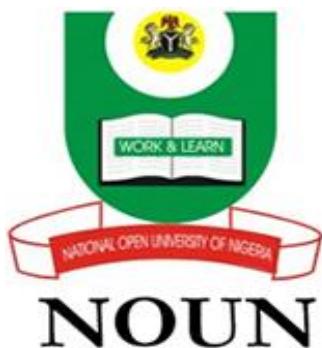


COURSE GUIDE



NATIONAL OPEN UNIVERSITY OF NIGERIA

DES 432: EDUCATION AND DEVELOPMENT

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT DEVELOPMENT STUDIES**

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INTRODUCTION

Welcome to DES: 432. Education and Development

DES: 432 Education and Development is a 2-credit and one- semester undergraduate course for developments studies students. The course is sixteen units spread across fourteen lectures week. This course guide provides you with an insight into the study of Education and Development, and all that it will take you to complete and walk through your way in understating issues in the study of Education and Development. Some general guidelines are suggested for the amount of time required of you on each unit in order to achieve the course aims and objectives successfully. Answers to your tutor marked assignments (TMAs) are therein already.

Course Competencies.

The course is centered on the basic and broad issues in Education and Development. Education and Development are critical and important areas of the study of development. This course basically deals with education as it relates to development. Your application of the knowledge derived herein will provide you a wider view of issues in development. The areas covered in this guide include; Definitions and Meaning of Education, Studies in Education Theories, Education and Diversity Issues; Global Education Patterns, Public and Private Investment in Education and its linkage to Development, Definition and meaning of Development, Development Pattern-The Africa example, Key Concepts in Development Analysis, Development Theories-An overview, Education as an index of Development ; Demand for Education in Nigeria and the role of Government; The Process of Generating Quality Education and the Role of Stakeholders; Educational Trends in Developing and Developed Countries with special interest in Africa. Global Education and development process, Education and Developmental issues, Educational Policies and Quality of Life; Challenges of Education and Development.

Course Objectives

To achieve the aims of this course, there are overall objectives which the course is out to achieve, though, there are set out objectives for each unit. The unit objectives are included at the

beginning of a unit; you should read them before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit. This is to assist the students in accomplishing the tasks entailed in this course. In this way, you can be sure you have done what was required of you by the unit. The objectives serve as study guides, such that student could know if he is able to grab the knowledge of each unit through the sets of objectives in each one. At the end of the course period, the students are expected to be able to:

- Have a clear understanding of the concepts of the definition of education and development.
- Understand the scope of education and development.
- Describe the theories of education development.
- Understand the challenges confronting education and development.
- Discuss issues in Education and Diversity,
- Understand Educational Pattern in Africa.
- Understand the Key Concepts in Educational Analysis,
- Define development.
- Know the process of generating quality education and the role of stakeholders,
- Understand the issues of Education and development in Nigeria as well as Global Education and development process.
- Explain Education and Developmental issues,
- Explain Global educational trend in developed and developing countries especially in Africa
- Understand the Challenges of Education and Development

Working Through this Course

To successfully complete this course, you are required to read the study units, referenced books and other materials on the course.

Each unit contains self-assessment exercises called Student Assessment Exercises (SAE). At some points in the course, you will be required to submit assignments for assessment purposes. At the end of the course there is a final examination. This course should take about 15 weeks to complete and some components of the course are outlined under the course material subsection.

Study Units

There are 16 units in this course which should be studied carefully and diligently.

MODULE ONE: DEFINITION AND SCOPE OF EDUCATION

UNIT 1 Definitions and Meaning of Education

UNIT 2 Studies in Education Theories

UNIT 3 Global Education Patterns

UNIT 4 Education and Gender Issues

MODULE TWO: EDUCATION AND DIVERSITY ISSUES

UNIT 1 Definition and meaning of Education Diversity

UNIT 2 Education Pattern-The Africa example

UNIT 3 Key Concepts in Education Analysis

UNIT 4 Education Theories-An overview

MODULE THREE: CONTEXTUALIZING DEVELOPMENT

UNIT 1 Meaning and definition of Development

UNIT 2 Sustainable Development, quality education and the role of stakeholders

UNIT 3 Theories of Sustainable development, educational polices and quality of life.

MODULE FOUR: THE NEXUS BETWEEN EDUCATION AND DEVELOPMENT

UNIT 1 Education and Development in Nigeria

UNIT 2 Global Education and development process

UNIT 3 Education and Developmental issues

UNIT 4 Global Educational Trends, Development and Policies in Africa.

UNIT 5 Challenges of Education and Development in Nigeria

Each study unit will take at least two hours, and it include the introduction, objective, main content, self-assessment exercise, conclusion, summary and reference. Other areas border on the Tutor-Marked Assessment (TMA) questions. Some of the self-assessment exercise will

necessitate discussion, brainstorming and argument with some of your colleges. You are advised to do so in order to understand and get acquainted with historical economic event as well as notable periods.

There are also textbooks under the reference and other (on-line and off-line) resources for further reading. They are meant to give you additional information if only you can lay your hands on any of them. You are required to study the materials; practice the self-assessment exercise and tutor-marked assignment (TMA) questions for greater and in-depth understanding of the course. By doing so, the stated learning objectives of the course would have been achieved.

References and Further Readings

For further reading and more detailed information about the course, the following materials are recommended:

UNESCO SDG Resources for Educators - Quality Education, retrieved 21-01-2022

UNESCO Institute for Lifelong Learning. (2012). UNESCO guidelines for the recognition, validation and accreditation of the outcomes of Non-formal and informal learning. Hamburg:UIL.

Singh, M. (2015). Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters. Springer-UNESCO. <https://doi.org/10.1007/978-3-319-15278-3>

Livingstone, D. W. (2005). Expanding conception of work and learning: Research and policy implications. In K. Leithwood, D. W. Livingstone, A. Cumming, N. Bascia, & A. Datnow (Eds.), International handbook of educational policy (pp. 977–996). New York: Kluwer Publishers

Presentation Schedule

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marking assignments and attending tutorials. Remember, you are required to submit all your assignments by due date. You should guide against falling behind in your work.

Assessment

There are two types of the assessment of the course. First are the tutor-marked assignments; second, there is a written examination.

In attempting the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal Assessment in accordance with the deadlines stated in the Presentation Schedule and the Assignments File. The work you submit to your tutor for assessment will count for 30 % of your total course mark.

