

Contemporary issues in Education



Prepared by Ssemanda **Enosi**



African Virtual university
Université Virtuelle Africaine
Universidade Virtual Africana



NOTICE

This document is published under the conditions of the Creative Commons
http://en.wikipedia.org/wiki/Creative_Commons
Attribution
<http://creativecommons.org/licenses/by/2.5/>



TABLE OF CONTENTS

I.	Contemporary Issues in Education	3
II.	Prerequisite Course or Knowledge	4
III.	Time	4
IV.	Materials	4
V.	Module Rationale	5
VI.	Content	5
6.1	Overview	5
6.2	Outline	6
6.3	Graphic Organizer	7
VII.	General Objective(s)	7
VIII.	Specific Learning Objectives	8
IX.	Teaching and Learning Activities	10
X.	Learning Activities	15
XI.	Glossary of Key Concepts	106
XII.	List of Compulsory Readings	108
XIII.	Compiled List of Useful Links	115
XIV.	Synthesis of the Module	117
XV.	Summative Evaluation	119
XVI.	References	121
XVII.	Main Author of the Module	123



I. Contemporary Issues in Education

The Concept of Contemporary issues in Education

You are welcome to this Module in Contemporary Issues in Education, which is a part of your Professional Studies in education. To understand the content in this Module well, you need to grasp the meaning and major critical areas that constitute the concept of Contemporary Issues in Education. The word *contemporary* means modern, current, present-day or existing. In this context, Contemporary issues in Education refer to the various events, policies and developments of an educational nature which exist in the modern world.

Most of these are influenced by the changes and initiatives caused by modern trends and innovations in Education, Science and Technology, the spread and Influence of Information and Communication Technologies, among others. At the same time, many societies, like those in Africa, experience widespread poverty, inadequate funding and facilitation in education, health, infrastructure and other related areas. Similarly, civil strife, political turbulence and socio-cultural issues also impact strongly on the modern world. In the area of education, the above phenomena influence elements of access, quality, equity and relevance in education.

Using your country as an example, ask your self the following questions: What are the major challenges that face the education system in my country at the moment? Is there equal distribution of educational opportunities for everybody regardless of one's social, economic or political status (whether poor or well-to-do, young or old, female or male, rural or urban, etc)? Why? What can be done to improve access and quality of the existing education system? How are these issues being addressed in the country? Are there any successes or failures? Why?.....Et cetera.

Note that the answers to the above questions vary from one country to another and, change as time goes by. This variation is also reflected in the Contemporary issues in Education. Indeed they are diverse in terms of causes, magnitude, impact and other dynamics. However, there are a number of current issues that are of critical concern to the world in general and Africa in particular. In this Module, you will be introduced to some of the Contemporary Issues in Education that are of critical concern to your country and to the African Continent as a whole in this new Millennium.



II. Prerequisite Courses or Knowledge

For you to undertake this course easily and successfully, you should have basic knowledge of the global and national trends and developments in education. Prior knowledge about Historical, Comparative and other aspects covered in the Professional Studies Modules will help you to understand more easily the content and concepts covered in this Module.

Remember, your personal experiences, observations and initiative to explore wider as a student and active member of your community will make your study easier and more fulfilling.

III. Time

The Module will take approximately 120 hours. These are budgeted as follows:

Unit	Time
Unit 1	25 hrs
Unit 2	25 hrs
Unit 3	25 hrs
Unit 4	20 hrs
Unit 5	25 hrs

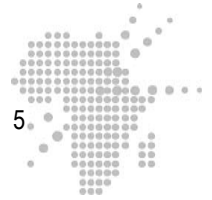
IV. Materials

You will need the following materials for the course. However, you are advised not to restrict yourself to the list provided as this will broaden on the resource base and enrich your course. The minimum requirements are:

- This Module
- List of compulsory readings

Others that will be of great help but are not mandatory include:

- A computer with internet
- An advance Learner's Dictionary
- Web-based Materials
- Any of the recommended references



V. Module Rationale

The Module on Contemporary issues in Education will help you to consolidate your understanding of the content covered in the previous Professional Studies Modules. Specifically, it highlights the relationship between the national and global issues in education, both past and present. Further, it examines the current trends and developments in education. This will in turn help you to appreciate the strengths, challenges, innovations and reforms in education both at national and international levels. Ultimately, you will be empowered not only to adopt and adapt viable strategies and approaches in your professional practice but also effectively implement the prescribed educational policies and programmes.

VI. Content

6.1 Overview

This Module covers Contemporary issues in Education both local and global. It embraces a wide array of selected developments, initiatives and innovations and reforms. These include the Millennium Development Goals, Human rights, Gender Education, Peace Education, Health Education, Physical Education, Urbanization and Education and other related phenomenon.

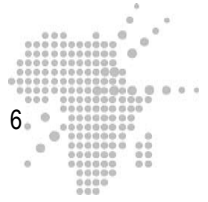
The Module has five Units.

Unit I: Introduces you to the concept of Globalisation, its major features and effects on education. It examines the Millennium Development Goals (MDGs) and the Education For All (EFA) Goals. The challenges facing Africa in pursuit of the above goals as well as the progress registered so far are examined.

Unit II: Covers the fundamental aspects of Human Rights and Children's Rights in relation to education. It spells out the common forms of violation of children's rights and the role of the teacher and other stakeholders in enforcing the rights.

Unit III: Focuses on Gender Education. It examines the concepts of gender, sex, gender roles, gender disparity, gender equity, retention and other pertinent issues. The teachers' role in adopting gender responsive pedagogy is also discussed.

Unit IV: Examines Peace Education and conflict resolution. It discusses the concepts of peace, personal peace, forms of conflict and the relationship between peace and education. The relevance of peace in national and international development is also illustrated.



Unit V: Looks at Adult and continuing Education, Health education and the challenges of urbanization in Africa, among other related issues.

6.2 Outline

Unit I

Globalisation, the Millennium Development Goals and Education for All

Topic I: Globalisation and its effects

Topic II: The Millennium Development Goals and Education for All

Topic III: The MDGs and EFA-Implications for Africa

Unit II

Human Rights, Children's Rights and implications for education

Topic I: Human Rights, Children's Rights and responsibilities

Topic II: Common forms of violation of children's rights in Africa

Topic III: The role of the teacher in promoting children's rights

Unit III

Gender education and implications on education

Topic I: Introduction to gender education

Topic II: Importance of gender equality in education

Topic III: The role of the teacher and others in promoting gender

Unit IV: Peace education and conflict resolution-The case of Africa

Topic I: Introduction to peace education

Topic II: Conflict and conflict resolution

Topic III: The role of the teacher and others in promoting peace

Unit V

Adult and continuing education, Health Education and the challenges of urbanization in Africa

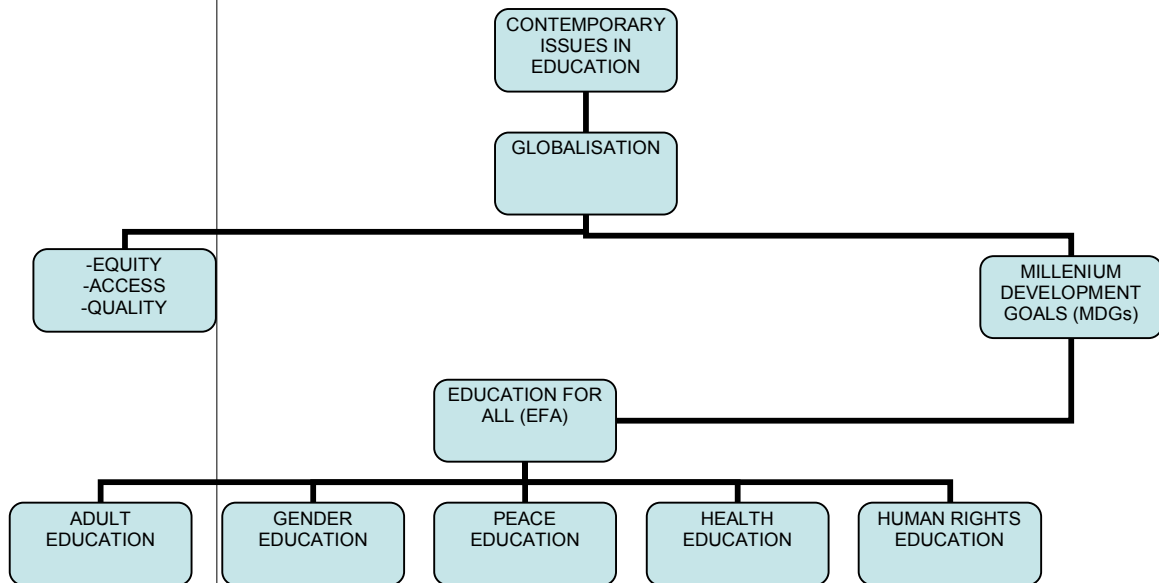
Topic I: Adult and continuing education in Africa

Topic II: Health education in relation to other critical issues in Africa

Topic III: Urbanisation and education in Africa



6.3 Graphic organizer



VII. General Objectives

The objectives of this module are to:

- (i) Enable you understand the current critical issues that impact on education
- (ii) Guide you to establish the linkage between the current international and national issues in education
- (iii) Enhance your capacity to identify strategies and practical measures of addressing the challenges that emerge from the above issues



VIII. Specific Learning Objectives

The specific learning objectives below will help you to achieve the general objectives as you go through this module. You are therefore encouraged to keep them in mind and to evaluate your progress as you go through this module.

Unit I

Globalisation, the Millennium Development Goals and Education For All

By the end of this Unit you should be able to:

- (i) Define the concept of Globalisation and explain its effects on education and other sectors in Africa
- (ii) Identify the Millennium Development Goals and the Education For All goals
- (iii) Establish the linkage between the EFA and MDGs
- (iv) Examine the implications of the MDGs and EFA for Africa

Unit II

Human Rights, Children's Rights and implications for education

By the end of this Unit you should be able to:

- (i) Explain the concepts of Human Rights, Children's Rights and responsibilities with emphasis on educational issues
- (ii) Identify and discuss the major forms of violation of children's rights in Africa
- (iii) Establish the impact of the violation of children's rights on education and other sectors of society in Africa.
- (iv) Explain your role as a teacher and the role of other stakeholders in enforcing children's rights

Unit III

Gender education and implications on education

By the end of this Unit you should be able to:

- (i) Define the concepts of gender, sex, gender roles, gender disparity, equity and access in education
- (ii) Explain the importance of gender education
- (iii) Demonstrate awareness of gender issues in education
- (iv) Apply gender responsive pedagogy in professional practice



Unit IV

Peace education and conflict resolution-The case of Africa

By the end of this Unit you should be able to:

- (i) State the concepts of peace, personal peace and peace education
- (ii) Identify and explain the major forms of conflicts in Africa
- (iii) Explain the importance of peace education in Africa
- (iv) Establish the relationship between peace education and development in Africa

Unit V

Adult and continuing education, Health Education and the challenges of urbanization in Africa

By the end of this Unit you should be able to:

- (i) Explain the concepts of adult and continuing education, Health Education and urbanization.
- (ii) Discuss the aims and importance of Adult and continuing Education in Africa
- (iii) State the aims, nature and importance of Health Education in Africa
- (iv) Explain the conditions and effects urbanization on education in Africa



IX. Teaching and Learning Activities

Pre-assessment

9.1 Rationale

You need to establish how much you already know and can understand about some aspects of the issues covered in this Module. This will help refresh your memory on those issues that you may already be aware of and at the same time give you a bearing of the new areas that you will come across. It will further inspire you to explore and inquiry on the pertinent issues as you go through the Module. The following exercise will help you to achieve this.

Questions

1. One of these is largely responsible for turning the World into a “Global Village”
 - A. Movement of people to different parts of the world
 - B. The spread of Information and Communications Technology
 - C. Improvement in transport systems
 - D. The development of democratic institutions
2. Some societies in Africa do not attach much importance to the education of the girl child due to:
 - A. Ignorance of the masses
 - B. Socio-cultural reasons
 - C. Poverty
 - D. All the above
3. The use of corporal punishment as a means of enforcing discipline among children in Africa should be discouraged because:
 - A. It is a violation of the children’s rights
 - B. Parents and teachers do not know how to do it
 - C. It is out fashioned
 - D. It promotes indiscipline instead



4. "Educate the girl-child and you educate the nation." The above statement means that:
 - A. The education of boys is not crucial
 - B. The education of the girl child is crucial in national development
 - C. A nation without girls is not educated
 - D. Girl child education is as old as the nations
5. The promotion of girl-child education in Africa can be sustained through:
 - A. Community sensitization and mobilisation
 - B. Promoting single sex education
 - C. Creating gender-friendly environment
 - D. All the above
6. The growth of towns and cities in Africa has generated the following challenges in education except:
 - A. Shortage of schools
 - B. Undesirable social habits
 - C. Gender parity
 - D. Lack of adequate facilities
7. The quality of education in Africa is relatively higher in urban centres compared to the rural areas partly because:
 - A. There are more people in urban centres
 - B. The schools in urban centres have better facilities and more trained teachers
 - C. The pupils in urban centres are brighter
 - D. Urban areas are closer to the education administrative offices
8. Africa lags behind in formal education partly due to:
 - A. Endless civil wars
 - B. Big size of the continent
 - C. Neo-colonialism
 - D. Weak political and economic systems
9. Education and peace are mutually interrelated. This means that:
 - A. Without education, there is no peace
 - B. Without peace, there is no education
 - C. The two concepts significantly influence each other
 - D. The two must exist side by side



10. The best way of promoting sustainable peace in Africa is by:
 - A. Developing democratic institutions
 - B. Developing democratic practices
 - C. Advocating for respect of human rights
 - D. All the above
11. The importance of Adult education in Africa should not be underestimated because:
 - A. It facilitates social and economic development
 - B. Old people should help to teach the young
 - C. Ignorance looms high among adults in Africa
 - D. Adults are the leaders society
12. The Universal Primary Education programme in many African countries is frustrated by:
 - A. Low enrolment
 - B. High drop out rates
 - C. Instability
 - D. Lack of pupils' interest
13. The following are closely associated with the benefits of Physical education except;
 - A. The motor development of a child
 - B. The intellectual development of a child
 - C. The socialization of a child
 - D. The religious beliefs of a child
14. The escalation of unemployment among school leavers in Africa is mainly attributed to:
 - A. Weaknesses in the curriculum
 - B. Gender bias in society
 - C. High population growth rates
 - D. Negative attitudes towards work
15. Physical impairment among children in Africa can be checked through;
 - A. Promoting good diet
 - B. Promoting immunization programmes
 - C. Political education
 - D. Building medical centres



16. To ensure democratization of education, African countries should:
 - A. Make it affordable and accessible
 - B. Allow the pupils to make their own choices
 - C. Establish democracy in schools
 - D. Establish law and order
17. Choose the odd item out:
 - A. Denial of education
 - B. Canning
 - C. Child labour
 - D. Guidance and counseling
18. Children can be helped to know their responsibilities through:
 - A. Sensitisation
 - B. Instruction
 - C. Games and sports
 - D. Inquiry
19. One of these is instrumental in promoting peoples' rights and responsibilities
 - A. Civic education
 - B. Physical education
 - C. Health education
 - D. Human rights education
20. The most revolutionary source of information in the contemporary world is the:
 - A. Electronic media
 - B. The print media
 - C. The television
 - D. The Internet



Answers to pre-assessment exercise

Check your responses to the questions above. The letters indicated represent the most appropriate responses. Good luck!

1. B	6. C	11. A	16. A
2. D	7. B	12. B	17. D
3. A	8. D	13. D	18. A
4. B	9. C	14. A	19. A
5. D	10. D	15. B	20. D

Pedagogical comment for learners

Thank you for attempting the pre-assessment exercise. Your score should give you an idea about what you already know and what you will learn in the Module. If you scored 60% and above, that is a good start. However, do not relax. A score of 40% to 50% is fairly good. Strive even harder. If you scored 30% and below, do not lose heart. Instead, be prepared to put in more effort in order to internalize the content and gain from the information. You can do this by reading the Module and other supplementary references and resources. You are also advised to seek guidance and support from the Author, your peers, facilitators and other resource persons. Good luck!

Points for you to note

Education, like other sectors and services, is affected by the dynamics of society. It changes with time and age at local, national and international levels. As you study this Module, remember that the contemporary issues in education are largely shaped by the on-going initiatives, innovations and reforms.

Also note that the present relies on the past. Thus, you have to recall many of the recent and remote events and developments in order to have a thorough understanding and appreciation of the content in the course. This will in turn inspire you to focus and foretell the future trends in education.

Words, concepts and terminologies which may be strange or 'new' to you are used in this module. You are advised to use the Glossary at the end of the Units to get guidance on their meanings. It is also helpful for you to supplement this with the use of an Advanced Learners' Dictionary.



X. Learning Activities

Learning Activity # 1

Globalisation, the Millennium Development Goals and Education for All

Specific objectives

By the end of this Unit you should be able to:

- (i) Define the concept of Globalisation and explain its effects on education and other sectors in Africa
- (ii) Identify and explain the Millennium Development Goals and the Education For All goals
- (iii) Establish the linkage between the EFA and MDGs
- (iv) Examine the implications of the MDGs and EFA for Africa

Summary

You are aware that by the close of the twentieth Century, the world had registered remarkable transformation in Education, Science, technology and other areas. These changes have become more pronounced in the current Millennium. The world today shares a lot in common in that what goes on in one part of the globe can be felt elsewhere. For example, the industrial and technological revolutions enjoyed in the more developed countries in Europe, USA and parts of Asia have a significant influence on Africa. Similarly, the less developed countries, including those in Africa, impact on the rest of the world either positively or negatively. This interrelatedness within the world community has influenced the modern societies to work closely in addressing the emerging issues of concern in education and other sectors.

This activity will introduce you to the Concept of Globalisation and help you explore its major effects on education and other sectors with emphasis on Africa. It will further enable you to identify and explain the Millennium Development Goals (MDGs) and the EFA Goals and bring out the linkage between the two. You will then be able to evaluate the above Goals in relation to Africa as well as their implications on the continent. Note that Globalisation, the Millennium Development Goals and EFA Goals are some of the contemporary issues that are critical to Africa.



Key Words and Concepts

Child mortality
Education for All
Equity
Framework
Global
Globalisation
Maternal health
Millennium Development Goals
Partnership
Retention

List of Required Readings

<http://en.wikipedia.org/wiki/Globalization>

Title: Globalization

Description: This Article has information on the concept of Globalisation. It defines the concept and gives its evolution, characteristics and effects on the modern world.

http://en.wikipedia.org/wiki/Millennium_Development_Goals

Title: Millennium Development Goals

Description: This Article has information on the MDGs and outlines each of the eight goals. It includes a few detailed aspects about the goals.

http://en.wikipedia.org/wiki/Poverty_in_Africa

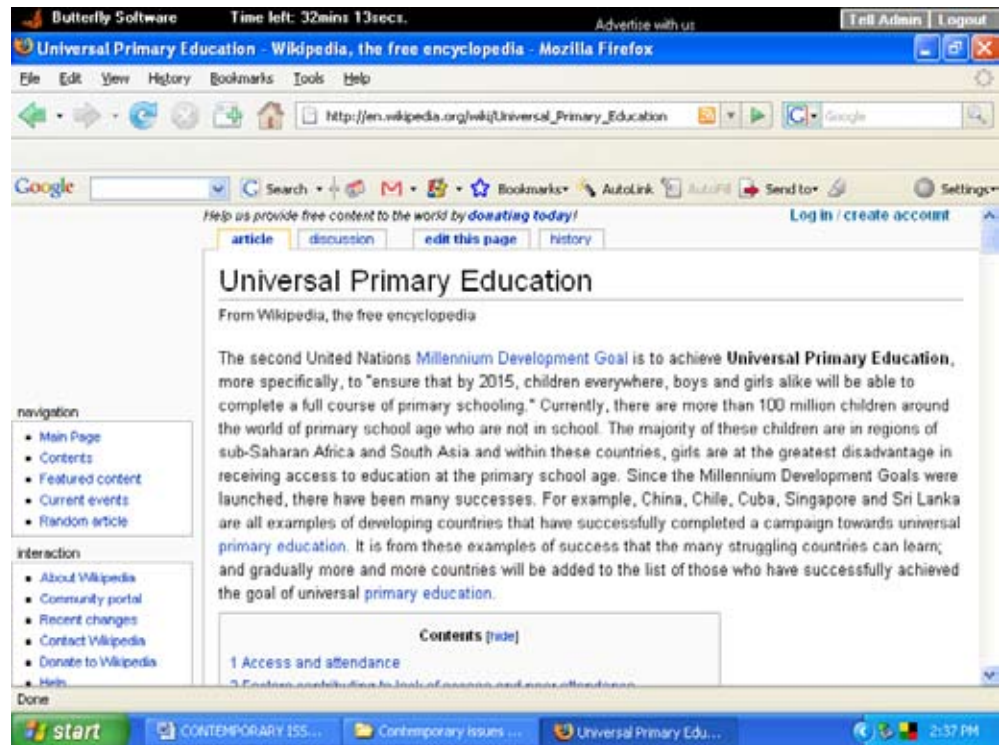
Title: Poverty in Africa

Description: This Article focuses on poverty in Africa. It examines the causes and effects of poverty on the continent within an international context.

http://en.wikipedia.org/wiki/Universal_Primary_Education

Title: Universal Primary Education

Description: This Article on Universal Primary Education includes the factors that influence children's access and attendance with emphasis on the less developed countries of the world.



