ask;

- Is the universal basic education law only confined to the capital?
- Has he ever gone to the fishing camps to arrest the children of school age that are busy fishing during school hours because there is no school in there fishing camps?
- All these questions summed up to the fact that there is free education in the state, and no compulsory education.

**Research Question III:**

**TO WHAT EXTENT HAS THE GOVERNMENT PROVIDED LEARNING NEED FOR ALL THE CHILDREN IN THE STATE TO ENSURE EDUCATION FOR ALL BY 2015**

- i. Through oral interview, it was revealed that, Government has provided some audio-visual aids for children education in the state like projectors, televisions, transparencies, video-tapes, radio, tape recorder gramophone, lingua phone, audio cassette player, language laboratory, film projectors, television, VCD player and multimedia. However it was revealed through oral interview that the audio-visual aids are not sufficient.
- ii. Through interview with notable personalities, it was revealed that, the Government has not established any school of the handicap in the state, however there is only one school of the handicap in the capital established by the Federal Government. Only one school of handicap in the state without a supporting school of the handicap by the state Government cannot meet the learning needs of the handicap in the state. Therefore, most of the handicap pupils are deprived of learning. On the summation Bayelsa State could not meet the United Nations educational scientific and cultural organization mandate of education for all by 2015 as a result of the deprivation of the handicap from learning.
- iii. The state Government has not established any school of the handicap in the state, hence the Government has not employed any teacher in special education. It was revealed through interview with notable personalities that, Government has not bought any equipment of the handicap even for handicap in the regular classrooms, such as fig-set, wiggle seat, highlighters, and high interest books, brailled for the handicap. Therefore, handicaps are deprived of learning in Bayelsa State.

**SUMMARY OF FINDINGS**

The summary of findings is specified below:

1. Government has renovated all dilapidated primary school structures in the state.
2. Government has not opened schools where there were no primary schools.
3. Government has not provided libraries in any primary school in the state.
4. There is no adequate security in primary schools in the state
5. The migrant fishermen education only lies in the statute books, and not functional
6. Government has not established computer laboratories in any primary school in the state.
7. Government has provided free exercise and textbooks for all the pupils in primary schools.
8. Government has employed enough qualified teachers in the state.
9. Government has not provided science laboratory equipment for children education in the state.
10. Government has made primary education free, but not totally compulsory.
11. Government has provided some audio-visual aids for children education in the state.
12. Government has not established a school of the handicap in the state.
13. Government has not employed any teacher for special education in the state

14. Government has not bought any equipment of the handicap for handicap pupils in the state.

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This aspect is concerned with the summary, conclusion, recommendation, contribution to knowledge and suggestions for further studies.

### **DISCUSSIONS OF FINDINGS**

- i. The renovation of all dilapidated school buildings by the Government of Bayelsa State is a step to improve academic activities, because academic activities cannot take place in a dirty environment.
- ii. In Bayelsa State there are still many communities that do not have primary schools. Examples are Coloagene, Delicent-Zion and many others. This is one of the reasons why Bayelsa State could not achieve education for all (EFA), by 2015.
- iii. In order to educate little children, they need books to read. On the contrary, how can they read enough textbooks when there are no libraries in the school premises? Therefore, Government should expedite action to improve the reading culture of the children in the primary schools.
- iv. Adequate security promotes success in any individual, because his mind will be at peace to think of developmental strategies. A situation in which, the children are learning in a fearful condition, because of the spate of kidnapping, without adequate security does not promote meaningful learning.
- v. The migrant fishermen education is not functional in Bayelsa State. There are no primary schools in many fishing camps. Examples are, Oborogbene, Oputaraite and many other fishing camps. This also reveals why Bayelsa State could not achieve education for all by 2015.
- vi. Computer literacy is a very important factor in the 21<sup>st</sup> century. However in Bayelsa State, most of the pupils in primary schools has no computer and international computer technology (ICT) knowledge, this is quite appalling. This is one of the reasons why Bayelsa State could not achieve Education for all by 2015.
- vii. Government has employment qualified teachers for all the primary schools in the state, which is a welcome development. However, Government should also send these teachers on refresher courses, conferences and seminars to update their knowledge from time to time.
- viii. In order to achieve education for all (EFA) by 2015, Government has provided free textbooks, pencils, biros for pupils in the primary schools. This is welcome development.
- ix. Government was not able to provide laboratory equipment for children education, as there are no laboratories in the primary schools, where minor scientific experiments could be carried out as a demonstration for the children to learn. Then how can the children be scientifically aware? This is one of the reasons why Bayelsa State could not achieve education for all by 2015.

- x. The non-payment of bursary to primary school children is an indication that the Government of Bayelsa State does not encourage primary education.
- xi. As the Government is going about arresting pupil of school age who are found hawking during school hours, which is a good development. However, this effort should be extended to fishing camps and villages and other towns, and not only be confined to Yenagoa metropolis.
- xii. Government has been able to provide some audio-visual aids for children education in the state. However, Government should not relent in this endeavour, but provide enough audio-visual aids to all the primary schools in the state.
- xiii. The only school of the handicap established by the Federal Government is not enough to meet the learning needs of the handicap in the state. Government should brace up and complement this gesture from the Federal Government and establish some schools of the handicap in the Local Government Areas in the State.  
The failure of Government to establish a school of the handicap in the state is one of the reasons the Bayelsa State could not achieve education for all by 2015.
- xiv. As Government has not employment any teacher for special education in the state, because it has not established a school of the handicap in the state, is a misplaced priority. Government should have employed teachers of special education to work in regular schools to handle pupils with minor handicap.
- xv. As Government has not bought any equipment of the handicap in the state, because of inability to establish a school of the handicap is a misplaced priority. Government should have bought equipment for the handicap for in the regular classrooms.

### **CONCLUSION:**

#### **THE POSSIBILITY OF EDUCATION FOR ALL IN BAYELSA STATE BY 2015:**

Has been aborted because of several reasons among which are:

1. Inability to establish primary schools in all the villages, in the state.
2. Inability of the Government to make the migrant fishermen education functional.
3. Inability of Government to put emphasis on the teaching of computer education and International Computer Technology (ICT) to pupils in primary schools in the state.
4. Government has not been able to provide science laboratory equipment for children education.
5. Government has not been able to make primary education completely compulsory in the state.
6. Government inability to establish a school of the handicap in the state.

It must be noted that despite the inability of Bayelsa State Government to meet up education for all by 2015, it should not relent, until education for all is achieve.

### **RECOMMENDATIONS:**

To achieve education for all in Bayelsa State, despite the failure to meet the deadline 2015, the following recommendations are made.

1. Government should establish primary schools in all the villages in the state.



2. Government should make the migrant fishermen education functional in the state
3. Government should emphasize the teaching of International Computer Technology (ICT)
4. Government should establish standard libraries for children education in all the primary schools in the state.
5. Government should make primary education completely compulsory in the state, by sending police officers to the villages and fishing catnips to arrest children found hawking during school hours.
6. Government should establish schools of the handicap in all the Local Government Areas in the state.

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