At the end of the course, you will need to sit for a final written examination of three hours' duration. This examination will also count for 70% of your total course mark.

How to get the Most from the Course

The technology and neuroscience developers are reconfiguring the way we associate with digital tools, with humans and with our environment. However, the ubiquitous in distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace and at a time and place that suit you best.

Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your books or other material, and when to embark on discussion with your colleagues. Just as a lecturer might give you an in-class exercise, your study units provides exercises for you to do at appropriate points. Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit you must go back and check whether you have

achieved the objectives. If you make a habit of doing this you will significantly improve your chances of passing the course and getting the best grade.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a readings section. Some units require you to undertake practical overview of historical events. You will be directed when you need to embark on discussion and guided through the tasks you must do.

The purpose of the practical overview of some certain historical economic issues are in twofold. First, it will enhance your understanding of the material in the unit. Second, it will give you practical experience and skills to evaluate economic arguments, and understand the roles of history in guiding current economic policies and debates outside your studies. In any event, most of the critical thinking skills you will develop during studying are applicable in normal working practice, so it is important that you encounter them during your studies. Self-assessments are interspersed throughout the units, and answers are given at the ends of the units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each self-assessment exercises as you come to it in the study unit. Also, ensure to master some major historical dates and events during the course of studying the material.

The following is a practical strategy for working through the course. If you run into any trouble, consult your tutor. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from study centre. You need to gather together all this information in one place, such as your dairy or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working breach unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.

4. Turn to Unit 1 and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will also need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
7. Up-to-date course information will be continuously delivered to you at the study centre.
8. Work before the relevant due date (about 4 weeks before due dates), get the Assignment File for the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the exam. Submit all assignments no later than the due date.
9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
10. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking do not wait for it return 'before starting on the next units. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.
12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

Online Facilitation

Education and Development (DES 432), as a course, exposes you to critical thinking in the areas of the definitions and meaning of Education. You will be vast in Education Theories, Global Education Patterns, as well as the areas in Gendering Global Education. You will also be

exposed to the various definitions and meaning of Education, Education Pattern within the African setting, a clear understanding of Key Concepts in Education Analysis and Development Theories.

Other areas this study guide will expose you, is in the area of the meaning and definition of Development, Sustainable Development, quality education and the role of stakeholders; Theories of Sustainable development, Educational polices and quality of life; Education and Development in Africa vis a vis Nigeria, Global Education and development process, Education and Developmental issues, Global Education Development and Policies; and Issues in Education Development. Your application of the knowledge derived herein will provide you a wider view of issues in Education and Development.

We wish you success with the course and hope that you will find it interesting and convenient.

Course Information

Course Code: DES 432

Course Title: EDUCATION AND DEVELOPMENT.

Credit Unit: 2 units

Course Status:

Course Blub:

Semester: first Semester

Course Duration: 13 weeks

Required Hours for Study

Course Team

Course Developer: NOUN

Course Writer: **Dr. Anyaoha Samuel¹ and Dr. Michael Obiora²**

Content Editor:

Instructional Designer:

Learning Technologists:

Copy Editor

Module 1: MEANING, SCOPE AND DEFINITION OF EDUCATION

Module Introduction

This Module has 4 units which contain an introduction of the units, the intended learning outcome, the main contents, a self –assessment, the conclusion, summary as well as the cited references.

UNIT 1 Definition, Meaning of Education

UNIT 2 Studies in Education theories

UNIT 3 Global Education patterns

UNIT 4 Education and Gender Issues

UNIT 1: Definition, Meaning of Education

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1.2 learning Objectives (LOs)

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1.3.2 Concept of Education

1.3.3 Scope of Education

1.4 Major Drivers of Education

1.4.1 Possible educational scenarios

1.5 Classifications and types of Global Education

1.5.1 Formal Education

1.5.2 Informal Education

1.5.3 Challenges of Education

1.6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 INTRODUCTION

The first unit of the study guide provides an understanding of the definition and concept of Education. Education has been defined by various authors; we have been able to look at some definitions of Education and also their positions and views on Education. It is also an introduction into the scope of Education, the major drivers of Education and the classifications and types of global Education.



1.2 Learning Outcomes (LOs)

At the end of this unit, you should be able to;

1. Define Education from the positions of various authors
2. Have an understanding of the scope of Education
3. List and discuss the major drivers of Education as well as
4. Have knowledge of the classifications and types of global Education.



1.3 MAIN CONTENT

1.3.1 Definition of Education

The definition of Education could vary considering what it might mean to different people and scholars. John Dewey said, 'Education is the continuous reconstruction of experiences'. His major concept on education has been quoted in his books: 'Democracy and Education' (1916), 'Logic' (1938), and 'Experience and Education' (1938). Aristotle's definition of education is the same as that of his teachers, that is, the "the creation of a sound mind in a sound body". Thus to him the aim of education was the welfare of the individuals so as to bring happiness in their lives. According to Socrates—"Education means bringing out of the idea of universal validity which is latent in the mind of every man". According to (Knowles, 1995), education is the development of all those capabilities in which the individual which enable him to control his environment and fulfillment his possibilities. According to John Storrs Mill, education, in the narrow sense is 'the culture which generation purposely gives to its successors in order to gain quality, to keep up and improve the level attained'. In his words, education, in border sense 'every environment, every surrounding, every activity helps to shape the human being.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Education originated as transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as liberation of learners, critical thinking

about presented information, skills needed for the modern society, empathy and complex vocational skills.

For UNESCO, three main learning settings is defined. Formal education takes place in education and training institutions, is usually structured by curricular aims and objectives, and learning is typically guided by a teacher. In most regions, formal education is compulsory up to a certain age and commonly divided into educational stages such as kindergarten, primary school and secondary school. Non-formal learning occurs as addition or alternative to formal education. It may be structured according to educational arrangements, but in a more flexible manner, and usually takes place in community-based, workplace-based or civil society-based settings. Lastly, informal settings occurs in daily life, in the family, any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational, whether unintentional or intentional. In practice there is a continuum from the highly formalized to the highly in-formalized, and informal learning can occur in all three settings. For instance, homeschooling can be classified as non-formal or informal, depending upon the structure.