List of relevant useful links

http://en.wikipedia.org/wiki/International_development

This site has information on the concept and evolution of International development.

http://en.wikipedia.org/wiki/Millennium_Summit

This site on the Millennium summit includes a few detailed aspects that concern the summit and the MDGs.



Instructions

To do this Activity easily and successfully, read the instructions at each of the steps carefully and follow them as much as possible. It is advisable to complete each step before you proceed to the next. Take note of the linkage among the activities in each unit.

Globalisation and its effects



This picture shows some of the effects of Globalisation

Step 1: Read the Article titled “*Globalisation.*” In not more than 30 words, note the meaning of the word globalization. Secondly, list down any five main features of Globalisation. Using Africa as an example, outline some of the benefits (opportunities) and challenges of Globalisation. It will be enriching if you could relate some of your responses to educational issues (350 words maximum)

Step 2: Now compare your answers with the following:

What is Globalisation? You may have noted that the Word Globalization is rooted in the word “global” (worldwide, international, universal, etc). In simple terms, Globalization refers to international integration. It is a process by which the people of the world are brought closer together socially, economically and in other aspects.



Features of Globalisation

Note that these are many. Some of them include:

- Increased flow of goods and services, including exports
- Increased mobility of peoples internationally
- Rapid change or transformation that is, revolutionary
- Growing influence of Information and Communications Technologies
- It is a byproduct of advances in Sciences as well
- It involves increased mobility of capital
- It is generating new wealth
- Interconnectedness and interdependence of economies of the world, etc
- Growing force of liberalization

Benefits of Globalisation

You may realise from your reading and the feature above that globalization has generated a number of benefits. These range from transnational to local benefits. Note that they include issues of a political, social and economic nature.

First, it has the potential to reduce poverty and thus generate development. The emergence of world wide markets is partly attributed to globalization. Financially, this has increased funding of activities such as education, poverty eradication, among others.

Secondly, globalization has increased the flow of information between geographically remote areas and much of this is readily available at minimal cost. This information is beneficial since it empowers African communities and makes them able to keep informed about developmental issues.

This means that the African education system, which is largely backward, can borrow a lot from the more advances systems of the world by harnessing the potential created through the globalised mechanisms. This together with providing new approaches and methods make globalization relevant to education.

Similarly, through the new technologies, other sectors can be promoted. The cases in point include agriculture, health, and so on. These in turn can generate resources and ideas useful in boosting education.

By enhancing the movement of people across the globe, it has greater cultural exchange and contact on the job market. This in turn has generated a desire to accommodate new and foreign ideas and learn from other communities. It is estimated that more than 50% of the labour migrants are women (Kiapi, 2008). In the process, tolerance and peace are also promoted,



It is also a vehicle for redressing the imbalance or inequality between the rich and poor societies of the world. It has also generated more awareness about gender and thus reduced discrimination especially against women.

In addition, globalization has contributed to increased civil liberties and strengthened democratic institutions and practices in the world. In this context it helps to disseminate the ideals of human rights, good governance and the rule of law. Note that these impact positively on education in particular and society in general

In area of environmental education, it is argued that some ecological challenges which are not easy to solve without the support of the international community can be addressed more effectively using the good will and support of the global family.

As far as child labour is concerned, the global community has influenced its reduction from around 24% in 1960 to 10% by 2000. This means that the children's rights are more respected and their education is promoted in the process.

Limitations of globalisation

Note that globalisation has limitations, in spite of its merits. It is observed that the system has the potential of eroding the traditional values and institutions and generating social disintegration. This is mainly due to its bombardment of the local communities with new and foreign ideas. Consequently, African values such as the extended family system and communalism are on the retreat.

Secondly, it is said that it has a danger of increasing the gap between the poor and the rich countries and communities. This may worsen the disparity in the education systems of the world.

Finally, by enhancing industrialization and accelerating urbanization, the global system increases the rate of environmental degradation, pollution, the spread of communicable diseases, among other problems.

In an article titled *Globalisation gobbles Women*, Kiapi (2008) observed that millions of women migrants flock to towns for jobs in flourishing garment industries but tell a story of exploitation and human rights abuse in the rapidly globalizing world. They are subjected to forced labour, low wages, long working hours, sexual harassment, among others. Kiapi noted that while globalisation benefits the educated and skilled worker, the majority who are unskilled are left out.

Note: In the subsequent topics we shall examine a number of contemporary issues which impact on education. These issues will be looked at from the African and global perspectives. The cases in point are the Millennium Development Goals, Education for All, Human rights education, gender education, among others.



The Millennium Development Goals (MDGs) and Education for all (EFA)

(i) The Millennium Development Goals (MDGs)

Introduction

You are aware that we are now in a new Millennium since the year 2000, which ushered in the 21st Century. The transition from the previous Millennium to the present caused a lot of excitement and expectations world wide. In September 2000, the international community set goals and targets aimed at accelerating development especially in the Less Developed Countries (LDCs), close the gap between the rich and the poor communities, among other objectives. The Goals set are to be achieved by 2015. These goals came to be known as the Millennium Development Goals.

Step 3: Use your knowledge about the differences between the More Developed Countries and the Less Developed Countries e.g. Africa. In not more than 150 words, list down at least five differences in the political, social and economic sectors between the two communities. Now, ask yourself, what causes underdevelopment in Africa? Use the list above to suggest six ways in which the LDCs could improve on conditions in their communities. (Not more than 150 words)

Now read the article titled *Millennium Development Goals* and the notes below to help you consolidate your understanding.

What then are the Millennium Development Goals?

Perhaps you are not far from the correct answer, if you identified some of the relevant solutions to the major causes of underdevelopment in Africa.

The Millennium Development Goals (MDGs) are eight in all. They are broader targets, guided by specific objectives. As you read each of the goals, put at the back of your mind its implications on education in Africa. The goals are summarized thus:

Goal 1: To eradicate extreme poverty and hunger-This involves helping the people living on less than one dollar per day and those who suffer from hunger. It was observed that poverty threatens children's rights to survival, health and nutrition, education, protection, among others. Note that this could indeed be one of the biggest challenges in Africa and a major impediment to education in particular and service delivery in general.



Goal 2: Achieve Universal Primary Education (UPE)-Note that there are over 100 million children who do not have access to basic formal education. Remember the majority of them are found in Africa. Over two thirds of these are girls. Other vulnerable groups include the poor and disadvantaged. We shall look at this goal further when we come to Education for All (EFA).

Goal 3: Promote gender equality and empower women-You might be aware of the disadvantaged status women in Africa and other parts of the world. The girl child in particular suffers discrimination in education, employment and so on. Note that this in turn has triggered a vicious circle of poverty, illiteracy and other causes of underdevelopment. More about this goal will be covered under gender education in this Module.

Goal 4: Reduce child mortality: The international community has committed itself to reduce the number of children who die at birth from 93 for every 1000 to 31 by 2015. This would improve the livelihood of the child in accordance with the Children's and Human rights.

Goal 5: Improve Maternal Health: You are aware of the dangers which many women in Africa and other parts of the world face with regard to reproductive health. Millions die every year due to preventable causes, including labour. This goal is meant to address these and related problems.

Goal 6: Combat HIV/AIDS, Malaria and other diseases: Reflect on the number of children and adults affected in one way or another scourge of HIV/AIDS, Malaria and other diseases. Certainly in Africa, the number is in millions. No nation can produce or develop unless its members are healthy physically and mentally.

Goal 7: Ensure environmental sustainability: This includes reducing the proportion of those without access to safe water and basic sanitation. It is noted that unclean water spreads diseases which in turn frustrates development. In terms of education, many children in Africa miss out on school as they move long distances in search of water.

Goal 8: Develop a global partnership for development: This involves promoting an open trading and financial system, commitment to good governance and poverty reduction. The special needs of the LDCs and the landlocked countries are to be addressed. Note that this goal target the youths by catering for their interests such as decent and productive work. Further, it underscores the need to make available the benefits of new technologies especially ICTs. Note that the international community reaffirmed the need to work together for the sake of development.

Now let us turn our attention to a related phenomenon that is generating interest globally in the sector of education.



(ii) Education for All (EFA)

Background

In the Module for History of Education, you looked at the efforts being made in Africa and the world at large to democratize education by making it accessible and affordable to all. Further, you have identified this as one of the MDGs. It is in this context that Education for All (EFA) is examined in this Unit. The concept of EFA focuses on promoting Early Childhood Education (Development), literacy and life skills programmes using both formal and non-formal approaches. It puts special emphasis on catering for the educational needs and interests of the vulnerable and most disadvantaged communities of the world.

Step 4: In not more than 50 words, outline various groups of people in Africa who fall under the description above.

You may have discovered that these include the poor in the rural and urban communities; those without parental care such as the orphans and destitute; street children; working children; the nomads; those affected by wars and civil conflicts; those affected by natural calamities including disease and famine; children with Special Educational Needs among others. Note that endemic diseases like HIV/AIDS have created an additional burden on the educational needs of the societies, especially in Africa.

Step 5: Read the Article titled *Poverty in Africa* and list down the conditions that influenced the adoption of Education for All. In doing so try to find answers to questions like why were the EFA goals necessary? What could have inspired the global community to formulate them?

Factors behind the EFA Goals

To consolidate your reading, compare your responses with the notes below:

First, you might be aware that education is one of the fundamental human rights enshrined in the Universal Declaration of Human Rights and the Convention on the rights of the Child. This principle inspired the spirit and concept of the EFA.

Second, note that education is a vital resource and investment capable of transforming society. Indeed it is the key to sustainable development, peace and stability within and among countries. It is envisaged that EFA would be a timely intervention to enhance the effective participation in the societies and economies of the new millennium which is characterised by rapid globalisation.



Third, remember there are hundreds of millions of children out there who do not have access to primary education. Similarly, over 800 million adults are illiterate, unable to read or write.

Besides, gender disparity and discrimination in education has also continued. Note that this is more pronounced in Africa and the less developed parts of the world. Consequently, the girl child lags behind in education,

In addition, in spite of the efforts made to provide education even in the less developing countries, the education quality is still low. The curricular in many states do not meet the needs and aspirations of the masses. This in turn generates frustration, drop out and disinterest among the learners.

Furthermore, poverty is still widespread. The national and international targets set to reduce it are not likely to be met unless education is used to reinforce other efforts being made towards the same end. These and others reasons inspired the adoption of EFA goals.

EFA-A global initiative: Note that the initiative to launch Education for All was global, having been adopted by the international community. Over the last decade or so, several international conferences were organized focusing on EFA and other critical issues. The cases in point include the World Declaration on Education for All (Jomtien, 1990); The World Summit for Children (1990); The World Conference on Human Rights (1993); and the World Conference on Special Education: Access and Quality (1994). Similarly, the Fifth International Conference on Adult Education (1997) was also held. Later in 2000, a conference was held in Dakar, Senegal which came up with a framework for action on the EFA. It was a follow up meant to reactivate earlier resolutions and commitments. The Dakar Framework for Action set six major goals.

The EFA Goals

Step 6: Read Article titled *Universal Primary Education*. In not more than 200 words, identify and explain at least six goals of universal primary education.

To consolidate your reading, compare your work with the following. First, you may have observed that the Dakar World Forum on Education of All (2000) targeted 2015 as the date by which the set goals were to be achieved. According to the MoES (2007) the goals include:

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



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

In summary, the EFA goals revolve around Early Childhood, Universal Primary Education, Adult Education, Gender Equality and the provision of Quality Education. This explains why contemporary issues in education can be summed up into catch words namely *access, equity, quality* and *retention*.

Obstacles to the EFA goals in Africa

You may realise that achieving the goals above is a gigantic task, especially in Africa, given the time frame and a number of internal and external obstacles. It is for this reason that some of the goals have been overtaken by time and events. For instance, gender disparity in schools is still elusive, well after 2005. What obstacles hinder the realization of the EFA goals in Africa? To answer this question, revisit the work covered in History of education and other related courses in professional studies.

Step 7: Using your country in particular and the African continent in general, list down the major factors that frustrate the realization of the EFA goals. Categorise them into political, economic and social (Use not more than 200 words). Read the following articles titled 1-*Poverty in Africa*, 2-*Universal Primary Education and 3-International Development* to broaden your knowledge.



Perhaps your list includes the following:

Political

- Ideological dependence
- Unstable governments
- Wars and political upheavals
- Undemocratic institutions
- Poor planning
- Mismanagement of resources
- Misallocation of resources
- Endemic corruption
- Disunity, etc.

Economic

- Dependence on aid
- Poverty
- Low levels of GDP
- Low levels of Science and technology
- Poor transport and communication systems
- Etc.

Social

- Cultural conflicts and gender bias
- Ethnic differences and conflicts
- Religious conflicts
- Unemployment
- Weak curriculum
- Diseases e.g. HIV/AIDS, Malaria, etc.
- High birth rates
- Civil strife
- Etc.



Strategies to achieve the goals

Step 8: Study the issues you listed down and those outlined above. Focus on your country and reflect on some of the current policies in education. In not more than two hundred words, suggest ways of overcoming them.

Note that the Dakar World Forum on EFA identified a number of strategies which could guide the members of the international community towards the set goals. In brief, the member states, organisations, agencies and groups made several fundamental commitments (MoES, 2007).

First, they agreed that there is need to mobilize strong national and international political commitment for EFA as well as develop plans of action and increase investment in education. You may realise that this is desirable in order to roll out EFA across the world.

The second is to link EFA to poverty eradication and other development strategies through a well integrated sector framework. Again this is essential since EFA requires abundant resources if it is to become a reality.

Thirdly, the civil society is to be engaged in the formulation, implementation and monitoring of strategies. Note that EFA needs the partnership and good will of the many stakeholders.

To achieve gender equality in education, it is suggested that the masses be sensitized with the aim of causing changes in their attitudes, values and practices. Remember, gender bias in Africa is largely rooted in the cultural beliefs and traditions of the communities.

Similarly, conducting education programmes aimed at promoting peace and tolerance was adopted as a viable solution to meet the needs of those affected by conflict, natural calamities and instability.

It was also agreed that specific educational programmes should be adopted to focus on the HIV/AIDS pandemic.

Besides the above, it was resolved the international community should develop responsive, participatory and accountable systems of educational governance and management. You may realise that accountability, people-centered policies and approaches are emphasised in the modern world.

Other strategies made include enhancing the status, morale and professionalism of teachers, harnessing new information and communication technologies and creating resourced educational environments.

To ensure these and other measures, it was agreed that existing mechanisms to accelerate EFA be consolidated and systematic monitoring be made at national, regional and international levels.



The role of International bodies and agencies

You may be aware that international bodies and agencies play a big role in advancing the global agenda. Read the article titled *Universal Primary Education* again and find out more about their role in education.

UNESCO is an important international agency mandated to plan, co-ordinate and monitor educational initiatives and reforms. In this context, UNESCO has endeavoured to ensure that the international community maintains the collaborative momentum towards the realization of the EFA goals.

Another one is UNICEF, which has partners with governments, non-governmental organizations, the private sector and other agencies to mobilize funds and other resources for the children's cause world wide. UNICEF collaborates with UN agencies' global health initiatives, the media networks, universities, communities and others to advance the children's rights. It also stimulates dialogue on national framework, legislative reforms and budget allocations affecting children and women.

Closely related to the above, UNICEF advocates for safer sexual behaviour and explains causes of diseases. It supports immunization, collaborates with educational institutions to advance research and develop society. In the field of sanitation, the agency puts a lot of effort in the promotion of hygiene in schools by providing water and latrines, among other initiatives. It also responds to emergencies, both natural and man-made.

Other international organizations and agencies that play a crucial role include the Global Campaign for Education, the World Bank and her affiliated institutions, the World Food Programme, Save the Children, among others (again read Article titled *Universal Primary Education*)

Step 9: In not more than 200 words, list down other organizations or groups which focus on promoting education in your country, Africa and beyond. Briefly explain how each of the organizations promotes education.

Note: The above organizations, directly or indirectly are partners in the task of advancing EFA in particular and the MDGs in general.



(iii) The implications of the MDGS and EFA for Africa

You realise that the MDGs and EFA are closely interrelated. Study the two closely. Note that both focus on the whole world. In other words, they are global. In a way, EFA is derived from the MDGs. That explains why the international community plays a pivotal role in their implementation.

Closely related to the above is the concept of partnership. This is emphasized at the national, regional and international levels. Thus the United Nations, its agencies, governments, NGOs, the private sector and others have a role to play in this cause.

Also note the role of the individual states in the realization of the goals. The heart of EFA activity lies at the country level (World Education Forum, 2000).

Both the MDGs and EFA are geared towards development. They are goal-oriented with a time frame. For instance, they target 2015 as the upper time line for the goals to be realized.

The disadvantaged communities and people are at the centre of the goals. Key groups include the girl child, women, the poor, those in remote areas, and those with special education needs, among others.

Education is noted as a critical sector capable of transforming society. This comes out clearly in the MDGs and EFA. It is therefore by design that a number of the issues raised in these goals revolve around education.

There are more common areas. Find out more about them. In a nutshell, the goals aim at making the world a better place to live in.

Step 10: Using your country as a case study, examine the degree to which the African countries have achieved the EFA goals since the year 2000. (Use not more than 500 words.

For a comparative picture from some African countries, take note of the following:

Significant progress has been made through increased enrolment in primary schools and the target set for 2015 is likely to be achieved by the states in North Africa and South Africa. There is reduced repetition of children in schools, improvement in gender equality and expansion in early child care and education. Adult education is has also registered a marked upward trend and on the whole, the level of literacy in Africa has gone up. These developments together with others have had a positive impact on demographic growth rates on the African continent.



However, achieving EFA by 2015 in Africa remains an uphill task. A lot still remains undone. Gender parity by 2005 has been overtaken by time. As noted earlier, access to basic education is still a distant dream for many children and adults in Africa.

Conclusion

The world is now a global village and education is no longer localized. Rather, it is increasingly becoming influenced by the international effects of globalisation. The Millennium Development Goals and EFA goals represent some of the global initiatives geared towards development, increased access, equity and quality. While progress has been registered in some areas, a lot still remains to be done if the set targets are to be attained.



Formative Evaluation

Questions

1. Identify and explain the ways in which globalisation has affected education in Africa. (170-300 words)
2. Examine the implications of the Education for All (EFA) Goals on the education systems in Africa. (250-400 words)

Possible answers

1. Ways in which globalisation has affected education in Africa.

The candidate should define globalisation or give an appropriate introduction. Any six facts identified should be developed adequately with sound reasons and relevant arguments. The answer should bring out the positive and negative effects of globalisation with focus on education.

Positive effects include reduction in poverty has increased internal capacity to invest in education by governments and the private sector. Increases access; information flow e.g. through ICT boosted exchange and quality in education.