SELF ASSESSMENT EXERCISE 1

1. Provide a concise definition of Education

1.3.2 Concept of Education

The concept and meaning of Education bring to fore and cuts across the ideas of scholars and researchers on Education. Issues in Education are not a recent phenomenon. Education is the basis of human life. Development and progress of man depends on education. Education also constructs personality and beautifies it. A child conducts himself like an animal at the time of birth; at that time, he acts as inspired by his instincts; education guides these instincts of his in order to provide maturity; it makes his behaviour, his conduct and his activities proper and socially useful. Education motivates, encourages and guides man from falsehood to truth, from dark to illumination, from ignorance to knowledge and from mortality to immortality. It is by education that man has reached this zenith of civilization

According to some learned people, the word ‘education’ has been derived from the Latin term ‘Educatum’ which means the act of teaching or training. A group of educationists say that it has come from another Latin word “educare” which means ‘to bring up’ or ‘to rise’. According to a few other, the words ‘education’ has originated from other Latin term ‘Educate’ which means ‘to lead forth’ or ‘to come out’. All these meaning indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. The word ‘Education’ is derived from two words ‘e’ and ‘duco’; ‘e’ means from inside and ‘duco’ means to develop. The two words combined together give the meaning to make something grow or develop from within. The concept of education may also be considered from the narrow and border point of view. In the narrow sense, education is equated with schooling. In this sense, education is said to begin when the

child enters to school. It ends when the child leaves the educational institutions which he/she joined for the purpose of receiving education.

Education understood in the narrow sense, gives priority to classroom teaching and book learning. In the border sense, education is synonymous with growth and development. In this sense, the span of education is as wide as that of life. This means every experience in the life, every activity from the cradle to the grave is educative. The word ‘education’ is defined in many different ways. The concept of education as a whole cannot be given by any one particular definition. The concepts of education as given by prominent Indian educationist are as follows:

Rig-Veda: ‘Education is something which makes man self-reliant and selfless.

Upanishad: ‘Education is that whose end product is salvation.’

Bhagavad-Gita: ‘Nothing is more purifying on earth than wisdom.’

Shankarracharya : ‘Education is the realization of self.’

Kautilya : ‘Education means training of the country and love of the nations.’

Panini: ‘Human education means the training which one gets from nature.’

Gandiji : ‘By education, I mean all round drawing out the best in a child and man by body, mind and spirit.’

Swami Vivekananda: ‘Education is the manifestation of the device perfection, already existing in man.

Rabindranath Tagore: ‘Education is that which makes one’s life in harmony with all existences.’

Sri Aurobindo: ‘Education which will offer the tools whereby one can live for

the device, for the country, for oneself and for others and this must be the ideal of every school which calls itself national.'

1.3.2 Concepts of 'education' as defined by Western Philosophers:

Socrates: 'Education means the bringing out of the ideas of universal validity which are latent in the mind of every man.'

Plato: 'Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.'

Aristotle: 'Education is the creation of a sound mind in a sound body.'

Rousseau: 'Education of man commences at his birth; before he can speak, before he can understand he is already instructed.'

Herbert Spencer: 'Education is complete living.'

Pestalozzi: 'Education is the natural, harmonious and progressive development of man's innate powers.'

Froebel: 'Education is leading out of hidden power of man.'

UNESCO - 'Education includes all the process that develops human ability and behavior,'

The lexicographical definition of 'education' is the act or process of importing or acquiring general knowledge, developing the powers of reasoning and judgments and generally of preparing oneself or other intellectually for nature life.'

The remarks of different thinkers and educators highlights the following features of education:

1. It's unilateral as well as be-polar nature.
2. it's being drawing out or bring up process.
3. it's being knowledge or experience.
4. it's being conducive for the good of the individual or the welfare of the Society.
5. it's being a liberal discipline or a vocational course.

1.3.3 Scope of Education

Education is a factor and term that has constituted an academic long discuss. The term is a broad specter of area and with large scope. Education covers the area of human Knowledge that involves in areas and issues like history of civilization, Science of Knowledge, demography, economics, Border discuss and Education theories. Education also covers areas in development, politics, geography and the social aspect. The scope of education is meant to help people deal with various challenges that they come across in life. The scope of education can be explained by its various processes.

Education by accretion or storage.

According to this view, education is the process of gradually filling up the empty mind of the child with grains of knowledge. The teacher's mind and the books are the store houses of mental granary of the child. This is called the gow-sack theory. The theory is narrow and unsound. It regards knowledge as information of facts and statements to be condensed into compact and logical forms and memorized by the pupils.

Education as formation of mind:

Education as formation tries to form the mind by a proper presentation of materials. It is formation of mind by setting up certain association or connection of content by means of a subject-matter.

Education as preparation:

Education as preparation is a process of preparation or getting ready for the responsibilities and privileges of adult life. Preparation for complete living. This theory is the outcome of modern scientific tendency in education.

Education as mental discipline:

The theory of mental discipline is a traditional concept of education. According to this theory, the process of learning is more important than the thing learned. This theory is based upon the traditional ‘Faculty Theory’ of psychology according to which the mind is divided into a good number of separate faculties such as memory, attention, reasoning, imagination, perception, thinking etc.

Education as growth and development:

It is a modern concept of education change is the law of nature. Man undergoes changes and transformations from cradle to grave. These changes may be of different types such as physical, mental, moral and emotional. Whenever there is change there is growth. Through change, a living organism can take entirely a new shape and this again gives his/her power to grow. Thus, growing is education and getting education is growing.

Education as direction:

Educate a child means directing the child in the proper direction. The young

learners have innate powers, attitudes, interests and instincts. It is the essential function of education to direct those inborn instincts and power properly in socially acceptable and desirable channels

Education as adjustment and self-activity:

Adjustment is essential to an individual for self-development. Education gives an individual the power of adjustment in an efficient manner. Through education, the child learns to adjust with the environment. Adjustment requires self-activity.

Education is nothing but adjustment through self -activity.

Education as social change and progress:

A society is composed of individuals and when the ideas of individuals change the society is bound to change. Change is the law of human life and society. The function of education is to maintain this progressive trend.

Education as a process of socialization:

After birth the child becomes a member of the society and the process of socialization begins then. Then the formal education of the child begins. Besides formal education the child continues to learn and gather experiences in informal or incidental way. The process of socialization starts in family environment and then the educational institutions take the responsibility of such process.

SELF ASSESSMENT EXERCISE 2

List and discuss the scopes of Education

1.4 Major Drivers of Education

Three major global drivers in education necessary for meeting the challenges of the 21st century are: education for sustainable development, demographic change, and technological advances. Without addressing the demands of these drivers, our education systems are, most likely, rooted in narrow robotic learning, blinkered to what is happening around us in the world, focused solely on knowledge for knowledge's sake, producing young people without the imaginative, creative thinking, problem-solving skills required to make the 21st century on planet Earth a positive and secure one for all its inhabitants.

Navigating the Future of Learning report, developed by KnowledgeWorks, a nonprofit educational initiative, describes the challenges education will face over the next decade; five forces that will interact to transform teaching and learning. This forecast warns that climate change, algorithms, success metrics and progress in neuroscience are some of the factors that will alter, for better or for worse, the future of education.

1. Migration and climate

The migration caused by climatic volatility (extreme temperatures, fires and floods), together with the change of residence due to economic needs, will lead to

the educational spaces that we know today to relocate or to become remote or mixed experiences.

2. Automated Decisions

Algorithms and AI are automating many of our experiences, services and interactions in order to achieve efficiency and personalization. In educational terms, these advances can create personalized and adaptive paths; however, they can also undermine student confidence with remote monitoring, impartiality and accentuation of prejudices.

3. Optimization metrics

Current metrics of success in education and business often treat people as assets or data that must be optimized. This environment of achievement based on metrics is affecting the health of workers and students, generating diseases and disorders such as hypertension, diabetes, fatigue, anxiety and depression.

presence of digital media is creating an ecosystem full of alerts, notifications and automatic movements that distract and shape the behavior of users in a desired and accidental way.

4. Civic empowerment through technology

Dissatisfied with their governments, committed citizens are using digital channels to raise awareness, mobilize actions and build relationships. Such tools have the power to supercharge the influence of the civil sector. However, the failure to develop inclusive ecosystems will maintain an imbalance of power and an opening for the corporate sector to continue shaping conversations and solutions.

1.4.1 Possible educational scenarios

Educational experience will have to adapt faced with these five drivers of change. Knowledge Works analysts point out that there are four possible scenarios to achieve a healthy development of young people, allowing effective lifelong learning and contributing to the vitality of the community.

- **Place learning in spaces where it is integrated with technology, culture and the community.** For example, in museums, parks, science or business centers where educational experiences are intentionally designed with mentors or community members in virtual reality or mixed reality environments.
- **Reorient teaching to topics focused on human development.** Educators could emphasize their work in promoting creative expression, self-discovery and social belonging. Specialists and educators could integrate knowledge of neuroscience, learning science and cognitive technologies into learning experiences that support brain health that improve cognitive function and student well-being.

- **Implement effective data strategies and adopt emerging technologies to support students.** Flexible schools, place-based learning, networks of mentors and coaches, as well as digital resources to support students facing different problems.
- **Reconfigure communication channels and educational models to reinforce individual capacity and increase impact on the community.** For example, to promote in teachers the use of Machine Learning tools to create and promote open resources and applications in order to meet specific needs of students. Likewise, empower students to exercise their voice and civic influence through the ethical and responsible use of digital tools.

As this report suggests, it will be necessary to reconfigure the educational ecosystem within ten years. Responsibility and decision-making will be required from stakeholders in education to respond today to the challenges that technological and climatic transformations already impose. These driving factors propelling Education could be best understood when motives are examined. Many scholars have identified the Pull factor and the Push factors as the underlining reason for Education or people to learn.

1.5 Classifications and types of Global Education

Classification of Education could be best understood when the nature of and motives for Education is understood. There are basically three forms of Education as classified here; they are the Formal, Informal and Non-formal Education.

SELF ASSESSMENT EXERCISE 3

List and discuss the classifications of Education

1.5.1 Formal Education

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, organizational models, design of the physical learning spaces (e.g. classrooms), student-teacher interactions, and methods of assessment, class size, educational activities, and more.

The International Standard Classification of Education (ISCED) was created by UNESCO as a statistical base to compare education systems. In 1997, it defined 7 levels of education and 25 fields, though the fields were later separated out to form a different project. The current version ISCED 2011 has 9 rather than 7 levels, created by dividing the tertiary pre-doctorate level into three levels. It also extended the lowest level (ISCED

0) to cover a new sub-category of early childhood educational development programmes, which target children below the age of 3 years.

I) Early childhood



Young children in a kindergarten in Japan

Source: International Standard Classification of Education ISCED (2011) cited in Wikipedia.

Education designed to support early development in preparation for participation in school and society. The programmes are designed for children below the age of 3. This is ISCED level 01. Preschools provide education from ages approximately three to seven, depending on the country when children enter primary education. The children now readily interact with their peers and the educator. These are also known as nursery

schools and as kindergarten, except in the US, where the term kindergarten refers to the earliest levels of primary education (Diffey, 2018). Kindergarten "provides a child-centred, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them' (Ross, 1976).

II) Primary



Nepali village school students

Source: International Standard Classification of Education ISCED (2011) cited in Wikipidia.

Primary (or elementary) education consists of the first four to seven years of formal, structured education. In general, primary education consists of six to eight years of schooling starting at the age of five to seven, although this varies between, and

sometimes within, countries. Globally, in 2008, around 89% of children aged six to twelve were enrolled in primary education, and this proportion was rising (UNESCO, 2008). Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and secondary education is quite arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fifteen. Schools that provide primary education are mostly referred to as primary schools or elementary schools. Primary schools are often subdivided into infant schools and junior schools.

In India, for example, compulsory education spans over twelve years, with eight years of elementary education, five years of primary schooling and three years of upper primary schooling. Various states in the republic of India provide 12 years of compulsory school education based on a national curriculum framework designed by the National Council of Educational Research and Training.

III) Secondary

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. In the United States, Canada, and Australia, primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1–13 is used. In Nigeria system of Education we

have the 6-3-3-4. The purpose of secondary education can be to give common knowledge, to ensure literacy, to prepare for higher education, or to train directly in a profession (Encyclopedia Britannica, 2018).

Secondary education in the United States did not emerge until 1910, with the rise of large corporations and advancing technology in factories, which required skilled workers. In order to meet this new job demand, high schools were created, with a curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved beneficial for both employers and employees, since the improved human capital lowered costs for the employer, while skilled employees received higher wages.