Cultural exchange exposed Africa to new, constructive ideas, value of unity and tolerance. Democratic practices in education and popularized gender education, etc. Reduced child labour boosted access to education, etc.

Negative effects are erosion of good traditional values; moral decay among pupils e.g. influence of the pornography; increased urbanization with its related evils (drugs, etc), among others.

2. The implications of the Education for All (EFA) Goals on the education systems in Africa.

An appropriate introduction should be given. The candidate should be able to point out the major aims and objectives of EFA and some of the goals. The answer should bring out what the goals imply (in the educational) for Africa.

Major implications include the need for more money to expand education, build more schools, train more teachers, provide more furniture and other facilities, etc. Post primary education should also be expanded, as well as adult and continuing education.



Other sectors also need to be catered for e.g. training more health workers, strengthening the political institutions, mobilization and sensitization of the masses, etc. Partnering with the international community in education is required.

Africa should be prepared to address these and more challenges by adopting practical and realistic solutions. While the initiative and leadership must come from Africa, she needs to exploit the good will and support of external partners.

Glossary

Child mortality- The death rate among children at a tender age

Education for All- A plan meant to promote access to education for all people regardless of age, sex, and other differences

Equity- Refers to fairness or justice

Framework- A structure, outline or agenda

Global-International or worldwide

Globalisation-International integration of people that has brought societies closer

Maternal health-The health or physical, mental and social well being of a mother

Millennium Development Goals-The eight goals set by the UNO in 2000 to be achieved by 2015

Partnership-Joint venture or collective action

Retention-Maintenance or preservation e.g. of pupils at school



Learning Activity # 2

Human Rights, Children's Rights and implications for education

Specific objectives

By the end of this Unit you should be able to:

- (i) Explain the concepts of Human Rights, Children's Rights and responsibilities with emphasis on educational issues
- (ii) Identify and discuss the major forms of violation of children's rights in Africa
- (iii) Establish the impact of the violation of children's rights on education and other sectors of society in Africa.
- (iv) Explain your role as a teacher and the role of other stakeholders in enforcing children's rights

Summary

Human Rights and Children's Rights are internationally recognised concepts but are not given significant attention in Africa. Millions of children are abused, exploited and their rights violated. In this Unit, you will be introduced to the key concepts in Human rights and children's rights, the major violations of children's rights in Africa and the impact on education and other sectors of society. The teacher's role in promoting Human rights and children's rights and the role of other stakeholders is also examined. Note that the concepts covered in this unit have become increasingly important among the educational issues of concern in the contemporary world.

Key Words and Concepts

Child
Children's Rights
Civic Education
Convention
Corporal punishment
Declaration
Human Rights
Responsibilities
Universal



List of Required Readings

http://en.wikipedia.org/wiki/African_Charter_on_Human_and_Peoples%27_Rights

Title: African Charter on Human and Peoples' Rights

Description: This Article has information on the African Charter on Human rights with a brief historical background

http://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights

Title: Universal Declaration of Human Rights

Description: This Article on Universal Declaration of Human Rights gives a historical background, structure and implications of UDHR on the modern world.

The screenshot shows a Mozilla Firefox browser window with the title 'Universal Declaration of Human Rights - Wikipedia, the free encyclopedia'. The address bar contains the URL 'http://en.wikipedia.org/wiki/Universal_Declaration_of_Human...'. The page content includes a navigation sidebar on the left with links like 'Main Page', 'Contents', and 'Random article'. The main text area starts with 'From Wikipedia, the free encyclopedia' and describes the 'Universal Declaration of Human Rights (UDHR)'. A summary box on the right lists 'Created 1948', 'Ratified 1948-12-10', and 'Authors John Peters Humphrey'.



http://en.wikipedia.org/wiki/Cairo_Declaration_on_Human_Rights_in_Islam

Title: Cairo Declaration on Human Rights in Islam

Description: This Article on the Declaration of Human Rights in Islam gives a background and some of the key features of the declaration. It also has a critical analysis of the declaration from an independent opinion.

http://en.wikipedia.org/wiki/Children%27s_rights

Title: Children's Rights

Description: This article gives a definition and rationale of Children's rights. The types of children's rights are outlined as well as the differences between these rights and those of the youth.

The screenshot shows a Mozilla Firefox browser window with the title 'Children's rights - Wikipedia, the free encyclopedia'. The address bar contains the URL 'http://en.wikipedia.org/wiki/Children%27s_rights'. The page content includes a navigation sidebar on the left with links like 'Main Page', 'Contents', and 'Random article'. The main text area starts with the heading 'Children's rights' and a sub-heading 'From Wikipedia, the free encyclopedia'. The text defines children's rights as human rights of children with particular attention to special protection and care. A table of contents on the right lists various types of rights: Animal rights, Children's rights, Civil rights, Fathers' rights, Gay rights, Group rights, Human rights, Inalienable rights, Individual rights, Legal rights, Men's rights, Natural right, and Negative & positive.



List of relevant useful links

http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_the_Child

The link has information on the Convention on the Rights of the Child with a background and some of the key features of convention.

http://en.wikipedia.org/wiki/Women%27s_rights

The site examines the meaning and features of women's rights, its history and other related issues.

http://en.wikipedia.org/wiki/Child_labour

This site focuses on child labour, its meaning, background and aspects of on human rights.

http://en.wikipedia.org/wiki/Corporal_punishment

This site has information on corporal punishment as a violation of children's rights. It gives a definition, history and dangers to the life of the child.

http://en.wikipedia.org/wiki/Worst_Forms_of_Child_Labour_Convention

The site looks at the worst forms of child labor convention. It defines what they are and gives examples covered by the convention.

Instructions

To do this Activity easily and successfully, read the instructions at each of the steps carefully and follow them as much as possible. It is advisable to complete each step before you proceed to the next. Take note of the linkage among the steps in each unit.

(i) Human rights and Children's Rights

Understanding the key concepts

In your day to day work, you may have come across the terms Human rights, Children's rights, child labour, and related concepts. In the contemporary world, , these words are becoming common in usage and importance. They are not strange to the education sector as well. Let us establish what they mean in our context in order to help us understand the content in this unit.

Step 1: in your own not more than 150 words, define the concepts Human Rights, Children's rights, Child labour, and Corporal punishment.

To consolidate your understanding, read the Articles titled Human Rights, Children's rights, Child Labour and Corporal Punishment found in the list of readings. Also check for the definitions from the glossary at the end of this unit.



The Universal Declaration of Human Rights (UDHR)

Introduction

The Universal Declaration of Human Rights (UDHR) is an international document initiated in 1948 by the United Nations General Assembly. It was influenced by the liberal mood of the time, following the end of the Second World War (1939-1945). The declaration was also inspired by the philosophies and ideals such as freedom, equality, fraternity, which shaped the democratic institutions and practices of the free world. It evolved into an International law in 1976 when it was ratified (signed) by the majority member states of the UNO. It is therefore an obligation by the members to adhere to its principles and fulfill safeguard its provisions.

You may have observed that the UDHR focuses on the rights and freedoms of inherently possessed by all human beings the world over regardless of their age, sex, race, religion, and political affiliation, social, cultural or other characteristics.

Step 2: In not more than 450 words, do the following:

- i. Identify the major rights a person is entitled to in a free and democratic society
- ii. Mention some of the liberties a person should exercise in a free society
- iii. Give five reasons to support the adoption of the UDHR by the UNO.

Now read the Articles titled *The Universal Declaration on Human Rights* and *The Cairo Declaration on Human Rights in Islam* to consolidate your understanding.

Human Rights-Perhaps you have noted that the Fundamental Human Rights are of a social, cultural, economic, civil and political nature. In brief, they include the right to life, education, food, shelter, health care, work and security. Others are the right to ownership of property, having a fair trial and representation, and so on. We shall discuss some aspects of these in due course.

Note that the Human Rights are inherent that is, the individual is entitled to them by nature. They are therefore not granted by any person or group nor are they to be taken away.

The freedoms-These are derived from the rights we have listed above. You may have identified, among others the freedom of speech, expression, assembly and association. All of these have implications on education and other spheres of life.



Motives behind the UDHR

The UDHR was adopted against a background of injustice, poverty, violence, inequality, exploitation and other problems in the world generate during and in the aftermath of the Second World War. Millions of people were desperate, without food, shelter, health care and other basic needs. A majority of these were women and children. They were found in all parts of the world. Note that many, especially in Africa and Asia, were still under the bondage of colonial rule during the period.

The members of the UNO, itself born after the Second World War, were inspired to adopt the UDHR by the need to address the plight of all people, especially the oppressed and vulnerable groups in the world. Through the UDHR, they wanted to restore and preserve the human dignity abused through centuries of oppression and exploitation. They believed that it was also one possible way of saving the present and future generations from the scourge of war.

Obstacles to the UDHR

While the UDHR was generally received positively and ratified by the majority of the members of the UNO, it is a subject of criticism and opposition. The reasons behind this revolve around the various aspirations and perceptions of the peoples of the international community towards the principles of human rights. For instance, the right not to participate in war remained silent and this has been abused by some states to victimise citizens even in the 'free' world.

Step 3: Again read the Articles titled *The Universal Declaration on Human Rights* and *The Cairo Declaration on Human Rights in Islam* to consolidate your answer the question below.

In not more than 200 words, explain why some of the elements of the UDHR did not appeal to a section of the international community.

You may be aware that religion influences people's way of life. According to Islam, the perspective on people's rights is guided by the Sharia or Islamic Law. Sections of the UDHR, it is argued, ignored the cultural and religious contexts of the Muslim community. This culminated in the Cairo Declaration on Human Rights in Islam in August 1990 by the Organisation of Islamic Conference.

Among its main features, the declaration recognizes the rights of an individual regardless of colour, race, language, belief and so on. It reaffirms the sanctity of life and most of the elements mentioned earlier in the UDHR.



However, unlike the UDHR, the Cairo Declaration recognises the rights in accordance with the Sharia. The critics say it does not accord equality between men and women and that some of its sections restrict religious freedoms.

In spite of the divergence in opinion, note that the concept of human rights is a global or universal affair. It has taken root and shape partly due to the influence of the UDHR.

Effects of the UDHR on the modern society

It is important for us to note that UDHR is one of the events that laid ground to the concept of globalisation. More specifically, the declaration was the precursor to other declarations. The cases in point include the Convention on the Rights of the Child (CRC), the declaration of Women's Rights, among others.

Specifically, the UDHR had a direct impact on Africa. In 1979, the Organization of African Unity (OAU) came up with the *African Charter on Human Rights and Peoples Rights* (read the document for details). It was approved in 1981 and came into effect on 21st October 1986. The day is celebrated as the African Human rights day by the African Union (AU) members every year.

As noted earlier, each of these have far reaching implications on the education of the vulnerable groups of people in the world.

Women's rights

Step 4: Read the article titled *Women's rights*. In not more than 200 words, identify and explain the main features of the women's rights.

Note that the women's rights have been advocated for over the years with a lot of resistance and opposition from sections of the people in all societies. This is due to the influence of customs, laws and behaviour.

Remember women differ from men biologically but are essentially entitled to equality and other rights.

The Convention on the Rights of the Child (CRC)

Background

This was a result of an International conference under the United Nations. It focuses on the rights of the civil, political, economic, social and cultural rights of the child. It was therefore influenced by the UDHR and ratified by most of the member states.



A special committee was set up to monitor the implementation and compliance of the members to the rights of the child. This committee also submits an annual report to the UN General Assembly.

Step 5: Using your understanding of human rights, write brief notes on the following:

- i. Who is a child?
- ii. What are the basic children's rights and needs?
- iii. Identify the forms of children's rights violations common in Africa

To compare your answers, read the articles titled *Convention on the Rights of the Child* and *Children's Rights*.

You have established that a child is any person under the age of 18, unless an earlier age of majority is recognised by a country's laws.

You also discovered that fundamental Human rights apply to the child as well. We shall not repeat all of them here. What we need to emphasise though is that the CRC specified those areas that are crucial and unique to the children the world over. The states are expected to act in the best interest of the child.

The children have right to a name, identity and parents within the family or cultural group. They also have a right to quality education, shelter, food, and health care, among others. In addition, it is their right to speak out and be heard. As far as parenting is concerned, the children have a right to enjoy relationship with both parents, even if both are separated. In a nutshell, they are entitled to live in safe and healthy environments.



(ii) Common Forms of violations of Human Rights in Africa



The African Union ratified the Charter on Human rights

What then are the common ways in which the children's rights are violated in Africa? The answer to that question can be found when you examine the African traditional, social and economic ways of life, both in the rural and urban areas.

Certainly, millions of children are denied the right to quality education, the sanctity of life, shelter, health care and so on. We looked at some of the reasons to justify the EFA goals. The rampant poverty on the continent has condemned many children to a life of destitution, deprivation, exploitation to mention but a few. Note that due to civil strife, wars and diseases, many of the children in Africa are left behind, without any one to care for them. It is also common to find them being subjected to child labour, which is another violation of their rights.

In areas of war and armed conflict, some children are used in military service, contrary to the international convention. This was manifested in Somalia, Liberia, Sierra Leone, Uganda, among others. The victims of this tragedy included boys and girls. Under the circumstances, many girls have been raped or forced into prostitution. This poses more grave danger to their lives and the communities in which they live.

Note: Children need to be protected. They are a special group that is more vulnerable and prone to abuse. In some communities, they constitute a majority yet their voices are stifled by an adult dominated world.

We shall now examine a couple of ways in which children's rights are abused in many societies. First, let us look at child labour.



Child Labour

Remember child labour refers to the employment of children under the age determined by law or custom. It is one of the ways in which the children in Africa are abused. In the western world, the practice gained public concern partly due to the negative effects of the industrial revolution. The introduction of universal education coupled with the growth of the increased awareness about the rights of the workers and the children generated more debate on the practice and exposed its evils.

Step 6: Read the Article titled *Child Labour* from the list of readings. Identify the common forms of child labour prevalent in the world. With reference to Africa, give reasons why child labour exists on the continent (not more than 250 words).

You may have noted that child labour in its worst form can include activities such as prostitution but others may also be subtle or less controversial. For instance, some children in Africa are used as ‘house girls’ or ‘house boys’, (or domestic workers for that matter). Others may be child singers or actors.

Some teachers also exploit the children they teach by assigning them work in their gardens, fetching water, and so on under the guise of inculcating into them the work culture. Does such a practice exist in your country?

Regardless of its nature, child labour is a violation of the children’s rights. Article 32 of the Convention on the Rights of the Child emphasizes

“the rights of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development”.

You therefore need to realise that many people in Africa, including parents and teachers violate the children’s rights in the above context. The root causes of the problem are diverse.

In our analysis above, we alluded to some of the possible causes of child labour.

At the fore front is parental poverty. Remember we observed that millions of people in the less developed countries earn less than one dollar per day and so cannot provide the basic needs to their families including children. Consequently, they are exposed to ill health, hunger and so on. Consequently, many resort to



using the children's labour in subsistence agriculture and other domestic chores in a bid to eke a living. This is widespread in Africa.

Other factors that facilitate child labour in Africa include ignorance, traditions and customs of the people, diseases, wars and conflicts, inadequate political and legal intervention measures, to mention but a few.

Corporal punishment

You are aware of the ways in which children are punished to impart discipline in them at home or school. Some of these are harsh and violate the children's rights and are therefore not condoned under international law.

Step 7: From your experience, list down a number of punishments a teacher can administer to a child to correct wrong behaviour (not more than 75 words)

Perhaps you have included on your list punishments like slapping, canning or flogging the child, giving the child manual work such as sweeping or cleaning the class room or school compound and so on.

Note that corporal punishment is often used and has become 'normal' in many institutions and the society as a whole. What then is corporal punishment?

Step 8: In not more than 300 words, define corporal punishment and explain its possible dangers to a child or any other person. Read the article titled *Corporal punishment* and the notes below to consolidate your understanding.

In brief, corporal punishment can be defined as the deliberate infliction of pain and suffering intended to change a person's behaviour or punish them. We can also add that it is usually administered with the use of a cane, whip or any similar instrument.

Going by the above definition, there is no doubt that the act contravenes the Convention on the Children's Rights as well as the UDHR. In spite of the above, it is still being practiced in our societies.

Note: Find out whether this applies to your country or community. Discuss with your peers and other resource persons why corporal punishment may be preferred by some people in enforcing discipline.

Criticisms: From your reading and discussion, you may have observed that in spite of its potential to enforce discipline, corporal punishment is not one of the appropriate ways of instilling discipline. As noted earlier, it violated the rights of the children through inflicting pain and suffering to them. Children need love and care and anything that takes away these would not be in their best interest.



It is observed that the amount of force one may use to administer corporal punishment cannot be 'measured' to establish whether it is 'ideal' or 'excess'. Besides, it may also require the use of increased force with successive punishments for habitual offenders. This may put the life of the child in danger.

Corporal punishment is a violent form that cultivates violent conduct in the minds of children. It can instill rage into them and has limited effects as far as reducing undesired behaviour is concerned.

As such, it has a danger of being counter productive, that is producing indiscipline rather than promoting it. In some cases it promotes attachment of the children to delinquent peers who may look at themselves as 'heroes' with a common sense of belonging.

You are aware of the danger of instilling fear and anxiety into pupils. Many children, for fear of the cane, may hate school, miss class and consequently drop out. This constitutes wastage in education. It is also advanced that corporal punishment may lower pupils' self esteem and by so doing affect the way they learn.

Above all, the practice has the danger of inflicting severe physical, emotional and mental damage to the child which sometimes results into impairment or even death. That is why some states have banned it in schools or even outlawed it.

(iii) The role of the teacher in promoting the Rights of the Child

Step 9: With examples from Africa, identify and explain the ways in which a teacher may promote the children's rights. (190-300 words)

Compare your answer with the notes below.

Promoting the rights of the children is an obligation of a number of stake holders in society. These include the parents, family, local community, the state, teachers among others. As a teacher, you have a key role to play since the children are under your care for a good part of their life.

First and foremost, you need to be knowledgeable and informed about the children's rights as laid out in the international convention and other statutory instruments of the country where you work. This will help you to exercise your responsibility in accordance with the set laws and professional standards.

Closely related to the above, the knowledge will help you to work with other stakeholders, including the children, to observe the rights of the children. It is also your responsibility to see to it that the rights of the children are respected within the community where you live.



As a teacher, you have to set the example for others to emulate. This calls for using adopting a positive attitude towards the children by showing them love, care and protection wherever they are. The profile of a good teacher calls for this.

Specifically, the children have a right to education and guidance. You therefore need to teach the children professionally, and show them how to behave properly. Use appropriate methods, techniques and approaches. Remember not to inflict pain or suffering to them.

It is also your responsibility to establish whether the children have access to food, food, shelter, clothing and other basic needs. While these are primarily parental roles, they also fall under your domain. One way you can play your role in this regard is by working closely with the parents or guardians by sensitising them and guiding them on the ways of meeting the material and other needs of the children. Remind them that this is for their own good in education and adult life.

You are aware of the importance of health care and hygiene in the wellbeing of the children. It is your obligation to see to it that the children are smart, clean and healthy. This will inculcate into them the culture of looking after themselves physically, hygienically and so on.

The children you teach have are diverse in terms of age, religion, tribe, sex or background. Always keep these in mind. You must respect these differences so as to cater for the different needs and abilities of the learners. This calls for being sensitive to those things that can promote or frustrate those differences.

Apart from using learner centred methods, you should plan the lesson, tailor the content, design and select the instructional materials, among other things with the interests of the children at the back of your mind.

Exercise justice and fairness in class by using participatory approaches that bring every body on board. In this regard, remember to cater for children with learning difficulties because they too have a right to quality education and other rights. Where possible solicit for medical intervention on behalf of the child whenever the situation calls for this.

Note that children should be sensitized and guided on respecting the rights of others, including fellow pupils. It is common for pupils to bully, harass or inflict harm to others. Such behaviour must be discouraged by using appropriate and professional intervention measures such as guidance and counselling.

Sometimes parents or other community members may violate the children's rights by mistreating them, denying them the right to go to school, access to medical care, food and so on. What would you do in such a case?



Whereas it depends on the specific circumstances, you should know that as a member of society, you are duty bound to intervene on behalf of the child if the situation warrants so. It might require reporting such a case to higher authorities. Before you do this, evaluate the situation or discuss it with other members of the community.

Conclusion

The concepts of Human Rights, Children's Rights and other related issues have gained increasing international concern and importance. Vulnerable groups namely the women, children, the poor, pupils with special learning needs among others have equal rights that must be respected and upheld. Denying a person his or her human rights is against the principles of natural justice and international role. In safeguarding and observing human rights, the teacher has got a major role to play.



Formative Evaluation

Questions

1. Examine the ways in which a teacher can promote the children's rights in the community. (200-350 words)
2. "In spite of its dangers canning children has persisted in many schools in Africa." Give reasons to explain the above statement. (200-350 words)

Possible answers

1. Ways in which a teacher can promote the children's rights in the community.

Candidate should define children's rights or give an appropriate introduction.

The teacher should be knowledgeable and skilled; be a model, a person who respects children's rights; Show children love, care, etc.

Respect the cultures and other differences among people. Carry out community mobilization and sensitization about children's rights; use guidance and counseling; teach children about their rights and other people's rights.

2. Why canning children has persisted in many schools in Africa.

Appropriate definition should be given.

Canning is banned in some countries yet in others it is accepted. Even where it was banned, teachers have resisted; the cultural beliefs are not easy to change; culture of treating children as minor thus abusing their rights; lack of awareness about children's rights; it is convenient to administer (does not waste time); false belief that it imparts discipline, influence of the community; etc.



Glossary

Child-A young person below the age of eighteen years

Children's Rights-Civil liberties or privileges children are entitled to

Child labour-Employment of children under the age determined by law or custom

Convention-A meeting, gathering or rule

Corporal punishment-Deliberate infliction of pain and suffering to punish a person

Declaration-Statement or announcement

Human Rights- Civil liberties or privileges a person is entitled to regardless of age, sex, race, etc.

Responsibilities-Tasks or duties shouldered by an individual or group

Universal-World wide, global or common



Learning Activity # 3

Gender education and its implications

Specific objectives

By the end of this Unit you should be able to:

- (i) Define the concepts of gender, sex, gender roles, gender disparity, equity and access in education
- (ii) Explain the importance of gender education
- (iii) Demonstrate awareness of gender issues in education
- (iv) Apply gender responsive pedagogy in professional practice

Summary

Gender education is yet another fundamental area in education in the modern world. However, it is not given significant attention in Africa, in spite of the important role gender equality plays in the development of society. In your professional practice, you are bound to encounter children of varying needs, abilities, backgrounds, gender and other differences. You need to be able to handle each of these professionally and effectively. One of the contemporary issues in education that will empower you to do this is gender education.

In this Unit, you will be introduced to the key concepts in gender studies, its importance and the role of the school in widening gender disparity in society. The teacher's role in promoting gender awareness in education is also examined.

Key Words and Concepts

Disparity
Gender
Gender equality
Gender equity
Gender responsive pedagogy
Pedagogy
Sex



List of required readings

http://en.wikipedia.org/wiki/Women%27s_rights

Title: Women's Rights

Description: This article examines the meaning and key aspects of women's rights. It brings out the history of the struggle that led to the modern gains, challenges and other related issues.

Butterfly Software Time left: 20mins 10secs. Tell Admin | Logout

Women's rights - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Women%27s_rights

Google Search

Help us improve Wikipedia by [supporting it financially](#). [Log in / create account](#)

article discussion view source history

Women's rights

Semi-protected

From Wikipedia, the free encyclopedia

The term **women's rights** refers to the **freedoms** inherently possessed by women and girls of all ages, which may be institutionalized, ignored or suppressed by law, custom, and behavior in a particular society. These liberties are grouped together and differentiated from broader notions of *human rights* because they often differ from the freedoms inherently possessed by or recognized for men and boys, and because activism surrounding this issue claims an inherent historical and traditional bias against the exercise of rights by women.^[1]

Issues commonly associated with notions of women's rights include, though are not limited to, the right: to bodily integrity and autonomy; to vote (universal suffrage); to hold public office; to work; to fair wages or equal pay; to own property; to education; to serve in the military; to enter into legal contracts; and to have marital, parental and religious

Rights

- Animal rights
- Children's rights
- Civil rights
- Fathers' rights
- Gay rights
- Group rights
- Human rights
- Inalienable rights
- Individual rights
- Legal rights
- Men's rights
- Natural right
- Negative & positive

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

Done

start CONTEMPORARY ISS... Women's rights - WIKI... 2:40 PM



http://en.wikipedia.org/wiki/Convention_on_the_Elimination_of_All_Forms_of_Discrimination_Against_Women

Title: Convention on the Elimination of All Forms of Discrimination against Women

Description: This Article focuses on the Convention on the elimination of all forms of discrimination against women. It gives a background and includes aspects on the controversy it caused in the international community.



List of relevant useful links

http://en.wikipedia.org/wiki/Millennium_Development_Goals

The site has information on the MDGs and outlines each of the eight goals. It includes a few aspects that relate to the gender question.

Instructions

To do this Activity easily and successfully, read the instructions at each of the steps carefully and follow them as much as possible. It is advisable to complete each step before you proceed to the next. Take note of the linkage among the steps in each unit.



(i) Introduction to Gender education

Key concepts in gender studies

Introduction

In Topic 1, we looked at the MDGs and EFA goals. One of the critical issues identified in modern society is the status of the girls (women) in relation to their counterparts the boys (men). We noted that the girls are disadvantaged, discriminated and their rights are violated not only in Africa but also other parts of the world. Thus, the issue of gender has attracted the attention of the international community in a bid to address the plight of women worldwide. Now, let us define some of the key concepts used in this unit to guide your study.

Step 1: Using your own words (or a dictionary), write down the definition of the following terms: gender, sex, gender equality, gender disparity, pedagogy, equity and gender responsive pedagogy.

Compare your answers with the definitions given in the glossary at the end of this unit. The notes below will also help you to consolidate your understanding.

The words **gender** and **sex** do not mean the same. Gender refers to the socially and culturally construed roles, responsibilities and behaviours that are believed to belong to men and women in a given society.

Sex on the other hand is the biological differences between women and men which are universal and determined by birth. Identify any *three* biological differences between women and men.

Let us look at sex roles and gender roles. What a female or male can do for the opposite sex is referred to as sex role. To get this more clearly, focus on human reproduction.

Gender roles refer to a set of particular behaviour or functions which we do just to show or reflect our masculinity or femininity. These roles are learnt from childhood and are usually influenced by culture. Examples appear in the table below.

Behaviour/function	Male (Masculine)	Female (Feminine)
Family	Head	Assistant
Child rearing	Less concerned	Concerned
Marital affairs	Marries	Gets married
Cooking	Less concerned	It is her work
Initiate sex	Does	Does not
Inheritance	Does	Not entitled
Decision making	Decides	Consults
Security	Provides	Is protected



Note: The examples given apply to many traditional societies in Africa but the situation varies from one society to another.

Gender disparity in Africa

Africa is one of the continents with the biggest gender gaps in the world (UNICEF, 2007). The women's rights are routinely violated. That explains why many girls do not access basic education are married off at a tender age. In the urban centres, many others have been turned into domestic workers or condemned to prostitution.

Step 2: In not more than 200 words, list down the major factors responsible for gender disparity in your country and in other African countries.

You may have established that the factors are many and may vary from one society to another. Central among these are socio-cultural reasons. According to UNICEF (2007), gender disparity is created by society and passed on from one generation to the next. The problem in Africa has become a 'normal' and ingrained part of people's lives. From a traditional cultural perspective therefore, women are perceived as inferior to men. They are expected to be subservient, obedient, and accept the role assigned to them by the society where they live. Their major "assignments" include child bearing and rearing, house keeping and other domestic chores.

Gender stereotypes: This refers to the characteristic of masculine or feminine as defined by culture. Note that stereotypes are patterns of behavior. Below are examples of gender stereotypes.

Women	Men
Passive	Active
Dependent	Independent
Less intelligent	Intelligent
Timid	Courageous
Careless	Careful
Weak	Strong
Submissive	Aggressive
Followers	Leaders

Remember too that many societies in Africa attach a price tag on the girl child as soon as she is born, Thirst for bridal wealth coupled with poverty and low levels of education have heightened the gloomy status of the girl child on the continent. To date, the boys and men continue to dominate society (Liri, 2008).



The way children are socialized also promotes gender imbalance. This is also partly due to the influence of culture. Besides, ignorance among the communities contributes. This, together with the legal set up in some countries compound the problem of gender disparity, especially in Africa.

How the School widens gender disparity

Step 3: In not more than 200 words, identify the ways in which the school may promote gender disparity in Africa (you may use your society as an example)

Now, compare your views with the points below.

As a teacher, you might be familiar with situations in schools where the administrators are predominantly male. Some subjects such as Mathematics and Science may also be assigned to male teachers because the female are believed to be not competent enough to teach them. They might be assigned to teach Language, Music and other 'feminine' subjects.

In cases like those, the female teachers are treated differently from the male. This may even be a policy from above that is, the appointing and posting authority even the teacher training institution.

Directly or indirectly, the teachers themselves may show gender bias in class through the language they use, question distribution, and other pedagogical issues. The instructional materials prepared and used may also depict the girls as inferior to the boys and the roles they are assigned may further reinforce this.

Many schools lack gender friendly facilities where the girls have no room for sanitation, play fields, and so on. Cases where a pit latrine (or toilet) is shared by girls and boys are common.

Such a school environment not only reinforces perception that girls are inferior to boys but also contributes to their drop out thus posing another problem namely, wastage in education.

Effects of gender inequality

Note that gender issues are not women issues, but are for both men and women. They concern the whole society. How then does gender inequality affect society? Perhaps you are aware of the responsibility women shoulder in your society. In many cases, the women face a big burden which far outweighs their access to education, health, political opportunities, and so on.



As such, gender imbalance is one of the causes of the injustice and exploitation faced by women in the society. For example while the women are the major producers of food and other materials for consumption or generation of wealth, the men spend much of it at the expense of the family.

Closely related to the above, gender imbalance leaves gaps in the development process because in most cases women are left out in the planning and implementation of the programmes yet their input would be so crucial for society.

As the women remain uneducated and marginalized, illiteracy, disease and other problems afflict society with more debilitating effects. The result is increasing poverty, starvation, poor health, loss of life and so on.

It should also be noted that domestic violence and social conflict partly stem from gender imbalance. This is because girls and women are denied a voice in decision making. These and other effects contribute tremendously to the problems that confront the societies in Africa.

(ii) Importance of gender equality in education

Step 4: From the discussion above and your personal opinion, explain the importance of gender equality in education (not more than 200 words).

Now take note of the following:

Remember gender equality is about equal valuing of women and men and respecting their similarities and differences. This in recognition of the fundamental human rights which, as you are aware, must be observed in all sectors including education.

Secondly, gender equality does not feature prominently in our education system. Thus teachers like you need to be sensitized to minimize the danger of widening the gap between the girls and boys through professional practice.

More specifically, knowledge about gender equality helps to promote the basic needs of girls and boys as a way of facilitating the realization of their full potential.

Besides, gender equality entails access to opportunities such as education, employment, participation, and so on. As such, girls and boys should enjoy the opportunity to benefit from the learning experiences at school regardless of their differences in sex, ability or age.

Note that gender equality also changes the attitudes of learners towards the opposite sex. This in turn cultivates a sense of tolerance, belonging, peace and harmony in society. Ultimately, peace is established not only at home but also in the human mind.



Life skills can also be developed among the girls and boys. It is for this reason that gender sensitive curricular, learning materials, methods and approaches are advocated for education.

These and other reasons make the concept of gender equality a vital component in today's education system.

How the School can promote gender equality

Though the school in Africa may act as an agent of gender disparity, it can effectively be used to champion the gender agenda through administrative and pedagogical approaches. Remember education is a vital tool in fighting poverty, disease and ignorance which have inflicted severe damage to society. According to Maicibi (2005) education is an investment because it produces both private and public benefits that can easily bring about improvement in the economy. Psacharopoulos et al (1995) cited by Maicibi noted that fighting poverty encompasses education and training, better health and nutrition and reduction of fertility which makes an important contribution to human development. Absolute poverty is considered a severe injustice and an abuse to human rights. To check this United Nations General Assembly declared the period 1997 to 2006 as a decade to eradicate poverty, with education as one of the enabling tools (Maicibi, 2005)

Step 5: In about 400 words, discuss what can be done to ensure that girls and boys get equal treatment and opportunities while at school. Focus on the administrative issues and the classroom situation. Then compare your suggestions with the notes below.

Leadership and management changes

You may have observed that at the administrative level, the schools should be encouraged to adopt gender responsive leadership and management systems. Note that this requires training. In your country and elsewhere, it can be done through workshops, seminars and other approaches.

The school policies adopted by the leaders should then be made in such a way the interests of both the girls and boys are catered for and respected. For instance, the rules and regulations governing the school should be tailored to suit the gender agenda. For instance, the school may put into place a policy of a bursary scheme for the girl child, re-entry for teenage mothers, and so on. It should also ensue that there are supportive structures as far as access to the facilities and resources within the school is concerned.



The leadership among the pupils should also be given similar exposure because they play a key role in implementing the day to day decisions and policies within the school. The cases in point include the prefects, class monitors, club leaders and so on. Once they are aware of the gender agenda, they are likely to influence those they lead.

To enforce these and other measure, it is essential that a mechanism be put into place that would ensure that the school community adheres to the expected code of conduct. You as a teacher and others should be not only guardians of the code by also role models.

(iii) The role of the teacher and others in promoting gender

The discussion above puts everybody at the center of the gender agenda in the school. Now let us turn our attention to the teacher in practice. What you may have suggested revolves around the use of gender responsive pedagogy (Mlama et al, 2005). One of the duties of the teacher is to plan the lesson. While doing this, you should make sure that the scheme of work, the lesson plan and the content cater for the girls and boys equally. For instance, the learners' activities should be gender sensitive.

You are aware of the fact that many instructional resources and materials contain gender stereotypes that depict the girl child negatively compared to the boy. This is common in books, pictures and graphics. Being gender responsive entails adapting the content in such away that the impact of the stereotypes is eliminated or minimized.

In the classroom, it is your responsibility to ensure that the gender gap is not promoted through the seating arrangement and pattern. In mixed schools for instance it is very common to find the girls being encouraged to sit separately from the boys. Such an arrangement promotes segregation based on gender which should be discouraged.

Remember to use a gender sensitive language and other forms of non-verbal communication. Such language should be inclusive. It would be insensitive for instance to use words like 'he', 'his; Head master', 'Chairman' even in cases that include the female.

During the lesson, you should avail teaching and learning materials and resources equitably to the girls and boys. Ensure that they all have equal attention through your movement pattern, eye contact, distribution of questions and other measures. This strategy should also be extended to those pupils who may be quiet or seemingly shy, especially the girls. This calls for creativity, innovativeness and skill on your part.



Note that giving using stories and songs in teaching makes learning interesting and motivating. Gender sensitivity should be upheld here by featuring the girls and boys equally. This will go a long way to changing the pupils attitude towards the gender agenda.

As a teacher, it is common practice for you to assign roles to pupils in class either to facilitate learning or for any other purpose. Such roles may be extended to out of classroom activities. These roles, responsibilities and duties should be assigned equally to the boys and the girls.

It is also your responsibility to guide the learners in their careers. Remember some teachers, for reasons of gender bias may discourage female pupils against studying some subjects. This is wrong. Instead, ensure that the boys and girls are given equal opportunity and support in studying all subjects regardless of their sexual differences.

Besides the above, also ensure that the pupils respect each other and do not practice sexual harassment. This can be done by both the boys and girl. Punitive measures should be put in place to discourage culprits. Note that some teachers may be setting wrong example in this regard. Such teachers should be exposed and condemned.

One of the challenges to the adolescent pupils is how to respond positively to puberty and its effects. The body changes may sometimes trigger emotional problems. For the above reason, some girls and boys miss or drop out of school. It is your responsibility to help them understand and cope with sexual maturation issues through guidance and counselling.

To monitor the performance and other pertinent areas of the children and ensure gender equality, you should keep a track record of the boys and girls, especially those who merit special attention and support.

Empowering girls to offer Science and technology

Science and technology are pivotal in the transformation of the modern world. However, it is very common for girls to shy away from studying Science, Mathematics, Technology and other related courses both at the primary and post-primary levels. This is attributed to inherent fears or inhibitions as well as lack of adequate support from the teachers, peers and parents. We examined some of these issues at the beginning of the topic and noted that this is one of the causes of gender disparity in education.



It is your responsibility as a teacher to reverse the above trend by encouraging them to study the above subjects because they have the competence to do so successfully. What many girls lack therefore is confidence. Use guidance and counselling to help them overcome those fears.

Organise activities to accommodate the girl child and give her an opportunity to participate actively during the lesson. In the practical activities, encourage the girls to get involved by making sure that they have hands on experiences.

Measures adopted to promote gender equality in Africa

As noted earlier, the crusade to advance the plight of girl and women is a global one. It is a strategy meant to address the gender disparity and promote development. Africa is fully involved in the above venture at the national, regional continental, and international levels.

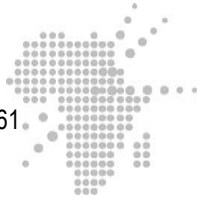
Step 6: Read the articles titled *Universal Primary Education* and note down the strategies made to promote the education of the girls in Africa.

In summary, the African countries have responded in several ways though the progress they have made so far is not uniform. Remember, some have democratised education by initiating Universal Primary Education (UPE). This is the case in Tanzania, Uganda and Kenya. Similar programmes were launched in Nigeria, South Africa, and much of North Africa.

To ensure retention and increased access, a few countries have extended the programme to a higher level. For instance the Uganda government advocated automatic promotion of pupils at the primary level and started Universal Secondary Education (USE) in 2007. The idea is to encourage retention especially among the most vulnerable pupils. Note that these measures target both the girls and boys and therefore have an element of the gender agenda.

In your country, you may have observed efforts geared towards the expansion of the education system. This is a common phenomenon in Africa. It entails establishment of more schools both day and boarding. In this way, the education opportunities are brought nearer to the people. This policy was popularized by many governments in Africa after independence and is being pursued to date. In Kenya for instance this was done through the *Harambee* spirit where the masses were mobilised to contribute actively to the above cause. In Tanzania, the same spirit of self help was equally utilised.

In some countries, reforms are being carried out in the curricula through restructuring and diversification. Guidance and Counselling is also emphasized in schools right from the primary level. Diversification of the curricula has created more



options for girls at higher level (Bitamazire, 1987). In a bid to promote gender awareness, Universities in Africa have started integrating gender studies into their curricula. At Makerere University for instance, a fully fledged Department was set up to develop programmes related to gender and women education.

Apart from the provision of formal education, non-formal education programmes are encouraged to cater for those people who for various reasons cannot be absorbed in the formal system. A great majority of these are women (Ankrah, 1987).

Some countries have made political and legal interventions. Women are being brought into the political process through appointment to positions of decision making and power. In a few cases they are assisted to seek elective office. This is the case in Rwanda where a sizeable number of posts in the Parliament and the Cabinet is allocated to women. This empowerment or 'affirmative action' has gone a long way towards reducing the gender gap.

Other countries have made constitutional provisions and passed laws in order institutionalise and consolidate the gender issues. Such laws recognise the rights and freedoms of the children (Uganda Government, 1997).

Analysing the impact of the women's movement, Lirri (2008) noted that the educated women have been at the forefront of advocating the gender issues and have registered tremendous gains in society. They have influenced the enactment of laws, policy formulation, drawing of plans for action and other important decisions. Many of these came after the 1995 Beijing Conference.

While the above efforts show significant gains, gender imbalance is still deep rooted in society especially in Africa.

Conclusion

Gender discrimination is still rampant in Africa, posing an obstacle to human rights observation and development on the continent. The girl child still lags behind in education, in spite of the measures aimed at reversing the trend. There is need for more effort geared towards promoting gender awareness and equality. The teacher has a significant role to play not only at school but also in the community.