Secondary education has a longer history in Europe, where grammar schools or academies date from as early as the 6th century, in the form of public schools, fee-paying schools, or charitable educational foundations, which themselves date even further back. It spans the period between the typically universal compulsory, primary education to the optional, selective tertiary, "postsecondary", or "higher" education of ISCED 5 and 6 (e.g. university), and the ISCED 4 Further education or vocational school.



A high-school senior (twelfth grade) classrooms in Calhan, Colorado, United States.

Source: International Standard Classification of Education ISCED (2011) cited in Wikipidia.

Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them but is generally around the seventh to the tenth year of schooling.

Lower Secondary

Programs at ISCED level 2, lower secondary education, or what we call Junior Secondary School (JSS) in Nigeria are usually organized around a more subject-oriented curriculum; differing from primary education. Teachers typically have pedagogical training in the specific subjects and, more often than at ISCED level 1, a class of students will have several teachers, each with specialized knowledge of the subjects they teach. Programmes at ISCED level 2, aim to lay the foundation for lifelong learning and human development upon introducing theoretical concepts across a broad range of subjects which can be developed in future stages. Some education systems may offer vocational education programs during ISCED level 2 providing skills relevant to employment.

Upper Secondary

Programs at ISCED level 3, or upper secondary education, Senior Secondary School (SSS) in Nigeria are typically designed to complete the secondary education process. They lead to skills relevant to employment and the skill necessary to engage in tertiary courses. They offer students more varied, specialized and in-depth instruction. They are more differentiated, with range of options and learning streams. Community colleges offer another option at this transitional stage of education. They provide nonresidential junior college courses to people living in a particular area.

IV) Tertiary

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees.

The ISCED distinguishes 4 levels of tertiary education. ISCED 6 is equivalent to a first degree, ISCED 7 is equivalent to a masters or an advanced professional qualification and

ISCED 8 is an advanced research qualification, usually concluding with the submission and defence of a substantive dissertation of publishable quality based on original research (ISCED, 1997). The category ISCED 5 is reserved for short-cycle courses of requiring degree level study.

Higher education typically involves work towards a degree-level or foundation degree qualification. In most developed countries, a high proportion of the population (up to 50%) now enters higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Some universities are composed of several colleges.

One type of university education is a liberal arts education, which can be defined as a "college or university curriculum aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, vocational, or technical curriculum." (Encyclopedia Britannica, 2018). Although what is known today as liberal arts education began in Europe (Harriman, 1935); the term "liberal arts college" is more commonly associated with institutions in the United States such as Williams College or Barnard College (Redden, 2009).

V) Vocational



Carpentry is normally learned through apprenticeship with an experienced carpenter

Source: International Standard Classification of Education ISCED (2011) cited in Wikipedia.

Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts. Post 16 education, adult education and further education involve continued study, but at a level no different from that found at upper secondary, and are grouped together as ISCED 4, post-secondary non-tertiary education (ISCED, 1997).

V) Special

Special education

In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by physicians or special

tutors. These early physicians (people like Itard, Seguin, Howe, and Gallaudet) set the foundation for special education today. They focused on individualized instruction and functional skills. In its early years, special education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.

1.5.2 Informal learning

Informal learning is one of three forms of learning defined by the Organisation for Economic Co-operation and Development (OECD). Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition, cultural norms, and manners.



A volunteer reads aloud to children in Laos

Source: International Standard Classification of Education ISCED (2011) cited in Wikipedia

In informal learning, there is often a reference person, a peer or expert, to guide the learner. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about the topic being learned (Rogoff; Callanan; Gutiérre & Erickson, 2016). For example, a museum is traditionally considered an informal learning environment, as there is room for free choice, a diverse and potentially non-standardized range of topics, flexible structures, socially rich interaction, and no externally imposed assessments (Crowley; Pierroux & Knutson, 2014).

While informal learning often takes place outside educational establishments and does not follow a specified curriculum, it can also occur within educational settings and even during formal learning situations. Educators can structure their lessons to directly utilize their student's informal learning skills within the education setting Rogoff; Callanan; Gutiérre & Erickson, 2016).

In the late 19th century, education through play began to be recognized as making an important contribution to child development (Mead, 1896). In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities (Johnson, 1916). L.P. Jacks, also an early proponent of lifelong learning, described education through recreation: "A master in the art of living draws no sharp distinction between his work and his play, his labour, and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his vision of excellence through whatever he is doing and leaves others to

determine whether he is working or playing. Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities (Ullah; Bodrogi; Cristea; Johnson & McAlister 2012). The concept has been revived by the University of Western Ontario to teach anatomy to medical students.

a) Self-directed learning

Auto didacticism (also autodidactism) is self-directed learning. One may become an autodidact at nearly any point in one's life. Notable autodidacts include Abraham Lincoln (U.S. president), Srinivasa Ramanujan (mathematician), Michael Faraday (chemist and physicist), Charles Darwin (naturalist), Thomas Alva Edison (inventor), Tadao Ando (architect), George Bernard Shaw (playwright), Frank Zappa (composer, recording engineer, film director), and Leonardo da Vinci (engineer, scientist, mathematician).

b) Evidence-based

Evidence-based education is the use of well-designed scientific studies to determine which education methods work best. It consists of evidence-based teaching and evidence-based learning. Evidence-based learning methods such as spaced repetition can increase rate of learning Smolen; Zhang; Byrne (2016). The evidence-based education movement has its roots in the larger movement towards evidence-based-practices.

c) Open learning and electronic technology



Children computing by David Shankbone

Source: International Standard Classification of Education ISCED (2011) cited in Wikipedia

Many large university institutions are now starting to offer free or almost free full courses, through open education, such as Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education are prestigious private universities such as Stanford, Princeton, Duke, Johns Hopkins, the University of Pennsylvania, and Caltech, as well as notable public universities including Tsinghua, Peking, Edinburgh, University of Michigan, and University of Virginia.

Open education has been called the biggest change in the way people learn since the printing press. Despite favourable studies on effectiveness, many people may still desire to choose traditional campus education for social and cultural reasons (Harriet, 2012).

Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials.

The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some open universities do already offer conventional

degrees such as the Open University in the United Kingdom. Presently, many of the major open education sources offer their own form of certificate. Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones (Parry, 2010). A 2010 meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction (U.S. Department of Education, 2010).

1.5.3 Challenges of Education

Global education is an ideology that deals with the enhancement of individual perception of the whole world. It is an approach that helps us to become global citizens. Global education has transcended the regular. With the dynamic nature of the society, global education has changed tune and it needs to dance to the tune of meeting societal wants. To meet these needs, we must take an innovative approach. Our challenges to achieving positive results include; curricular rigidity, the influence of mass media, uninformed teachers and so on. To solve these problems, we need to take the following innovative approaches;

Encouraging a non-bias system

It's a very good initiative for us to come up with innovations that will discourage any form of discrimination. We must strive to attain a global village where we are not separated by our race, gender or religion in learning. These processes can be in the form of an interactive diversity talk show where we organize conversations and discussions in

a thoughtful way to discourage discrimination. If we implement this, it will help to solve discrimination, bias, stereotype, and assumptions hindering effective global education by promoting a very good environment for learning.

Embracing a better story-telling approach

While story-telling may be a very good approach to promoting global education, telling the right story is one innovative means to counter stereotype. Such story-telling activity may be tagged oneness project where the world is literally brought to the classroom with free multi-cultural stories and lesson plans to explore cultural, social, and environmental issues. These stories will connect human experience to global issues such as climate change, water scarcity, migration, poverty, food insecurity, and sustainability.

Educating the poor

To make education thoroughly global, it must not be restrictive. Innovative and well-themed student organizations will serve as a platform for members (student) to volunteer and take part in rural education. These projects will help teachers in rural areas to design a student-centered course around problem-solving.

Partnerships with non-state actors

A very important innovative approach is a partnership which is critical for improving educational capacity. Partnership encourages governments to fulfill education promised benefits in the ecosystem to meet the challenges ahead. With relaxed regulations and

effective partnerships, Non-governmental organizations, businesses, and employers can work closely to build an outstanding learning generation.

Building a flexible curricula system

We all have to support open online courses in order to facilitate learning, support the delivery of industries and employers and to enhance their approaches to skills acquisition. In order to match the diversity of flexible learning opportunities, we need to encourage online learning. This includes computer-aided learning that will make it possible to factor in cultural differences and learning paces into modes of technological educational delivery.

After-school network

The development of students' global competence is not limited to a regular day in school. After-school programs can provide a valuable opportunity for students to further develop global competence while gaining additional academic enrichment.

In conclusion, in order to overcome global education challenges, we need to have well-taught humans who can always think of solutions. Challenges may abound but a very good approach will enhance global education.



1.6 Summary

In this unit of the study guide you have been taught and learnt;

1. The definition of Education as have been conceptualized by various authors
2. The scope of Education
3. The major drivers of Education and
4. The classifications of Education

In this module and unit we have been able to have an understanding of the concept of Education, the scope of Education as well as the major drivers of Education. The unit has also listed and explained the various classifications of Education.

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1.8 Possible Answers to SAEs

Answers to SAEs 1

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development.

Answers to SAEs 2

Education by accretion or storage: education is the process of gradually filling up the empty, mind of the child with grains of knowledge.

Education as formation of mind: Education as formation tries to form the mind by a proper presentation of materials.

Education as preparation: Education as preparation is a process of preparation or getting ready for the responsibilities and privileges of adult life.

Answers to SAEs 3

1. **Formal Education** formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject.

MODULE 1 UNIT 2 STUDIES IN EDUCATION THEORIES

CONTENTS

2.1 Introduction

2.2 learning Objectives (LOs)

2.3 Main Content

 2.3.1 Behaviourism

 2.3.2 Cognitive psychology

 2.3.3 Constructivism

2.4 Social learning theory

 2.4.1 Socio-constructivism

 2.4.2 Experiential learning

 2.4.3 Multiple intelligences

2.5 Situated learning theory and community of practice

 2.5.1 Comtemporary learning or skills

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2.7 References/Further Readings/Web Resources

2.8 Possible Answers to SAEs



2.1 INTRODUCTION

The unit 2 of module one (1) is designed to bring to your knowledge the identifiable theories and studies in Education theories. Education studies are the outcome of ideas from scholars which brings to fore acceptable theories. Some of these theories are classical in nature while others are contemporary. In this instance eight (8) selected theories will be discussed in this unit. They include behaviourist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, and situated learning theory and community of practice.



2.2 Learning Outcomes (LOs)

At the end of this unit, you should be able to; Identify related theories of Education

Link these theories to areas of Education studies and issues in Education studies



2.3 MAIN CONTENT

2.3.1 Behaviourism

The behaviourist perspectives of learning originated in the early 1900s, and became dominant in early 20th century. The basic idea of behaviourism is that learning consists of a change in behaviour due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the

individual. Behaviourists are interested in measurable changes in behaviour. Thorndike, one major behaviourist theorist, put forward that (1) a response to a stimulus is reinforced when followed by a positive rewarding effect, and (2) a response to a stimulus becomes stronger by exercise and repetition. This view of learning is akin to the “drill-and-practice” programmes. Skinner, another influential behaviourist, proposed his variant of behaviourism called “operant conditioning”. In his view, rewarding the right parts of the more complex behaviour reinforces it, and encourages its recurrence. Therefore, reinforcers control the occurrence of the desired partial behaviours. Learning is understood as the step-by-step or successive approximation of the intended partial behaviours through the use of reward and punishment. The best known application of Skinner’s theory is “programmed instruction” whereby the right sequence of the partial behaviours to be learned is specified by elaborated task analysis.

2.3.2 Cognitive psychology

Cognitive psychology was initiated in the late 1950s, and contributed to the move away from behaviourism. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena, ignored by behaviourists, and was influenced by the emergence of the computer as an information-processing device, which became analogous to the human mind. In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it, and stocks it in memory.

Therefore, its preferred methods of instruction are lecturing and reading textbooks; and, at its most extreme, the learner is a passive recipient of knowledge by the teacher.

2.3.3 Constructivism

Constructivism emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are therefore viewed as sense-makers, not simply recording given information but interpreting it. This view of learning led to the shift from the “knowledge-acquisition” to “knowledge-construction” metaphor. The growing evidence in support of the constructive nature of learning was also in line with and backed by the earlier work of influential theorists such as Jean Piaget and Jerome Bruner. While there are different versions of constructivism, what is found in common is the learner-centred approach whereby the teacher becomes a cognitive guide of learner’s learning and not a knowledge transmitter.

SELF ASSESSMENT EXERCISE 1

Discuss some of the theories of Education and link their importance in Education studies.