Formative Evaluation

Questions

1. With specific examples, explain the ways in which the school can *promote* and *frustrate* the education of the girl child in Africa.
2. Examine the measures adopted by the international community to promote gender equality in Africa.

Possible answers

- 1. The ways in which the school can *promote* and *frustrate* the education of the girl child in Africa.**

An appropriate introduction should be given. The answer should be in two parts.

The school can promote the education of the girl child by having a gender sensitive environment in its policies and programmes.

The school rules and regulations should cater for gender equality. Teachers should use of gender responsive pedagogy, methods, materials, etc. Female teachers be given active roles at school; use of the senior women teachers; sponsorship of the girl child e.g. bursary schemes for girls; use of guidance and counselling; enforcing a code of conduct, etc.

NB: A school that does not encourage those policies and approaches frustrates the education of the girl child. For example male teachers sexually abuse the girls; some teachers lower the girls' esteem or are not gender sensitive in class, etc.

- 2. The measures adopted by the international community to promote gender equality in Africa.**

Define gender. The candidate should explain or give examples of the international agencies and bodies or governments.

Measures include adopting international laws and conventions about gender; use of laws and judicial systems by states; advocacy in favour of gender policies and programmes; empowerment of the girls and women through sponsorship; funding of gender related activities; carrying out community sensitisation and mobilization; supporting reforms in education e.g. UPE; networking and use of the global for a to advance the gender agenda, a



Glossary

Disparity-Gap, inequality or difference

Gender-Socially construed roles, responsibilities and behaviours that are believed to belong to men and women in a given society.

Gender equality-The equal valuing by society of the similarities and differences of women and men and the roles they play

Gender equity-The state of being fair to women and men

Gender responsive pedagogy-Teaching methods, strategies and approaches that take into account gender related issues

Pedagogy-Teaching that recognizes societal, cultural and moral aspects of what is learned and why

Sex-The biological differences between women and men which are universal and determined by birth



Learning Activity # 4

Peace education and conflict resolution

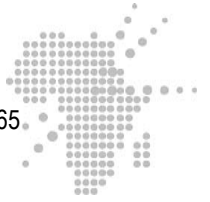
Specific objectives

By the end of this Unit you should be able to:

- (i) Define the concepts of peace, peace education, conflict and conflict resolution
- (ii) Identify and explain the major conditions that generate conflicts in Africa
- (iii) Explain the importance of peace education and conflict resolution in Africa
- (iv) Explain how peace education can be promoted in society.

Summary

Peace education is another crucial issue in education in the modern world. Many societies in Africa and other parts of the world are ravaged by civil strife, wars and other forms of conflict. These conflicts significantly affect the Psychological, Social and economic lives of the families and communities where such conflicts occur. As a teacher, you are charged with the task of handling children, parents and other members of society with diverse psychosocial problems at school, in their homes and the community where they live. You are also expected to ensure that the pupils you teach live in harmony within and outside school. Peace education is one of the vital course units meant to sharpen your knowledge and skills of handling such situations professionally and effectively. In this Unit, you will be introduced to the concepts of peace, peace education, conflict, conflict resolution, among others. The Unit examines the major factors that undermine peace in Africa, the importance of peace education and how education can be used to promote peace.



Key Words and Concepts

Arbitration
 Conciliation
 Conflict
 Conflict management
 Conflict resolution
 Mediation
 Peace
 Peace education
 Tolerance

List of required readings

http://en.wikipedia.org/wiki/Peace_education

Title: Peace Education

Description: This article defines peace and explains the core elements of knowledge, skills and values in bringing about peace. It examines what constitutes peace in concrete terms.

The screenshot shows a Mozilla Firefox browser window with the address bar displaying http://en.wikipedia.org/wiki/Peace_education. The page title is "Peace education - Wikipedia, the free encyclopedia". The main content area shows the article title "Peace education" and a sub-header "From Wikipedia, the free encyclopedia". The article text states: "Peace education is the process of acquiring the *values*, the *knowledge* and developing the *attitudes*, *skills*, and *behaviors* to live in harmony with oneself and with others." Below the text is a "Contents" table of contents with links to "1 Values", "2 Knowledge", "3 Skills", "4 See also", and "5 External links". The "Values" section is partially visible, starting with "Peace education is based on a philosophy that teaches nonviolence, love, compassion, trust, fairness,". The browser's status bar at the bottom shows the time as 2:43 PM.



<http://en.wikipedia.org/wiki/Peace>

Title: Peace

Description: This article explains the different types of peace as well as the relationship between peace and development.

Butterfly Software Time left: 23mins 41secs. Tell Admin Logout

Peace - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Peace

Google Search

search

Go Search

toolbox

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Cite this page

languages

- Afrikaans
- العربية
- Bosanski
- Български
- Català
- Česky
- Chamoru

Peace can be a state of harmony or the absence of hostility. "Peace" can also be a non-violent way of life. "Peace" is used to describe the cessation of violent conflict. Peace can mean a state of *quiet* or *tranquility* — an absence of disturbance or agitation. Peace can also describe a relationship between any people characterized by *respect*, *justice*, and *goodwill*. Peace can describe calmness, serenity, and silence. This latter understanding of peace can also pertain to an individual's sense of himself or herself, as to be "at peace" with one's own mind.

Contents [hide]

- Nobel Peace Prize
- Understandings of peace
- Peace as the presence of justice
- Peace in the presence of injustice
- Peace and development
- Democratic peace
- Plural peace
- Inner peace
- Nonviolence and pacifism
- See also
- Notes

Done

start CONTEMPORARY ISS... Peace - Wikipedia, th... 2:15 PM



<http://en.wikipedia.org/wiki/Conflict>

Title; Conflict

Description: This article focuses on conflict. The meaning of conflict, causes, types and modes as well as examples of conflict are explained.

Butterfly Software Time left: 22mins 36secs. Tell Admin Logout

Conflict - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Conflict

Google Search M Bookmarks AutoLink AutoFill Send to Settings

Help us improve Wikipedia by supporting it financially. Log in / create account

article discussion edit this page history

Conflict

From Wikipedia, the free encyclopedia

For other uses, see [Conflict \(disambiguation\)](#).

Conflict is a state of discord caused by the actual or perceived opposition of needs, values and interests. A conflict can be internal (within oneself) or external (between two or more individuals). Conflict as a concept can help explain many aspects of social life such as social disagreement, conflicts of interests, and fights between individuals, groups, or organizations. In political terms, "conflict" can refer to wars, revolutions or other struggles, which may involve the use of force as in the term *armed conflict*. Without proper social arrangement or resolution, conflicts in social settings can result in stress or tensions among stakeholders.

Conflict as taught for graduate and professional work in *conflict resolution* (which can be win-win, where both parties get what they want, win-lose where one party gets what they want, or lose-lose where both parties don't get what they want) commonly has the definition: "when two or more parties, with perceived incompatible goals, seek to undermine each other's goal-seeking capability".

One should not confuse the distinction between the presence and absence of conflict with the difference between competition and cooperation. In competitive situations, the two or more individuals or parties

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

Done

start CONTEMPORARY ISS... Conflict - Wikiped... 2:16 PM



http://en.wikipedia.org/wiki/Conflict_resolution

Title: Conflict resolution

Description: This article on conflict resolution examines some of the ways of approaching conflicts and resolving them.

Conflict resolution - Wikipedia, the free encyclopedia - Mozilla Firefox

http://en.wikipedia.org/wiki/Conflict_resolution

Conflict resolution

From Wikipedia, the free encyclopedia

It has been suggested that *Dispute resolution* be merged into this article or section. (Discuss)

This article is general in scope. For information relating to conflict resolution in Wikipedia itself, please see Wikipedia:Conflict resolution

This article or section is in need of attention from an expert on the subject.

WikiProject Psychology or the Psychology Portal may be able to help recruit one.

If a more appropriate WikiProject or portal exists, please adjust this template accordingly.

For the episode of The Office (US TV series), see Conflict Resolution (The Office episode).

Conflict resolution is the *process* of attempting to resolve a dispute or a *conflict*. Successful conflict



List of relevant useful links

http://en.wikipedia.org/wiki/Conflict_management

The site focuses on conflict management. It explains the difference between conflict management and conflict resolution.

http://en.wikipedia.org/wiki/Alternative_dispute_resolution

This link has information on alternative dispute resolution. A global picture is given on the concept as well as ways of approaching conflict.

Instructions

To do this Activity easily and successfully, read the instructions at each of the steps carefully and follow them as much as possible. It is advisable to complete each step before you proceed to the next. Take note of the linkage among the steps in each unit.

(i) Introduction to peace education

Step 1:

- (i) In your own words, define the terms peace and peace education (Use not more than 100 words).
- (ii) Read the articles titled *Peace* and *Peace education* from the list of readings

Compare your answers with the definitions given in the glossary at the end of this unit and the notes below.

Understanding the concepts of peace and peace education

You now have a clear understanding of the key words, peace and conflict. Keep them in mind as they will help make your understanding of the content easier and enriching. Remember peace refers to a state of harmony or absence of hostility. In other words, it is a state of quiet, calm, serenity or silence. Look up those words from a dictionary to consolidate your understanding.

Types of peace: Note that peace may be at personal level (within you as an individual). This is referred to as inner peace. It is a situation where your state of body, mind and soul is at peace. On the other hand peace may be between individuals, groups, communities, organizations, nations, within the international community, and so on. Now let us look at peace education.



Peace education is the process of acquiring the *knowledge, skills* and *values* to live in harmony with oneself and with others. It is important that you understand the ingredients that constitute peace as far as knowledge, skills and values are concerned. Study these carefully from the article titled *Peace Education*. They will help you become a model and an advocate of peace.

You have observed that *knowledge* helps us understand group dynamics in society and to appreciate it. People live in groups based on the family, age, tribe, religion, organization, nations and so on. Once we respect this, then we shall be able to understand how the members of the group relate among themselves and with other groups around them.

Remember the most fundamental *skill* in peace is communication by words and actions. Others are non-violent action, organizing groups and so on. They help in conflict resolution and thus in the promotion of peace.

As far as values for peace are concerned, remember they are guided by the philosophy that teaches non-violence, love, respect, fairness, trust, cooperation among others. Note that the human family and all life on earth are respected in this regard.

Conflict

You are aware that conflicts and disputes exist in society since time immemorial. They may be personal, interpersonal, regional, national or even global. They also vary in intensity or magnitude such as small misunderstandings to large scale wars. Regardless of whether they are small or major, conflicts undermine peace.

Step 2:

- (i) In your own words, define the terms conflict, conflict resolution and conflict management (75 words maximum).
- (ii) Read the articles titled *Conflict*, *Conflict resolution* and *Conflict management* to consolidate your understanding.

You have established that conflict is a state of dispute, argument or disagreement. Like peace, conflict can be internal (within oneself) or external between one party and other(s). On the other hand, the process of attempting to settle a dispute or disagreement is what is referred to as conflict resolution. Usually this is done with the approval of the concerned parties.

Conflict management is a term may be confused with conflict resolution. Note that the two are different. Conflict management refers to the variety of ways of handling prolonged disputes or grievances. For example a family may have a prolonged misunderstanding but the members may devise strategies of containing it without necessarily settling those grievances.



Step 3: In not more than 200 words, identify the common forms of conflict which occur in:

- i) Families in Africa
- ii) Schools in Africa
- iii) Among States in Africa

You may have discovered that the families experience quarrels among the parents, misunderstanding among children, between children and parent(s), etc. Sometimes this takes the form of abuses, insults, fights and other acts of violence such as murder, etc.

In the schools, similar conflicts also exist though these may be more pronounced due to the differences in family background, ethnicity, religious denominationism, race to mention but a few.

The conflicts that erupt between or among nations are often more severe, thus threatening peace on a wider scale.

Factors that generate conflicts in Africa

Step 4: Read this fictitious Case Study titled *Conflict in the Republic* and answer the questions that follow.

Conflict in the Republic

I live in the Republic, a landlocked country found in the heartland of Londa. My country was a colony of Cabinda but regained independence in 1965. Her population is cosmopolitan comprising the pastoral and nomadic Binda, the Heremu who are cultivators and the Nyanja who are a smaller ethnic group scattered on the numerous Islands of Lake Moto. During colonial rule, the Heremu, who are my tribesmen, took advantage of their close ties with Cabinda to gain political control over the rest of the tribes. They also embraced Christianity like the colonial masters unlike the rest of the communities who stuck to Islam and other traditional religions.

Life in our small Republic combines fortune and misery. Poverty is widespread among the rural dwellers and low income earners. The literacy level is very low, especially among women. In our culture, highly educated women are not respected due to their sophistication. They are also perceived as potentially rebellious.



In the town where I live, social life is vibrant. The men wallow in crude *waragi*, a local potent gin from morning to the wee hours. In this part of the country, domestic violence, fighting, theft and other vices are common.

The high population growth has generated more pressure in the communities and land conflicts are common. In the midst of this, a small privileged class is evident. Composed of the politicians, corrupt civil servants and Army Generals, this group has unlimited power and influence which it has enjoyed since the overthrow of the civilian government in a Military coup in 1983.

The aristocracy is seriously divided by infighting, intrigue and factionalism. These conditions have made survival for the majority difficult and the future of the country is uncertain.

Task

In not more than 300 words, do the following:

- (i) identify the major types of conflict in The Republic
- (ii) and explain the factors that generate conflict in The Republic.

To consolidate your learning, note that the types of conflict include political, those that are social, cultural, and domestic and so on.

The factors behind the conflict include ethnicity, religious differences, gender discrimination, and poverty, unfair distribution of wealth and opportunities, alcoholism, among others.

Note: Competitive situations by nature generate conflicts. This may be due to a clash of interests, values, actions or directions. Sometimes a conflict between two parties in a larger group will spread to other members due to the influence of group dynamics.

In addition to the types or modes of conflict we saw in the case study above, conflicts manifest themselves in the form of organizational, emotional, ideological, and interpersonal and so on. It is therefore important to identify the nature of conflict before we think about ways of addressing it.



(ii) Conflict resolution and conflict management

Step 5: Read the articles titled *Conflict* and *Conflict resolution* again.

- (i) Identify some of the ways of addressing conflict
- (ii) Identify the methods of resolving conflicts.

You may have established that there are several ways of addressing conflict. Some of these offer temporary rather than permanent solutions. Consider the following:

- *Avoidance*-where one avoids the dispute by postponing or ignoring it
- *Collaboration*-where you work together with the concerned party to find a mutual solution
- *Compromise*-this involves finding a middle ground (give and take)
- *Competition*-by asserting one's view until it is accepted
- *Accommodation*-involves surrendering one's own needs and wishes to accommodate the other

The methods include conciliation, mediation, arbitration and litigation. Check the glossary for the meaning of these terms.

Note: You may realise that conflict resolution may produce both positive and negative outcomes. In spite of this, the aim is to find ways of promoting the positive outcome and minimize the negative.

To achieve this, you should listen to and provide opportunities to meet the needs of all parties concerned. As a facilitator, remember to be impartial (neutral) or suppress whatever bias you may have on the conflict or any of the parties.

Importance peace education in African societies

Step 6: Read the article titled *Peace education* again. Now explain the importance of peace education with particular reference to Africa (not more than 400 words)

You may have noted that in a continent like Africa where conflict is widespread, peace education is vital in the development of society. First, it helps to impart knowledge, skills and values which enable the members of a given society to understand and appreciate their individual and collective needs and interests.

As such, the children get to know more about their rights and responsibilities and how they relate with other members of society. The concepts of Human rights and Children's rights are recognised world wide. Awareness about this makes it



easier for the pupils to develop a culture of tolerance and adopt mechanisms of resolving conflicts both at personal and interpersonal levels.

Peace education helps children to learn new skills of negotiation, problem solving, critical thinking, communication and so on. Consequently, they become empowered not only to resolve conflict but also identify its causes.

It is said that violence starts in the human mind and may crystallise with time. To undo this requires time and tolerance. Peace education can go a long way towards causing positive change in peoples' attitudes and perceptions in situations that may generate conflict. Among the values it generates are empathy, justice, solidarity and social responsibility towards others. These too require time to cultivate.

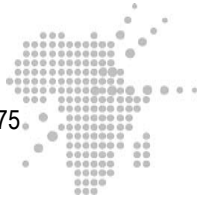
A society torn apart by conflict cannot generate sufficient human capital. Note that this is critical for social and economic development. This explains why broken families or those characterised by domestic violence deny children a meaningful and successful life. In such cases, peace education becomes a useful intervention capable of averting the crisis.

We noted that some of the cultures in Africa have got norms, values and beliefs that hinder peace. Among them is gender discrimination which we examined in the preceding Unit. According to UNICEF (1998), peace education can be a good strategy to curb the negative influence of retrogressive cultural practices. According to Maicibi (2005), education can make learners develop and appreciate the richness that lies in our varied and diverse cultures and values.

Africa is complex with a number of races, ethnic groups, clans, religions and cultures. While these units may be a source of cohesion among the members, they generate intolerance, breed conflict and violence. In this situation peace education becomes a vital tool to foster a sense of unity in diversity

Similarly, in areas affected by wars, violence severe psychosocial problems, peace education helps to reinforce the rehabilitation programmes of the communities by reducing trauma promoting coping skills and healing among the victims.

In all education assists people to overcome unreasonable loyalties to tribal, ethnic, linguistic, regional and religious affiliation (Maicibi, 2005)



(iii) The role of the teacher and others in promoting peace

Teachers in Africa and beyond have got a duty of contributing to the development of society. Development complements peace and vice versa. It is therefore important that the teacher is able to identify his or her role and demonstrate competence in partnering with other members in the process of peace education and conflict resolution.

The teachers' role in peace education and conflict resolution

Step 7: In not more than 400 words identify and explain the ways in which the following could promote peace in Africa

- (i) A teacher
- (ii) Any other category

Consolidate your understanding by reading the notes below.

The teacher plays a very vital role in promoting peace and peace education both within and outside school. That role should be exploited rather than abused. It is your responsibility to ensure that the learners are modeled into peace loving and peaceful citizen in the communities where they live.

Step 8: Again read the case study titled *Conflict in the Republic*. Suppose you a teacher in Republic, in not more than 400 words discuss what you can do to promote peace among the learners and the communities. To consolidate your understanding, consider the issues below.

You may have observed that as a teacher, you are expected to demonstrate understanding of the knowledge, skills and values necessary for peace. Remember we looked at being able to tolerate and appreciate other people, their views and also respect their rights. In other words, you have to be a role model in society.

As such, you should ensure that the rights of the children you teach are observed at all times. One of these is their right to quality education. This is in your domain to deliver to them on a day to day basis. We should also remember that the children should be made aware of the rights and responsibilities of other people so that they guided to respect and observe them as well.

Teach the children gender education as we discussed in the preceding unit. You noted that this is useful in promoting attitudes and values that emphasise the rights of girls and boys and the equity that is demanded by all people regardless of their sex. According to UNICEF (2007) children should be encouraged to develop empathy for those whose rights have been denied.



You are aware of the various skills children acquire through the socialization how they could be able to cope with different situations that require conflict resolution. Remember skills like communication, negotiation and assertiveness are process and how this impacts on their lives. Encourage the learners to develop desirable social values such as love, sharing, cooperation, among others. In a situation like that of the Republic, children from different ethnic, religious or socio-economic background would get an opportunity to break the barriers that divide them.

Use life skill education to empower the children so that they become aware of the environment in which they live and essential in people's lives.

Cultural integration could be another way of promoting peace. The teacher should encourage pupils from different cultures to appreciate the way of life of others by speaking their language, singing songs, and so on. Learning a few words from a foreign language creates an opportunity for them to develop tolerance, love and a sense of respect among themselves.

Methods: As a teacher you are aware that the choice of methods influences the teaching and learning process. In peace education, learner centered methods, techniques and approaches are recommended. This is because they give an opportunity to the pupils to get involved and take charge of their leaning. For instance, methods like cooperative learning, small group discussion, and peer teaching and think-pair-share would be ideal, depending on the activity. However, you are free to use any method which you feel suits the circumstances.

Note that teaching calls for creativity and innovativeness as well as relating the content to real life situations. It is therefore your duty to use real life situations to teach problem solving skills. For instance, encourage the learners to understand issues of personal hygiene and health by draining the village well, cleaning the communal roads or other activities. In areas where conflict has caused severe damage, they can be involved in service projects such as repairing damaged homes. The knowledge and skills acquired can then be used to create desirable behavioural changes in society.

Story telling makes learning interesting and enriching and societies in Africa have used them to transmit learnt knowledge, skills and values since time immemorial. Use folk stories traditional folk stories that contain concepts and messages which promote desirable social values. Note that learners can be actively involved in this by telling stories with the guidance of the teacher.

Closely related to the above are proverbs. The children can be encouraged to discuss the meaning of the proverbs and relate them to the theme of promoting peace in society. Your task is to facilitate and guide them in the process.



While the resources for teaching peace may appear scanty, the teacher should have the initiative to use those readily available. One way of doing this is by adapting the materials normally used in class. For instance, many books and pictures contain stereotypes or biased information on gender, violence, and so on. Use these to help the learners to analyse the content by detecting racial, ethnic, gender and other biases. By so doing, they develop critical thinking.

The role of other stake holders

Promoting peace cannot be left the teacher alone. Note that in the case study of the Republic above, the sources of conflict are deep-rooted in the traditions, politics and economic life of the people. It is therefore logical that everybody has a role to play in cultivating and nurturing peace.

At the global level, international bodies and agencies have a role to play. Examples include the UNO, World Peace Council and Amnesty International. They may do advocacy, provide funding, among others.

At the national and local level, the political leaders are duty bound to initiate policies geared towards peace. They should be selfless rather than selfish. This calls for justice in terms of service delivery to the people they lead. One of the biggest causes of conflict in Africa is the struggle for the scarce political and economic resources and opportunities.

The Ministries of Education in Africa together with other partners should ensure that the pupils and teachers have access to education opportunities and institutions regardless of their tribal, ethnic, religious or any other backgrounds. This calls for transparency in the selection and admission of pupils. It also requires close supervision and control of the private sector as well. Similarly, education resources should be allocated to all members of the communities in an equitable manner. A situation where some schools are only accessible to specific groups furnishes fertile ground for conflict.

Peace education should be given adequate attention in areas where it already features on the curriculum. Curricula in primary schools should be designed to give young children inspiring values that appeal to their heart and mind always to respect other people's faiths (Maicibi, 2005). Note that this needs to be extended to other levels of education as well.

The communities should also become agents of peace. Note that due to the traditional and cultural barriers, this is not an easy task. The low levels of formal education among some of the local communities complicate the situation further. This explains why the MDGs and EFA goals focus on this area as well. As a teacher, it is part of your mandate to carry out community mobilization and sensitisation on relevant issues including peace.



In executing the above task, remember to establish close contact with the parents and guardians of the children you teach. You should also reach out to community leaders, religious leaders and traditional or cultural leaders. These and other groups wield a lot of power and influence and may contribute significantly to the promotion or frustration of peace among the people they lead. Encourage them to lead by example and live above board for others to emulate (Maicibi, 2005:219).

Conclusion

Africa is besieged by wars, civil strife, poverty, disease, among other hardships. These problems deter development in all spheres of life. Peace education is a potential tool that can be used to prevent and resolve conflict and other related effects. At the moment, the attention attached to peace education is insignificant. It is therefore important that more measures to promote peace education be adopted both at national and international levels. It is your responsibility to integrate peace education into your professional practice and daily life.



Formative Evaluation

Questions

1. Identify and explain the ways in which a teacher can promote peace education in your society. (200-350 words)
2. “The relevance of peace education in the development of Africa should not be underestimated.” Give reasons to support that statement. (200-350 words)

Possible answers

1. The ways in which a teacher can promote peace education in your society.

Appropriate introduction and definition of peace should be given.

The teacher should be a role model and advocate for peace; demonstrate knowledge and skills in fostering peace and resolving conflicts peacefully; show love and care to pupils; use participatory approaches and methods in class room practice; impart social and life skills into the learners such as love, unity, respect, etc; respect the cultural and other differences in society; make an effort to learn other languages, culture; carry out community sensitisation and mobilization, use networking and partnering with others in the campaign for Peace, etc.

2. The relevance of peace education in the development of Africa

The candidate should define peace education and give strong reasons to show why it is necessary for African development.

Peace and development complement each other and so peace education is vital for Africa; the continent is still backward thus needs to forge ahead faster; conflicts and wars are rampant in Africa thus the need for peace education; lack of adequate awareness about the potential of peace education in Africa; Peace education can help to foster unity, solidarity, etc thus its relevance; existence of racial, tribal, religious, and other differences in Africa calls for tolerance which is one of the ideals of peace education, etc.



Glossary

Arbitration-Mediation or settlement of a conflict or grievance

Conciliation-Establishment of peace or appeasement

Conflict-Disagreement, clash or argument; a state of discord

Conflict management-a variety of ways of handling long-term grievances

Conflict resolution-The process of solving a dispute or grievance

Mediation-Arbitration, negotiation aimed at restoration of peace

Peace-A state of harmony, silence or tranquility

Peace education-Process of acquiring the values, knowledge, skills and attitudes to live in harmony with oneself and with others

Tolerance-Refers to patience or ability to exercise restraint



Learning activity # 5

Adult and continuing education, Health Education and the challenges of urbanization in Africa

By the end of this Unit you should be able to:

- (i) Explain the concepts of adult and continuing education, Health Education and urbanization.
- (ii) Discuss the aims and importance of Adult and continuing Education in Africa
- (iii) State the aims, nature and importance of Health Education in Africa
- (iv) Explain the conditions and effects urbanization on education in Africa

Summary

Adults play a key role in the management and development of modern society both in the rural and urban areas. The adult population is becoming increasingly challenged by the changes and responsibilities in society at the work place and in the community. Adults are a unique group, with peculiar needs, responsibilities and anxieties. As a teacher, you are expected to deal with adults in educating and sensitizing them about their children whom you teach and other that are significant in their lives. One such area is health education. Adult and continuing education is one of the vital avenues of achieving education for all and mobilizing the communities for civic, social and economic development. In this Unit, you will be introduced to the concepts of adult and continuing education, health education, urbanization, among others. The Unit examines the ways in which the adult learners can be sensitised to tackle some of the critical challenges they face in day to day life. It brings us to the climax of our analysis of some of the contemporary issues in education in Africa at the moment.

Key Words and Concepts

Adult education
Continuing education
Health
Health care
Health education



Hygiene
Malnutrition
Physical education
Public health
Urbanization

List of required readings

http://en.wikipedia.org/wiki/Healthy_diet

Title: Healthy Diet

Description: The article defines a healthy diet and gives examples of what one can do to achieve it. Detrimental eating habits are also explained.

Butterfly Software Time left: 17mins 57secs. Tell Admin | Logout

Healthy diet - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Healthy_diet

Google Search

Your continued donations keep Wikipedia running! Log in / create account

article discussion edit this page history

Healthy diet

From Wikipedia, the free encyclopedia

This article needs additional citations for verification.
Please help improve this article by adding reliable references. Unsourced material may be challenged and removed. (May 2007)

A **healthy diet** is one that is arrived at with the intent of improving or maintaining optimal health. This usually involves consuming nutrients by eating the appropriate amounts from all of the food groups, including an adequate amount of water. Since human nutrition is complex, a healthy diet may vary widely, and is subject to an individual's genetic makeup, environment, and health. For around 20% of the human population, lack of food and malnutrition are the main impediments to healthy eating. Conversely, people in developed countries have the opposite problem, they are more concerned about obesity.

Contents [hide]

- Nutritional overview



<http://en.wikipedia.org/wiki/Malnutrition>

Title: Malnutrition

Description: The article defines malnutrition, its causes and characteristics.

It brings out the effects of malnutrition on the health of the child and other pertinent issues.

Butterfly Software Time left: 16mins 35secs. Tell Admin Logout

Malnutrition - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Malnutrition

Google Search M Bookmarks AutoLink AutoFill Send to Settings

Help us provide free content to the world by donating today! Log in / create account

article discussion edit this page history

Malnutrition

From Wikipedia, the free encyclopedia

Malnutrition is a general term for a medical condition caused by an improper or insufficient diet. It most often refers to **undernutrition** resulting from inadequate consumption, poor absorption, or excessive loss of nutrients, but the term can also encompass **overnutrition**, resulting from overeating or excessive intake of specific nutrients. An individual will experience malnutrition if the appropriate amount of, or quality of **nutrients** comprising a healthy diet are not consumed for an extended period of time. An extended period of malnutrition can result in **starvation**, **disease**, and **infection**.

Malnutrition is the lack of sufficient nutrients to maintain healthy bodily functions and is typically associated with **extreme poverty** in economically **developing countries**. It is a common cause of **reduced intelligence** in parts of the world affected by **famine**.^[1] Malnutrition as the result of inappropriate **dieting**, **overeating** or the absence of a "balanced diet" is often observed in economically **developed countries**

Percentage of population affected by malnutrition by country, according to United Nations statistics.

Percentage of population affected by malnutrition by country, according to United Nations statistics.

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

Done

start CONTEMPORARY ISS... Malnutrition - Wikiped... 2:52 PM



http://en.wikipedia.org/wiki/Public_health

Title: Public Health

Description: The article has information on public health. Its objectives, history and related issues are examined.





<http://en.wikipedia.org/wiki/City>

Title: City

Description: The Article defines a city and gives a historical background from a global perspective. The differences between a city and a town are examined as well as some of the main features.

The screenshot shows a Mozilla Firefox browser window with the address bar displaying <http://en.wikipedia.org/wiki/City>. The page title is "City - Wikipedia, the free encyclopedia". The browser's address bar shows the URL and search engines like Google. The page content includes a navigation menu on the left with options like "Main Page", "Contents", "Featured content", "Current events", and "Random article". The main content area features the title "City" and a sub-header "From Wikipedia, the free encyclopedia". Below this, there is a note: "For other uses, see *City (disambiguation)*." The main text defines a city as "generally an urban settlement with a large population. However, a city may also be a settlement with a special administrative, legal, or historical status." It then discusses "Present-day cities" as products of the "Industrial Revolution" and lists features like "sanitation, utilities, land distribution, housing, and transportation". The text concludes with "In economic terms, a city is simply defined as the absence of physical space between people and firms. This close proximity greatly facilitates interaction between people and firms, benefiting both parties in the process. However, there is debate now whether". On the right side, there are several callout boxes: "Look up *city*, *City* in Wiktionary, the free dictionary.", "An aerial view of the city of Chicago.", and "Tokyo, the largest metropolis on Earth, at street level."



http://en.wikipedia.org/wiki/Adult_education

Title: Adult Education

Description: This Article focuses on adult education. It defines the concept and gives a brief analysis of the concept with examples from USA.

Butterfly Software Time left: 11mins 44secs. Tell Admin Logout

Adult education - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Adult_education

Google Search M Bookmarks AutoLink AutoFill Send to Settings

Your continued donations keep Wikipedia running! Log in / create account

article discussion edit this page history

Adult education

From Wikipedia, the free encyclopedia

This article does not cite any references or sources. (November 2007)

Please help improve this article by adding citations to reliable sources. Unverifiable material may be challenged and removed.

"Adult Education" is also the title of a song by Hall & Oates.

Adult education is the practice of teaching and educating adults. This often happens in the workplace, through 'extension' or 'continuing education' courses at secondary schools, at a college or university. Other learning places include folk high schools, community colleges, and lifelong learning centers. The practice is also often referred to as 'Training and Development'. It has also been referred to as *andragogy* (to distinguish it from *pedagogy*). A difference is made between vocational education, mostly undertaken in workplaces and frequently related to upskilling, and non-formal adult education including learning skills or learning for personal development.

Libraries are useful resources for adult learners.

Libraries are useful resources for adult learners.

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

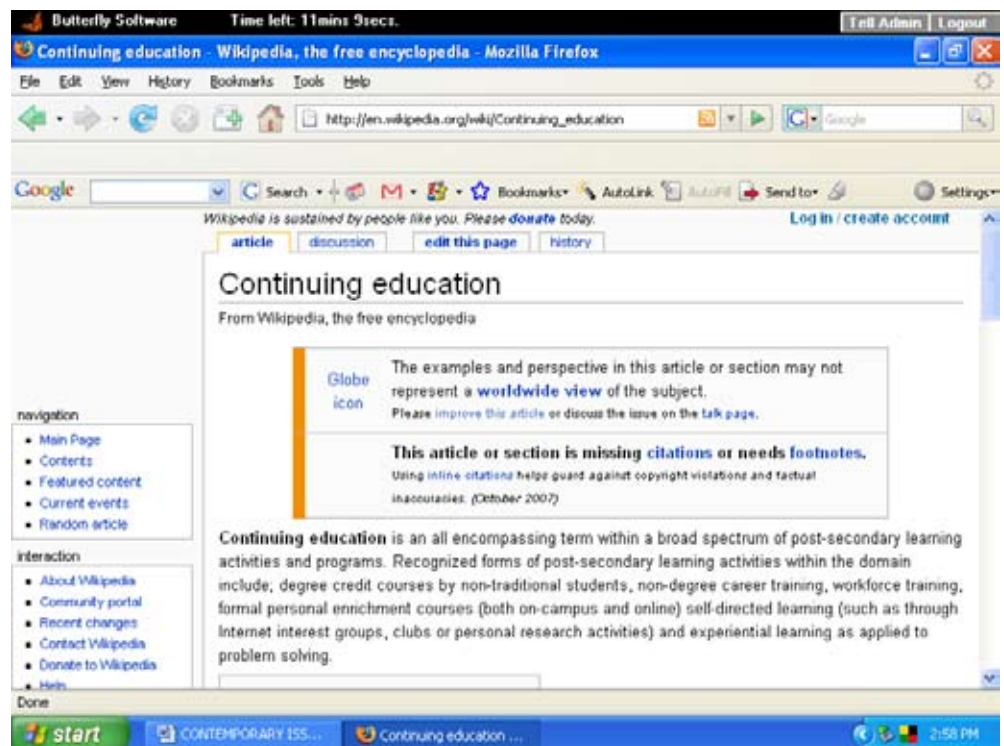
start CONTEMPORARY ISS... Adult education - Wiki... 2:57 PM



http://en.wikipedia.org/wiki/Continuing_education

Title: Continuing Education

Description: The Article focuses on continuing education. It defines the concept and gives a brief analysis of the method and format of the concept.





List of relevant useful links

<http://en.wikipedia.org/wiki/Self-care>

This site has information on the meaning of self care in the context of health. Self care approaches and activities are outlined.

<http://en.wikipedia.org/wiki/Hygiene>

The site defines hygiene and gives examples of personal hygiene. Aspects on public hygiene are also explained.

http://en.wikipedia.org/wiki/Physical_exercise

This site focuses on physical exercise. Its meaning, types, benefits and possible dangers are examined.

http://en.wikipedia.org/wiki/Stress_management

The site covers aspects on stress management. It defines the concept, gives a background and examines techniques of stress management.

<http://en.wikipedia.org/wiki/Globalization>

This site on Globalisation covers aspects on the influence of globalisation on the urban centres.

http://en.wikipedia.org/wiki/Health_services

The link defines health care. It highlights historical issues and gives a comparative picture from across the world.

Instructions

To do this Activity easily and successfully, read the instructions at each of the steps carefully and follow them as much as possible. It is advisable to complete each step before you proceed to the next. Take note of the linkage among the steps in each unit.

Understanding the key concepts

You may be aware of some of the key terms and concepts we are going to study in this unit. In the contemporary world, the concepts of adult education, continuing education, health education, urbanization, among others are common in usage and importance. Let us establish what they mean in our context in order to help us understand the content in this unit

Step 1: In your own words, define the terms adult education, continuing education, and health education (Use not more than 100 words).



To consolidate your understanding, read the Articles titled *Adult education*, *Continuing Education* and *Public Health* found in the readings. Also check the definitions from the glossary at the end of this unit.

(i) Adult and continuing education in Africa

Introduction

You have established that adult education focuses on learners who are eighteen years and above. In many cases, they might have had no substantial basic education before. In other words, it is the process of teaching and learning basic knowledge, skills and values for adults.

On the other hand, continuing education is the additional teaching and learning of adults who have already attained a substantial level of formal education. However, adult education and continuing education share some common elements as they all focus adult clients, rather than children.

Adult education may take place through the extension (outreach) programmes offered by the universities and colleges, the government and non-governmental organizations. Note that it may be formal or non-formal in nature and mode of delivery.

Examples of the non-formal adult education is the training disseminated during seminars, workshops or communal gathering.

While continuing education may also exhibit some of the above attributes, it usually involves formal enrolment of the learners in school, at the college or university. Many students on the continuing education programmes may be part-time rather than full time participants on the course. Find out more about these two concepts and how they are organised in your country.

Characteristics of adult learners

Learners pursuing adult and continuing education share a number of things in common because on the whole, they are adults.

Step 2: Use your experience as a distance learner and an adult on this programme and explain the major characteristics of an adult learner in Africa.

Compare your answer with the notes below.

You may have noted that adult learners usually have many responsibilities such as the family, job, and other occupational activities to attend to. In addition to their studies, these activities put a lot of pressure on them and may be a source of frustrations, stress, etc.



In spite of the above, the adult learners attach value to their jobs or occupations because this may be the major source of livelihood for themselves and family. Remember in the Africa traditional setting, the family may include other relatives as well. It is for this reason that many cannot simply quit the job and go back to school.

Adults have accumulated knowledge and experiences. This can promote or hinder the learning process. For example their own knowledge, beliefs and perceptions may be difficult to change if they are deeply rooted in the culture and traditions of their communities.

Closely related to that, the adults have a high sense of self esteem. Owing to their roles and responsibilities in the family, work place and society, they are respectful and respected people. They therefore demand respect and want their ideas to be respected as well.

On the other hand, they have fears and anxiety, especially as far as exploring new ideas and learning new skills is concerned. Note that they may also fear the heavy workload, the examinations and other challenges which the academic obligations may demand.

In addition, they are target or goal oriented, that is they want to learn in order to achieve a set goal. Many adults go back to school because of the desire to further their career or enhance the security of their jobs.

Adult learners are practical and participative in approach. They like getting involved in the teaching and learning experience and share experiences with other members in the community.

Similarly, adult learners have expectations that the knowledge and skills they gain will help them achieve their goals and ambitions.

However, due to their age and busy schedule, some may have low attention span. They get tired and bored easily and may become withdrawn due to stress, lack of motivation or other inhibitions.

You are free to include other pertinent issues. It is important that you internalize these characteristics because they will help you in your interaction with adult learners and the support you give during your day to day work.



Principles of Adult and Continuing education

We have noted that knowledge of the characteristics of adult learners is important their education. In addition to these, you need to be aware of the principles of adult and continuing education. Principles refer to the philosophies, beliefs or values that you should consider to guide you in supporting adults in their learning or day to day activities.

Step 3: Using your experiences, do the following:

- (i) Identify the major conditions which could make adult and continuing education successful and enjoyable in your community (about 200 words).
- (ii) Explain what you can do to facilitate a group of adults to learn effectively (not more than 400 words).

Get more ideas from characteristics above and compare your answers with the comments that follow.

You may have established that the teaching and learning environment is one of the conditions. This includes the place, time, nature of facilitation, and so on. The instructional materials used are equally important.

From the above, we should note that of the key principles, adult and continuing education is *learner centred*. The content, methods and approaches should all put the learner at the forefront of the teaching and learning process.

Secondly, it is *experiential* that is, it should build on the experiences of the learners if it is to become meaning and relevant to them.

Thirdly, it is *needs-based* and *client driven*. This means that it should be relevant and tailored to suit the needs of the community and the target group.

It also *participatory* in approach and therefore should be packaged and delivered in a manner that makes the learners involved and in charge of their learning experiences.

Implications for the teacher

One of your professional tasks and obligations is to work closely with the people in the school and in the community. These include the staff, children, parents, religious leaders, civic leaders, and the general public. It is therefore important for you to note that you have a wide clientele ranging from children at school to adults who may be outside school.