2.4 Social learning theory

A well-known social learning theory has been developed by Albert Bandura, who works within both cognitive and behavioural frameworks that embrace attention, memory and motivation. His theory of learning suggests that people learn within a social context, and that learning is facilitated through concepts such as modeling, observational learning and imitation. Bandura put forward “reciprocal determinism” that holds the view that a person’s behavior, environment and personal qualities all reciprocally influence each-others. He argues that children learn from observing others as well as from “model” behaviour, which are processes involving attention, retention, reproduction and motivation. The importance of positive role modeling on learning is well documented.

2.4.1 Socio-constructivism

In the late 20th century, the constructivist view of learning was further changed by the rise of the perspective of “situated cognition and learning” that emphasized the significant role of context, particularly social interaction. Criticism against the information-processing constructivist approach to cognition and learning became stronger as the pioneer work of Vygotsky as well as anthropological and ethnographic research by scholars like Rogoff and Lave came to the fore and gathered support. The essence of this criticism was that the information-processing constructivism saw cognition and learning as processes occurring within the mind in isolation from the surrounding and interaction

with it. Knowledge was considered as self-sufficient and independent of the contexts in which it finds itself. In the new view, cognition and learning are understood as interactions between the individual and a situation; knowledge is considered as situated and is a product of the activity, context and culture in which it is formed and utilized. This gave way to a new metaphor for learning as “participation” and “social negotiation”.

2.4.2 Experiential learning

Experiential learning theories build on social and constructivist theories of learning, but situate experience at the core of the learning process. They aim to understand the manners in which experiences – whether first or second hand – motivate learners and promote their learning. Therefore, learning is about meaningful experiences – in everyday life – that lead to a change in an individual’s knowledge and behaviours. Carl Rogers is an influential proponent of these theories, suggesting that experiential learning is “self-initiated learning” as people have a natural inclination to learn; and that they learn when they are fully involved in the learning process. Rogers put forward the following insight: (1) “learning can only be facilitated: we cannot teach another person directly”, (2) “learners become more rigid under threat”, (3) “significant learning occurs in an environment where threat to the learner is reduced to a minimum”, (4) “learning is most likely to occur and to last when it is self-initiated” (Office of Learning and Teaching, 2005, p. 9). He supports a dynamic, continuous process of change where new learning results in and affects learning environments. This dynamic process of change is often considered in literatures on organizational learning.

2.4.3 Multiple intelligences

Challenging the assumption in many of the learning theories that learning is a universal human process that all individuals experience according to the same principles, Howard Gardner elaborated his theory of ‘multiple intelligences’ in 1983. His theory also challenges the understanding of intelligence as dominated by a single general ability. Gardner argues that every person’s level of intelligence actually consists of many distinct “intelligences”. These intelligences include: (1) logical-mathematical, (2) linguistic, (3) spatial, (4) musical, (5) bodily-kinesthetic, (6) interpersonal, and (7) intrapersonal. Although his work is speculative, his theory is appreciated by teachers in broadening their conceptual framework beyond the traditional confines of skilling, curriculum and testing. The recognition of multiple intelligences, for Gardner, is a means to achieving educational goals rather than an educational goal in and of itself.

2.5 Situated learning theory and community of practice

“Situated learning theory” and “community of practice” draw many of the ideas of the learning theories considered above. They are developed by Jean Lave and Etienne Wenger. Situated learning theory recognizes that there is no learning which is not situated, and emphasizes the relational and negotiated character of knowledge and learning as well as the engaged nature of learning activity for the individuals involved. According to the theory, it is within communities that learning occurs most effectively. Interactions taking place within a community of practice – e.g. cooperation, problem

solving, building trust, understanding and relations – have the potential to foster community social capital that enhances the community members' wellbeing. Thomas Sergiovanni reinforces the idea that learning is most effective when it takes place in communities. He argues that academic and social outcomes will improve only when classrooms become learning communities, and teaching becomes learner-centered. Communities of practice are of course not confined to schools but cover other settings such as workplace and organizations.

2.5.1 Contemporary learning or skills

Exploration of 21st century learning or skills has emerged from the concern about transforming the goals and daily practice of learning to meet the new demands of the 21st century, which is characterized as knowledge- and technologically driven. The current discussion about 21st century skills leads classrooms and other learning environments to encourage the development of core subject knowledge as well as new media literacies, critical and systems thinking, interpersonal and self-directional skills. For example, the Partnership for 21st Century Skills (P21) defines the following as key: core subjects (e.g. English, math, geography, history, civics) and 21st century themes (global awareness, civic literacy, health literacy, environmental literacy, financial, business and entrepreneurial literacy); learning and innovation skills (creativity and innovation, critical thinking and problem solving, communication and collaboration); information, media and technology skills (e.g. ICT literacy, media literacy); and life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity

and accountability, leadership and responsibility). One main learning method that supports the learning of such skills and knowledge is group learning or thematic projects, which involves an inquiry-based collaborative work that addresses real-world issues and questions.



2.6 Summary

The main point raised in this unit is that;

1. The basic idea is that learning consists of a change in behaviour due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the individual.
2. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors.
3. Learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures.
4. Both cognitive and behavioural frameworks that embrace attention, memory and motivation.
5. It emphasized the significant role of context, particularly social interaction.
6. Learning is about meaningful experiences – in everyday life – that lead to a change in an individual's knowledge and behaviours.

Unit 2 of module 1 discussed Studies in Education theories. It identified nine (9) theories to the study of migration could be best understood. These theories were discussed to elicit their relevance in the study of Education.



2.7 References/Further Readings

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2.8 Possible Answers to SAEs

Answers to SAEs 1

Behaviourism The behaviourist perspectives of learning originated in the early 1900s, and became dominant in early 20th century. The basic idea of behaviourism is that learning consists of a change in behaviour due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the individual

Cognitive psychology was initiated in the late 1950s, and contributed to the move away from behaviourism. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena, ignored by behaviourists, and was influenced by the emergence of the computer as an information-processing device, which became analogous to the human mind.