You need to understand the needs and aspirations of all the partners and stakeholders in the process of education. For example, as a teacher, you guide the parents and guardians of the pupils on matters pertaining to welfare, academics, discipline and other related issues. You are also instrumental in the sensitisation and mobilization of the other members of the community owing to your resourcefulness and training.

Aware that most of these are adults, you therefore have to put into consideration the characteristics we have seen above. During your meetings and community activities apply the principles as well so that you maximally exploit the rare opportunity of interacting with these people within and outside school.

Remember to model a good practitioner and professional. First of all prepare adequately for the activity. Make sure the meeting place, facilities and resources for use are available and sufficient to cater for the needs of everybody. This includes the furniture, instructional materials, and so on.

Be punctual. Time keeping and management should be done effectively to ensure that the set objectives of the meeting or activities are realized. This will also give the audience a sense of satisfaction for their sacrifice in terms of time and resources.

Because adult education is experiential, exploit the prior knowledge and ideas of your clients. Give them an opportunity to express their opinions. Your duty is to facilitate the process, not to direct, or instruct them! Remember to focus your concern on issues which directly touch their lives.

Use simple but clear language and try as much as possible to draw the examples from familiar conditions and surroundings in the communities where they live.

Avoid stereotypes by respecting the individual, gender, religious, tribal and other characteristics which may offend person or group.

In other words, cultivate a suitable environment for the interaction. This will minimize any possible discomfort, suspicion or other inhibiting conditions.

It is also paramount that you select and apply learner centered approaches, methods and strategies so as to elicit maximum involvement and participation of everybody. Vary the methods and activities. One way you could this is by using individualized, group and whole class approaches. Remember to be presentable in personality and character by upholding the professional ethics and code of conduct.



Relevance of adult and continuing education

Step 4: In not more than 500 words, explain how adult and continuing education benefits the societies in Africa.

To consolidate your understanding, compare your answer with the note below.

It can be used to achieve the MDGs and EFA goals. It is therefore one of the potential strategic interventions of accelerating the pace of political transformation and socio-economic development.

Specifically, it broadens the education opportunities on the continent by targeting those millions of people who may lack easy avenues of access. It also addresses the challenges of retention and equity and consequently helps to democratize education in the process.

Adult learners are helped to get functional skills, numeracy and literacy and are thus empowered to tackle the bottlenecks that impede development in their communities. The cases in point include poverty, disease and ignorance.

Vulnerable groups such as the poor, the girl child, orphans and those in remote areas can also be helped through adult and continuing education programmes. This offers a life line for them to be sensitized on crucial issues in health, poverty eradication, environmental conservation, agricultural modernization, among others.

Besides, a majority of the people in Africa are found in rural areas where service delivery is inadequate. Bottlenecks in transport and communication coupled with lack of trained manpower among others make it difficult to lift up the education standards of the people in rural communities. Adult education is therefore a vital tool that is used to reach out to such communities by taking services nearer to them.

In addition, the drop out rates in Africa is high which constitutes wastage in education. For example, millions of girls drop out of school due to pregnancies. Such girls can be given chance to resume school. In this way the gender gap is partially reduced. This brings economic and social returns to the communities.

The number of workers is gradually increasing, partly due to changes derived from urbanization, industrialization and education. Many of these aspire to improve on their career or secure their jobs. Adult and continuing education provides opportunity to them.

Remember education is a lifelong process and it is a right not a privilege. In this globalisation, Science, Information and Communications Technology, it is logical that societies must be ready to embrace new innovations in order to cope



with the changes in the modern world. This is readily offered through adult and continuing education.

In a nutshell, adult and continuing education is essential in community sensitisation, mobilization and development. Hence it is relevant to Africa in particular and the modern world in general.

Efforts made to promote adult and continuing education in Africa

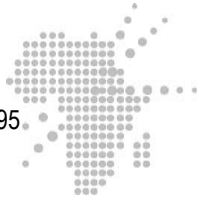
Step 5: In not more than 400 words explain the measures adopted in your country and other countries in Africa to promote adult and continuing education.

Perhaps you have noted that the phenomenon of adult and continuing education is not a recent intervention. It existed during the colonial period as well. Find out from elderly members in your society to get a broader historical perspective.

Remember that on regaining self determination, the African states embarked on measures and strategies of expanding the education systems to meet the manpower demands and development needs of their countries. One of the ways of doing this was by using adult and continuing education, a policy which continues to date.

Governments in Africa encourage policies and initiatives geared towards adult and continuing education in the schools, colleges, universities and the community as a whole. In particular, higher institutions of learning initiate programmes tailored to suit the needs and demands of the adults and the communities where they live. Some of these are offered on full time basis, while others are part time.

Modes of delivery also vary. They include face to face, distance learning, among others. In terms of entry requirements, the some institutions use special arrangements such as the mature entry examinations to assess potential candidates for enrolment. At community level, some countries operate programmes at centres designated for training. Some of these centres are equipped with televisions, radios and other facilities to ensure wider mobilization of the people on matters of development.



(ii) Health Education in relation to other crucial issues in Africa

Introduction

Societies in Africa face growing danger of people's poor health partly due to rampant but preventable diseases. This state of affairs, among other factors, seriously hampers the efforts geared towards social and economic development. One way of reversing the trend is to empower the masses through sensitisation and mobilization programmes focusing on public health, environmental conservation, poverty eradication and other pertinent issues.

In the previous topic, we examined how adult and continuing education can be used to create awareness and transform society. Among the critical issues that impact heavily on societies in Africa is Health Education.

Understanding the key concepts

Step 6: In not more than 100 words, define the terms health, health education, health care, public health, malnutrition and hygiene. This will help you to further your understanding of the content in this topic.

Compare your answers with the definitions given in the glossary at the end of this unit and the notes below.

You are now aware that health refers to “a state of complete physical, mental and social well being of an individual or group” (WHO). In this context, Health education can be looked at as the teaching and learning of the basic principles and practice of health. Remember this does not merely mean the absence of disease but is broader in context. At a communal level, it translates into public health.

As such, public health focuses on the physical, mental and social wellbeing of the community. It encompasses the study and practices of managing threats to the health of the community. You have also noted that public health pays special attention to the social contexts of the health conditions and how to improve on them through social wide measures

For instance, it addresses fundamental questions like what are the social conditions that prevail in the community? What dangers exist that could threaten the people's health and why? How could the dangers be prevented or eliminated? What effects does this have on society, etc. Note that the dangers could be diseases in this context.



Importance of Health Education

Step 7: In not more than 400 words, do the following:

- (i) Identify the benefits of Health Education to the societies in Africa
- (ii) Explain who needs Health Education and why.

Then read the notes that follow to broaden your understanding.

First, Health Education is not only desirable but also indispensable in the modern world. Those who are informed and knowledgeable about it are in a better position to understand and value health as an asset to them and the society as a whole.

Secondly, they are empowered to prevent possible dangers to their health through surveillance and other control measures. Remember prevention is better than cure. This translates into improved life in the community where they live.

Closely related to the above, the people benefit from the improved conditions by cultivating a culture and spirit of self reliance and determination (WHO, cited by Tabaro, 1988). This means that good health education can enable the communities to solve their own problems.

According to Tabaro (1988) the competence and awareness acquired by the individual or group helps in the realization of a full state of physical, mental and social health. For example, good health practices such as observing hygiene improves personal and communal health and well being.

Besides, it helps in causing behavioural and attitudinal change in society towards embracing the positive practices in the aspects like sanitation, hygiene, diet and other related issues.

Who needs Health Education?

You may have established that every one needs health education. In your work place and social life, you have a key role to play in promoting it among the people, especially those under your direct influence (such as the pupils and parents). This is because not all of them can easily access the health workers such as Doctors, Medical Assistants, Health Inspectors and other officers.

Note that by promoting Health Education, you are not a health worker but a partner with those who specialize in the field of health (see example above).

On their part, the health workers need health education in order to teach others by word and example. They are also meant to offer more technical information and support to you on what to teach or do whenever there is need.



Individuals and the community at large form the critical mass that benefits from health education. It becomes more meaningful and beneficial if it promotes the eradication of preventable diseases from their midst and help them gain greater control of their health and lives (Werna and Bower, cited by Tabaro, 1988). Ultimately, they are able to appreciate and value the health services and personnel behind the positive change.

Common health hazards in Africa

Step 8: In not more than 450 words,

- (i) Identify the major conditions which endanger the people's lives in the African communities (about 100 words).
- (ii) Suggest ways of promoting public health in Africa (not more than 350 words)

Consolidate your understanding by reading the articles in the list of readings related to public health, health care, among others. Thereafter, read the notes that follow.

For the conditions identified, your answer should revolve around the list below:

- Diseases like Malaria. HIV/AIDS, among others
- Poverty and deprivation
- Ignorance and low levels of education
- Poor sanitation and hygiene
- Contaminated water
- Pollution e.g. air pollution and environmental degradation
- Accidents
- Poor diet and feeding habits
- Reckless sexual behaviour
- Alcoholism and use of drugs
- Inadequate health care
- Inadequate physical exercise
- Natural calamities
- Wars and civil strife
- Lack of self care, among others.



Promoting public health in Africa

You are aware that public health involves the study and practice of managing threats to the health of the communities. In the preceding part of the activity, you identified some of conditions that endanger people's lives in Africa. While some are man-made, others are natural. The following are some of the possible ways of promoting public health.

- (i) **Prevention**-Promoting public health does not have a single formula or approach owing to the multiplicity of the hazards and their causes. Nevertheless, one of the ways of doing this is by preventing or eliminating the conditions which favour the occurrence of the hazards wherever possible. Prevention, as you are aware, is better than cure.
- (ii) **Using Health education campaigns**-To do this, the communities need to be informed and aware of the conditions in which they live and the underlying factors that bring them about. Education is therefore fundamental in this area. Public health programmes and measures aimed at preventing diseases, accidents and other man made problems are crucial in this regard. The cases in point are vaccination, campaigns against smoking, environmental degradation, and unsafe health practices, among others.
- (iii) **Promoting health care**-Remember health care involves among other things the establishment of facilities and provision resources that can ensure the preservation of the mental, physical and social well being of an individual or group. Health care in Africa is under resourced partly due to inadequate funding, expertise and facilities. This puts the lives of millions of people in danger. The most vulnerable groups are the poor, children and women especially those living in the rural communities.
- (iv) **Healthy diet**-Choosing what to eat in order to maintain good health is one of the key preventive measures. What constitutes a healthy diet? You may have observed that a healthy diet should be balanced (with all the food groups) and contain the necessary nutrients. It should be appropriate in quantity or amount to suit the body requirements of an individual. Water is extremely essential for the body and must be taken in adequate measure.

For details about these read the article titled *Healthy Diet* again.

Note: It is essential that you internalize the fundamental issues related to maintaining a healthy diet and life style because you have to integrate the knowledge into your professional life and practice and empower your clients (pupils, parents, etc)



- (v) **Maintaining personal and public hygiene** (Refer to the article titled *Hygiene* again)-Ensuring good health practices includes observing high standards of cleanliness and sanitation at the individual and community levels. The human body is delicate and needs care and attention. Washing, cleaning and protection are some of the things we need to give the body for a healthy life.

Note: Find out what you need to do or avoid as far as maintaining hygiene is concerned. Help the learners to know these things as well so that they become not only practitioners but also messengers in society.

- (vi) **Observing self care**-This is closely related to all aspects of healthy living. It refers to personal maintenance but can also be looked at in the context of the community. Those things we do as individuals, family or community with the intention of preventing, maintaining or treating threats to constitute self care. Examples are exercising, self medication, eating well and avoiding/managing stress, keeping away from danger, etc.

Note: Once adopted as a practice, self care cultivates a sense of self reliance and sustenance in preventing and solving health related problems.

- (vii) **Regular and adequate exercise**-(Read article titled *Physical exercise*)- It is important that we engage in physical exercise regularly in order to maintain fitness and overall health. In the school setting, physical education should be emphasized. Apart from promoting the motor development of the pupils, it also caters for their social and emotional needs.

- (viii) **Environmental awareness and conservation:** The environment is a potential source of threats to health. For instance, bushes and stagnant water are breeding grounds for mosquitoes that cause malaria. Sensitizing the communities about the environment around them can go a long way towards preventing hazards of that nature so that they can be reduced or eliminated. It is for this reason that environmental studies should be integrated into the school and community programmes.



Malnutrition and its effects on education



Map showing Africa with a high percentage of malnourished population

One of the dangers to children's health is hunger (UNICEF, 2008). Millions of children are in danger due to famine and starvation. Others are severely affected by malnutrition especially those in the communities where wars and calamities occur.

Step 9:

- (i) In your own words, define the term malnutrition and explain its causes and characteristics (250 words)
- (ii) Discuss the effects of malnutrition on education in Africa (300 words)
- (iii) Read the article titled *Malnutrition* to consolidate your discussion

You may have discovered that malnutrition refers to malnourishment, underfeeding and starvation due to poor diet. The characteristics of the victims of this health problem manifest themselves among many children. Once unattended to, malnutrition can have severe consequences on the health and potential of the child.

Effects-In brief, malnutrition retards the growth of the child physically, socially and emotionally. Due to its effects on the brain of the child, it results into cognitive difficulties such as reduced intelligence, loss of memory and so on.

Socially, a children affected by malnutrition may become withdrawn, less assertive and insecure. Such a child will lose self esteem and other desirable qualities.

Physically, the child experiences reduced muscle strength and growth. These and other weaknesses make the child more vulnerable to diseases and poor health as a whole.



Remember, all the above have a significant impact on the child's ability to attend school and benefit from what is taught and learnt.

Find out whether you have malnourished children in your community. Even if this is not the case, it is your responsibility to give professional guidance and support to such children and the community in which they live. By so doing, you will be promoting public health.

Note: There are other ways of promoting public health. Carry out more research on your own. Remember peace education and gender education can contribute to the mental and physical well being of the communities. Many man made problems that are harmful to health can be avoided. Even when natural calamities occur, there are intervention measures that can be adopted to minimize the danger and suffering such calamities may cause.

You should realise that these measures have implications such as the need to mobilize resources, the good will and support of the masses, technical support and expertise, among others.

You should be able to have a sense of judgment when you are faced with a situation that needs your involvement in promoting health. Assess the situation and decide on the best way of handling it. Where you lack information, knowledge or capacity, seek help and technical support from other stakeholders concerned.

(iii) Urbanisation and education in Africa

The term *urbanization* is derived from *urban* which means town or city. In this context, urbanization refers to the growth and development of a town or city. You are aware that this phenomenon is significant in influencing the activities and life of the communities in Africa and other parts of the world.

Step 10:

- (i) List down at least ten cities in Africa and ten from *outside* Africa (Maximum 40 words)
- (ii) In not more than 400 words, explain the differences between the urban and rural communities and schools in Africa
- (iii) Examine the effects of urbanization on education in African societies



Probably your lists include:

Cities in Africa: Johannesburg; Cairo; Nairobi; Lagos; Dakar; Dar es Salaam; Kampala; Abidjan; Maputo; Mogadishu; Harare; Lusaka; Addis Ababa; Tunis; Accra; Banjul; Khartoum; Kinshasa; Tripoli; Cape Town; Pretoria; Algiers among others.

Cities from outside Africa

New York; Washington; Toronto; Boston; London; Paris; Lisbon; Berlin; Moscow; Hamburg; Turin; Rome; Milan; Venice; Munich; Melbourne; Manchester; Vienna; Budapest; Calcutta; Tokyo; Dubai; Teheran; Baghdad; Kabul; Lima; Buenos Aires; Rio de Janeiro among others.

Welcome back from the tour around the globe!

Step 11: Read the article titled *City* from the list of reading to concretize your understanding of the issues above.

Effects of urbanization on education

You have identified the major differences between the urban and rural communities, including the schools. Note that these differences bring out the strengths and weaknesses of both categories. We shall dwell much more on the urban areas which is the focus of this sub-topic.

The urban centres in Africa, more than the rural feel the effects of globalisation. Their communities have more modern amenities such as power, running water, developed transport and communication systems and so on. Besides, the urban dwellers live in closer, more compact communities where interaction and exchange of ideas is on a high scale.

Strengths: In terms of education, the above conditions can translate into a comparative advantage. For instance, the modern infrastructure and socio-economic activities in urban centres have attracted people from different parts of the world. They live together, exchange ideas and learn from each other. (For details read the article title *Globalisation*)

Note that urban centres attract a large number of highly trained and skilled people. This group attaches much more importance to formal education. This means that the towns and cities are areas where many education activities are based. Remember, the economic status of the parents there is also more favourable to financing education activities in their communities.



In terms of facilities and other resources, urban centres command a bigger share. This includes the number and quality of teachers. Consequently the academic performance of the pupils is usually above that of the national average.

Shortcomings: The list of positive aspects is longer. However, note that the urban life style coupled with the higher crime rate, cost of living, unemployment, busy schedules, among others erode some of the advantages mentioned above.

You may be aware that children in urban centres, especially those in day schools are more prone to undesirable social influences. Some are lured into criminal activities partly due to peer pressure and other forces prevalent in the communities where they live.

As such, urbanization is partly responsible for the increase in indiscipline among school going boys and girls. This includes delinquent behaviour, drug abuse, prostitution, truancy among others. It is partly due to this reason that many are not in school or are compelled to drop out.

It is important to note that urbanization in Africa creates more disparity in service delivery discernible in the communities. The gap between the rural poor and their urban counterparts becomes bigger as far as access and quality in education is concerned. This coupled with inequality based on gender render the task of making education accessible to all by 2015 a wild dream.

The future of Education

There are many critical issues influencing the development of education and other sectors in society. Globalisation has brought the world closer today more than ever before. Its benefits and impact are far reaching. Africa is undergoing rapid transformation socially, politically and economically. In the field of education, Africa faces the task of improving access, equity and quality. The Millennium Development Goals and EFA goals pose serious challenges for Africa to address the bottle necks and forge ahead. The future of education in Africa and the world will depend on the national and international efforts to respond with speed and precision in finding lasting solutions to the fundamental problems.

Conclusion

Adult and continuing education provides a crucial remedy to those who aspire to catch up with missed opportunities or advance their career. With a broadened outlook, new ideas, skills and values, these people contribute significantly to the improvement in their lives and the communities where they live. Modern society faces daunting challenges in health, the effects of urbanization, among others. These call for renewed concerted efforts and partnership among all stakeholders. Once again, the teacher has a key role to play in this venture.



Formative Evaluation

Questions

1. With specific examples, identify and explain the benefits of health education to the communities in Africa. (200-350 words)
2. Discuss the factors that impede the democratization of primary education in Africa. (200-350 words)

Possible answers

1. The benefits of health education to the communities in Africa.

Define health education and give an appropriate introduction

The benefits of health education include the creation of awareness about health issues which impacts positively on peoples attitudes and behaviour about health; improved sanitation and hygiene for individuals and communities; helps to prevent diseases and saves lives; promotes a culture of self awareness and reliance; reduces malnutrition and ill health which can raise the productive capacity and potential in the communities; encourages environmental conservation, etc.

2. The factors that impede the democratization of primary education in Africa

The candidate should define democratization and focus on the factors that hinder the provision of education for all, including the vulnerable groups.

The factors include political, social, cultural, economic and other obstacles within and outside Africa. They are: political instability; undemocratic institutions and practices; corruption and lack of accountability; poverty; misuse of resources financial, etc; poor planning; poor infrastructure e.g. roads, railways; lack of schools and other facilities; gender bias; diseases, etc.



Glossary

Adult education-A process of teaching and learning basic knowledge, skills and values for adults

Continuing education-Additional teaching and learning of adults with a substantial level of education

Health-A state of complete physical, mental and social well being

Health care-Prevention, treatment and managing resources for physical, mental and social well being

Health education-Teaching and learning basic principles and practice of health

Hygiene-Cleanliness and sanitation that ensures good health

Malnutrition-Undernourishment or starvation due to poor diet

Physical exercise-Bodily activity that develops or maintains physical fitness or overall health

Public health-The physical, mental and social well being of a community

Urbanization-Process of growth and development of towns and cities



XI. Compiled list of Key Concepts (Glossary)

Adult education-A process of teaching and learning basic knowledge, skills and values for adults

Arbitration-Mediation or settlement of a conflict or grievance

Child labour-Employment of children under the age determined by law or custom

Child mortality- The death rate among children at a tender age

Child-A young person below the age of eighteen years

Children's Rights-Civil liberties or privileges children are entitled to

Conciliation-Establishment of peace or appeasement

Conflict management-a variety of ways of handling long-term grievances

Conflict resolution-The process of solving a dispute or grievance

Conflict-Disagreement, clash or argument; a state of discord

Continuing education-Additional teaching and learning of adults with a substantial level of education

Convention-A meeting, gathering or rule

Corporal punishment-Deliberate infliction of pain and suffering to punish a person

Declaration-Statement or announcement

Disparity-Gap, inequality or difference

Education for All- A plan meant to promote access to education for all people regardless of age, sex, and other differences

Equity- *Refers to fairness or justice*

Framework- *A structure, outline or agenda*

Gender equality-The equal valuing by society of the similarities and differences of women and men and the roles they play

Gender equity-The state of being fair to women and men

Gender responsive pedagogy-Teaching methods, strategies and approaches that take into account gender related issues

Gender-Socially construed roles, responsibilities and behaviours that are believed to belong to men and women in a given society.



Global-International or worldwide

Globalisation-International integration of people that has brought societies closer

Health care-Prevention, treatment and managing resources for physical, mental and social well being

Health education-Teaching and learning basic principles and practice of health

Health-A state of complete physical, mental and social well being

Human Rights- Civil liberties or privileges a person is entitled to regardless of age, sex, race, etc.

Hygiene-Cleanliness and sanitation that ensures good health

Malnutrition-Undernourishment or starvation due to poor diet

Maternal health-The health or physical, mental and social well being of a mother

Mediation-Arbitration, negotiation aimed at restoration of peace

Millennium Development Goals-The eight goals set by the UNO in 2000 to be achieved by 2015

Partnership-Joint venture or collective action

Peace education-Process of acquiring the values, knowledge, skills and attitudes to live in harmony with oneself and with others

Peace-A state of harmony, silence or tranquility

Pedagogy-Teaching that recognizes societal, cultural and moral aspects of what is learned and why

Physical exercise-Bodily activity that develops or maintains physical fitness or overall health

Public health-The physical, mental and social well being of a community

Responsibilities-Tasks or duties shouldered by an individual or group

Retention-Maintenance or preservation e.g. of pupils at school

Sex-The biological differences between women and men which are universal and determined by birth

Tolerance-Refers to patience or ability to exercise restraint

Universal-World wide, global or common

Urbanization-Process of growth and development of towns and cities



XII. List of Compulsory Readings

Reading 1

Complete reference: <http://en.wikipedia.org/wiki/Globalization>

This Article is titled Globalisation. It has information on the concept of Globalisation, its history, and main features.

Abstract: The article defines the concept of Globalisation and gives its historical background, characteristics and its effects on the modern world.

Rationale: You will be able to understand the meaning of Globalisation and have a broad picture about its origin and dynamics. You also need to understand the positive and negative effects it has caused as well as the schools of thought that support and oppose its potential for development.





Butterfly Software Time left: 37mins 48secs Tell Admin Logout

Globalization - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Globalization

Google

Google Search

Globalization

From Wikipedia, the free encyclopedia

Globalization or (globalisation) in its literal sense is the process of making, transformation of some things or phenomena into global ones. It can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces.^[1] Globalization is often used to refer to economic globalization, that is, integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.^[2]

Thomas L. Friedman "examines the impact of the "flattening" of the globe", and argues that **globalized trade, outsourcing, supply-chaining,** and political forces have changed the world permanently, for both better and worse. He also argues that the pace of globalization is quickening and will continue to have a growing impact on business organization and practice.^[3]

Noam Chomsky argues that the word globalization is also used, in a doctrinal sense, to describe the

Puxi side of Shanghai, China.

Puxi side of Shanghai, China

Transferring data from en.wikipedia.org...

start Globalization - Wikip... Contemporary Issues ... Microsoft Office ... 7:40 PM



Reading 2

Complete reference: http://en.wikipedia.org/wiki/Millennium_Development_Goals

This Article has information on the MDGs and out lines each of the eights goals. It includes a few detailed aspects that concern the goals.

Abstract: The Article explains the eight MDGs. It has a brief back ground about the goals and gives an insight into their over all aims and objectives.

Rationale: The Millennium Development Goals provide the basis of most the contemporary issues in education. The article will help you to visualize the broader intentions and targets of the international community in spearheading development issues and setting the guidelines in the new millennium.

Butterfly Software Time left: 39mins 24secs. Tell Admins Logout

Millennium Development Goals - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Millennium_Development_Goals

Google

Google Search M Bookmarks AutoLink Send to Settings

Wikipedia is sustained by people like you. Please donate today. Log in / create account

article discussion edit this page history

Millennium Development Goals

From Wikipedia, the free encyclopedia

"MDG" redirects here. For other uses, see MDG (disambiguation).

The **Millennium Development Goals** are eight goals that 189 United Nations member states have agreed to try to achieve by the year 2015.

The Millennium Development Goals derive from earlier international development goals^[1], and were officially established at the Millennium Summit in 2000, where 189 world leaders adopted the United Nations Millennium Declaration, from which the eight-goal action-plan, the 'Millennium Development Goals', was particularly promoted.

Contents [hide]

- 1 Goals
- 2 References

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

List of UN Millennium Development Goals in the United Nations Headquarters in New York

List of UN Millennium Development Goals in the United Nations Headquarters in New York

start Millennium Developme... Contemporary issues ... Microsoft Office ... 7:39 PM



Reading 3

Complete reference: http://en.wikipedia.org/wiki/Universal_Primary_Education

This Article has information on Universal Primary Education It focuses on issues of access and attendance.

Abstract: The Article includes the factors that influence access and attendance in UPE with emphasis on the less developed world. The global campaign for UPE is also outlined.

Rationale: The Article will help you understand the international and national efforts being made to democratize education. Remember this is one of the MDGs. Further it will guide you to examine the obstacles faced in promoting UPE especially by the less developed world.



Butterfly Software Time left: 40mins 27secs. Tell Admin Logout

Universal Primary Education - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Universal_Primary_Education

Google Search

Make a donation to Wikipedia and give the gift of knowledge! Log in / create account

article discussion edit this page history

Universal Primary Education

From Wikipedia, the free encyclopedia

The second United Nations [Millennium Development Goal](#) is to achieve **Universal Primary Education**, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling." Currently, there are more than 100 million children around the world of primary school age who are not in school. The majority of these children are in regions of sub-Saharan Africa and South Asia and within these countries, girls are at the greatest disadvantage in receiving access to education at the primary school age. Since the Millennium Development Goals were launched, there have been many successes. For example, China, Chile, Cuba, Singapore and Sri Lanka are all examples of developing countries that have successfully completed a campaign towards universal [primary education](#). It is from these examples of success that the many struggling countries can learn; and gradually more and more countries will be added to the list of those who have successfully achieved the goal of universal [primary education](#).

navigation

- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

Contents [hide]

- Access and attendance
- Factors contributing to lack of access and poor attendance

Done

start Universal Primary Edu... Contemporary issues ... 3 Microsoft Office ... 7:38 PM



Reading 4

Complete reference: http://en.wikipedia.org/wiki/Poverty_in_Africa

This Article focuses on poverty in Africa. It examines the causes and effects of poverty on the continent within an international context.

Abstract: The Article examines the indicators of poverty in Africa. It analyses the underlying factors that facilitate poverty on the continent in spite of abundant natural resources. It also brings out the impact of poverty as far as retarding development is concerned.

Rationale: The Article will give you a clear picture on the inherent linkages among the contemporary issues covered in this module. You will realize that poverty affects the education of children, promotes gender inequality, violation of children's rights, among other effects. On the other hand, it can be checked through concerted global and national efforts.

Butterfly Software Time left: 42mins 20secs. Tell Admin Logout

Poverty in Africa - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Poverty_in_Africa

Google Search

Wikipedia is sustained by people like you. Please [donate](#) today. Log in / create account

article discussion edit this page history

Poverty in Africa

From Wikipedia, the free encyclopedia

This article may require cleanup to meet Wikipedia's quality standards.
Please [improve this article](#) if you can. (December 2007)

The tone or style of this article or section may not be appropriate for Wikipedia.
Specific concerns may be found on the [talk page](#). See Wikipedia's guide to [writing better articles](#) for suggestions (December 2007)

This article or section may contain original research or unverified claims.
Please [improve the article](#) by adding references. See the [talk page](#) for details. (December 2007)

This article or section includes a [list of references](#) or external links.

Done

start Poverty in Africa - Wi... Contemporary issues ... Microsoft Office ... 7:36 PM



Reading 5

Complete reference: http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_tohe_Child

This Article has information on the Convention on the Rights of the Child.

Abstract: The Article gives background information about the convention and some of its key features. It brings out some details about the states that signed it and those that have not ratified it. The varying views of some members of the international community about the convention are presented

Rationale: The Article will help you understanding the children's rights across the world. It will guide you to appreciate the varying perceptions about the subject and how this impacts on the implementation of the international agreements. The consensus of the international community about key aspects of the children's rights will be clarified.

Butterfly Software Time left: 43mins 53secs. Advertise with us: Tell Admin Logout

Convention on the Rights of tohe Child - Wikipedia, the free encyclopedia - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_tohe_Child

Google Search

Wikipedia is sustained by people like you. Please [donate](#) today. Log in / create account

article discussion

Convention on the Rights of tohe Child

From Wikipedia, the free encyclopedia

Wikipedia does not have an article with this exact name. Please [search for Convention on the Rights of tohe Child in Wikipedia](#) to check for alternative titles or spellings.

- Start the *Convention on the Rights of tohe Child* article or add a request for it.
- Search for "*Convention on the Rights of tohe Child*" in existing articles.
- Look for pages within Wikipedia that link to this title.

Other reasons why this message may be displayed:

- If a page was recently created here, it may not yet be visible because of a delay in updating

Look for **Convention on the Rights of tohe Child** on one of Wikipedia's sister projects:

- Wiktionary (free dictionary)
- Wikibooks (free textbooks)
- Wikiquote (quotations)
- Wikisource (free library)
- Wikiversity (free learning resources)
- Commons (images and media)
- Wikinews (free news source)

navigation

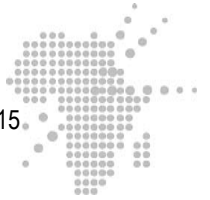
- Main Page
- Contents
- Featured content
- Current events
- Random article

interaction

- About Wikipedia
- Community portal
- Recent changes
- Contact Wikipedia
- Donate to Wikipedia
- Help

http://en.wikipedia.org/wiki/Main_Page

start Convention on the Ri... Contemporary issues ... 3 Microsoft Office ... 7:34 PM



XIII. Compiled List of Useful Links

http://en.wikipedia.org/wiki/International_development

This site has information on the concept and evolution of International development.

http://en.wikipedia.org/wiki/Millennium_Summit

This site on the Millennium summit includes a few detailed aspects that concern the summit and the MDGs.

http://en.wikipedia.org/wiki/Convention_on_the_Rights_of_the_Child

The link has information on the Convention on the Rights of the Child with a background and some of the key features of convention.

http://en.wikipedia.org/wiki/Women%27s_rights

The site examines the meaning and features of women's rights, its history and other related issues.

http://en.wikipedia.org/wiki/Child_labour

This site focuses on child labour, its meaning, background and aspects of on human rights.

http://en.wikipedia.org/wiki/Corporal_punishment

This site has information on corporal punishment as a violation of children's rights. It gives a definition, history and dangers to the life of the child.

http://en.wikipedia.org/wiki/Worst_Forms_of_Child_Labour_Convention

The site looks at the worst forms of child labor convention. It defines what they are and gives examples covered by the convention.

http://en.wikipedia.org/wiki/Conflict_management

The site focuses on conflict management. It explains the difference between conflict management and conflict resolution.

http://en.wikipedia.org/wiki/Alternative_dispute_resolution

This link has information on alternative dispute resolution. A global picture is given on the concept as wells as ways of approaching conflict.

<http://en.wikipedia.org/wiki/Self-care>

This site has information on the meaning of self care in the context of health. Self care approaches and activities are outlined.



<http://en.wikipedia.org/wiki/Hygiene>

The site defines hygiene and gives examples of personal hygiene. Aspects on public hygiene are also explained.

http://en.wikipedia.org/wiki/Physical_exercise

This site focuses on physical exercise. Its meaning, types, benefits and possible dangers are examined.

http://en.wikipedia.org/wiki/Stress_management

The site covers aspects on stress management. It defines the concept, gives a background and examines techniques of stress management.



XIV. Synthesis of the Module

Cheers! You have come to the end of this Module on Contemporary issues in Education. You covered a wide area on various topics which are of concern to the international community and also to your country. Remember you examined the Millennium Development Goals, EFA Goals, aspects on Human rights and Children's Rights and Gender Education. We also discussed Peace Education and conflict resolution, Adult and Continuing Education, Health Education, Urbanization other related issues. Note that these are only some of the Contemporary issues in Education. Remember too that such issues are not static and so change with time, according to the political, social and economic dynamics. They also vary in space, from one place or country to another.

In all, you covered five Units in this Module.

In Unit I, you were introduced to the concept of Globalisation, its major features and effects on education. You examined the Millennium Development Goals (MDGs) and the Education for All (EFA) Goals. The linkage between the MDGs and EFA goals was highlighted. Note that the goals pose both an opportunity and a challenge to Africa, given the prevalent political, social and economic situation.

In Unit II the fundamental aspects on Human Rights and Children's Rights and their implication to education were examined. We observed that human rights abuse is rampant in the schools and the general community. To reverse this trend we noted that the teacher and other stake holders have got to play their expected roles in the communities where they live.

Unit III introduced you to Gender Education with the specific focus on the concepts of gender, sex, gender roles, gender disparity, gender equity, retention and other pertinent issues. Your role in adopting gender responsive pedagogy as a means of promoting gender equality in education, among other intervention measures was examined.

In Unit IV we highlighted the fundamental role of Peace Education and conflict resolution in the development of society. More specifically, you noted that the relationship between peace and education is also significant. Your obligation to model a peace maker and ambassador in the schools and the community should be integrated into your daily life and practice.

The fifth Unit focused on Adult and continuing Education, Health education and the challenges of urbanization in Africa, among other related issues. It is expected that you are now able to play a more effective part in articulating the critical issues that concern the adults in your country through networking, information sharing and training.



Remember, learning is a life long process. We believe that the information you have acquired in the course of reading this Module will inspire you to explore wider, work harder and above all, integrate the knowledge, skills and values into your professional life and practice. Congratulations and Good luck!



XV. Summative Evaluation

Questions

1. Examine the impact of urbanization on education in your country. (200-350 words)
2. “Peace and education are complementary.” Give reasons to support that question. (200-350 words)
3. With specific examples, discuss the factors that frustrate the retention of the girl child in primary schools in Africa. (200-350 words)

Possible answers

1. The impact of urbanization on education in your country.

Appropriate introduction should be given. Candidate should bring out the characteristics of urbanization and focus on the positive and negative effects it has on education.

Positive

People from different parts of the world interact and exchange ideas and learn from each other; better facilities e.g. ICTs for teaching and learning;

Have highly trained and skilled people who attach much more importance to formal education; easier means of transport facilitate more interaction;

Easier access to education services and opportunities;

Large number of trained and experienced teachers hence better academic performance of the pupils, etc.

Negative

Higher crime rate and indiscipline, undesirable social habits, etc;

Higher cost of living puts pressure on teachers and parents;

Unemployment may waters down the value of education;

Busy schedules reduces effective parenting, etc



2. Reasons why Peace and education are complementary

Appropriate introduction should be given. The answer should bring out the relationship between peace and education and how the two concepts can influence each other positively and negatively.

Peaceful conditions facilitate mental work e.g. reading, research; encourage the establishment of schools, colleges, etc; retention of pupils in schools is higher; pupils' access to education is encouraged; creation of jobs and employment opportunities is promoted inspires pupils to read harder; other sectors also prosper to support education; funds for investment in education are more available thus boosting the sector, etc.

Education facilitates peace in several ways. It leads to positive change of attitudes, beliefs behaviour; imparts desirable social values such as love, respect, harmony, etc; people from different backgrounds interact and learn to tolerate and appreciate each other; leads to creation of modern economies makes peace to crave for and cherish peace; promotes mobility thus cultural mix which leads to unity in diversity, etc.

3. Factors that frustrate the *retention* of the girl child in primary schools in Africa.

Appropriate introduction should be given. The answer should focus on the conditions that lead to the girls' **drop out** of school, hence causing difficulties in their retention in education. The school bases and external factors should be clearly brought out. Consider the following:

Poverty; cultural and traditional beliefs encourage gender bias; girls required for domestic chores; early marriages; pre mature pregnancies; shortage of schools in some areas exposes them to social risks; lack of role models to inspire the girls; peer pressure; etc

Unfriendly, gender insensitive environments at school; gender insensitive teachers; weaknesses in the curriculum; sexual harassment in the schools; lack of adequate guidance and counselling; inadequate self motivation; etc.



XVI. References

- Ankrah E. M. (1988), Education of Women to the year 2000 and beyond, article from *The future of education in Eastern Africa*, PWPA, Kampala.
- Bitamazire G. N. (1987), *Education of Women in Uganda*, Mimeographed, Kampala
- Fountain, S. (1997), *Education for conflict resolution: training for trainers' manual*, New York, UNICEF.
- Hicks, D. (1985), *Education for peace: Issues, dilemmas and alternatives*. Lancaster. St Martin's College
- Inter Agency Commission, (1990) *World Conference on Education for all*
- Kakwenzire, Joan (1987), *Women's Human Rights in Africa*, Paper, Mimeographed, Kampala.
- Kiapi E. M. (2008), Globalisation gobbles Women, Article in *The Weekly Observer*, March 6-12, 2008, Vol. 4 Issue: 050. The Observer Media Ltd. Kampala
- Lirri E. (2008), Has the Women's movement delivered?: Article in *The Daily Monitor*, March 08, No 069. Monitor Publications Ltd, Kampala.
- Maicibi N. A (2005), *Education: The Iron Curtain-Managing and revitalizing the role of Education for African Development*. Netmedia, Kampala.
- Mlama, P., Malema, D., Makoye H. (2005), *Gender responsive pedagogy: A teachers' handbook* FAWE. Nairobi.
- MoES (2006), *Peace Education*, Pupils' Book, Lower Primary
- MoES (2006), *Peace Education*, Teachers' Guide, Upper Primary
- MoES (2007) *Certificate in Teacher Education Proficiency-CTEP for Teacher Educators, Book of Readings*, Kampala
- Okongo A. P. (1988) Towards democratization of education in Uganda, article from *The future of education in Eastern Africa*, PWPA, Kampala.
- Psacharopoulos, G. et al (1997), *Education for Development: An analysis of Development Choices*, Oxford University Press. New York.
- Regan, C. (1993) 'Peace Education a global imperative' article from *Education for peace*. ESAI and IPI



REPLICA (2006), *The Basic promotion of Girls' Education*, Instant Printers, Kampala

Tabaro-Sinaruhamagaye I. (1988), *Reassessing the role of Health Education in Primary Health care*, article from *The future of education in Eastern Africa*, PWPA, Kampala.

Uganda Government (1997), *The Child Statute 1996, the simplified version: English*, Kampala.

UNESCO (2000), *The Dakar framework for action: Education for All*. UNESCO, Paris.

UNESCO (2007), *Gender in Education: What is Gender Equality in Education?* UNESCO.

UNICEF (1999), *The UN Convention on the Rights of the Child*, UNICEF

World Education Forum (2000), *The Dakar Framework for Action, Education for All: Meeting our collective commitments*, Dakar.



XVII. Main Author of the Module

Mr. Ssemanda Enosi is a Lecturer and Head, Foundations of Education Department (FED) at Kyambogo University, Kampala, Uganda

Postal Address: P.O. Box 1, Kyambogo, Kampala, Uganda (East Africa)

E-mail: enossem@yahoo.com

essemanda@yahoo.com

Mob: +256 772 511575