MODULE 1 UNIT 3: GLOBAL EDUCATION PATTERNS

3.1 Introduction

3.2 learning outcomes LOs

3.3 Main content

3.3.1 Education Pattern: An Overview

3.3.2 Impacts of Educations

3.3.3 Public and Private Investment in Education-An analysis

3.4 Social integration-advancing the Education policies of developed nations

3.5 Education and its impact on the development process

3.6 Summary

3.7 References/Further Readings/Web Resources

3.8 Possible Answers to SAEs



3.1 Introduction

Unit 3 of module 1 is designed to acquaint student of global Education patterns, the impact of Education, a review and an analysis of public and private investment in Education as well as the social integration advancing the Education policies of developed nations. The unit is also the discussion on Education and its impact on the development process.



3.2 Learning Outcomes LOs

At the end of this unit; you should be able to understand

1. The global Education pattern,
2. The impact of Education,
3. The social integration advancing the Education policies of developed nations.
4. Public and private investment in Education.
5. The impact of Education on development



3.3 Main Content

3.3.1 Education Pattern: An Overview

Global education incorporates learning about the cultures, geographies, histories, and current issues of all the world's regions. It emphasizes the interconnectedness and diversity of peoples and histories. It develops students' skills to engage with their global peers and highlights actions students can take as citizens of the world. Countries adopt curricular and pedagogical structure of education system that undergoes a thorough change to meet the developmental needs and interests of school children for their development at different stages. These patterns capture good and successful practices and forms in educational contexts: methods, set-ups, scenarios, content and curriculum design, assessment, resources, tools, administration.

Formal Education in the U.S. is divided into a number of distinct educational stages.

Most children enter the public education system around ages five or six. Children are assigned into year groups known as grades.

The American school year traditionally begins at the end of August or early in September, after a traditional summer vacation or break. Children customarily advance together from one grade to the next as a single cohort or "class" upon reaching the end of each school year in late May or early June.

Depending upon their circumstances, children may begin school in pre-kindergarten, kindergarten, or first grade. Students normally attend 12 grades of study over 12 calendar years of primary/elementary and secondary education before graduating and earning a diploma that makes them eligible for admission to higher education. Education is mandatory until age 16 (18 in some states).

In the U.S., ordinal numbers (e.g., first grade) are used for identifying grades. Typical ages and grade groupings in contemporary, public, and private schools may be found through the U.S. Department of Education. Generally, there are three stages: elementary school (grades K/1–2/3/4/5/6), intermediate school (3/4–5/6), middle school / junior high school (grades 5/6/7–8/9), and high school / senior high school (grades 9/10–12).

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two.

The central and most state boards uniformly follow the "10+2+3" pattern of education: 3 In this pattern, study of 10 years is done in schools and 2 years in Junior colleges: 44 and

then 3 years of graduation for a bachelor's degree. The first 10 years is further subdivided into 4 years of primary education, 6 years of High School followed by 2 years of Junior colleges: 5 this pattern originated from the recommendation of the Education Commission of 1964-66.

The National Council of Educational Research and Training (NCERT) is the apex body located at New Delhi, Capital City of India. It makes the curriculum related matters for school education across India. The NCERT provides support, guidance and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. Other curriculum bodies governing school education system are:

The state government boards: Most of the state governments have one "State board of secondary education". However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Puducherry Lakshadweep, share the services with a larger state. Central Board of Secondary Education (CBSE) which conducts examinations at the 10th and 12th standards that are called as board exams.

The Council of Indian School Certificate Examination (CISCE). CISCE conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE - Class/Grade 10); The Indian School Certificate (ISC - Class/Grade 12) and the Certificate in Vocational Education (CVE - Class/Grade 12). The National Institute of Open Schooling (NIOS) conducts two examinations, namely, Secondary Examination and

Senior Secondary Examination (All India) and also some courses in Vocational Education.

International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations. Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband. Autonomous schools like Woodstock School, The Sri Aurobindo International Centre of Education Puducherry, Auroville, Patha Bhavan and Ananda Marga Gurukula.

International schools, which offer 10th and 12th standard examinations under the International Baccalaureate, or the Cambridge Senior Secondary Examination systems. In addition, NUEPA (National University of Educational Planning and Administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

Nigeria's education system encompasses of three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). With the introduction of the 6-3-3-4 system of education in Nigeria, the recipient of the education would spend six years in primary school, three years in junior secondary school, three years in senior secondary school, and four years in a tertiary institution.

Education in Nigeria is overseen by the Federal Ministry of Education. The local authorities take responsibility for implementing state-controlled policy regarding public

education and state schools. The education system is divided into Kindergarten, Primary education, Secondary education, and Tertiary education Glavin (2017). Nigeria's federal government has been dominated by instability since declaring independence from Britain, and as a result, a unified set of education policies is yet to be successfully implemented Ajibade (2019). Regional differences in quality, curriculum, and funding characterize the education system in Nigeria Aminu (1990); Abdullahi, D; Abdullah, J (June 2014). Currently, Nigeria possesses the largest population of out-of-school learning youths in the world (Abdullahi, 2014). The education system in the South is different from the North. Most northerners have memorised the Holy Qur'an and use that as their education (UNICEF, 2021). The educational systems in Nigeria are divided into two the public The Guardian (2019). Where the student only pays for PTA while the private (NAPPS, 2021) where students pay school fees and some other fees like sports, exam fees, computer fees etc and they are costly.

With the introduction of the 6-3-3-4 system of education in Nigeria, the recipient of the education would spend six years in primary school, three years in junior secondary school, three years in senior secondary school, and four years in a tertiary institution (Vanguard News, 2012). The six years spent in primary school and the three years spent in junior secondary school are merged to form the nine in the 9-3-4 system. Altogether, the students must spend a minimum period of six years in Secondary School. During this period, students are expected to spend three years in Junior Secondary School and three years in Senior Secondary School (Ekundayo, 2021).

The General Certificate of Education Examination (GCE) was replaced by the Senior Secondary Certificate Examination (SSCE). The SSCE is conducted at the end of the Secondary School studies in May/June. The GCE is conducted in October/November as a supplement for those students who did not get the required credits from their SSCE results. The standards of the two examinations are basically the same. A body called West African Examination Council (WAEC) conducts both the SSCE and GCE. A maximum of nine and a minimum of seven subjects are registered for the examination by each student with Mathematics and English Language taken as compulsory.

A maximum of nine grades are assigned to each subject from: A1, B2, B3 (Equivalent to Distinctions Grade); C4, C5, C6 (Equivalent to Credit Grade); D7, E8 (Just Pass Grade); F9 (Fail Grade). Credit grades and above is considered academically adequate for entry into any University in Nigeria. In some study programs, many of the universities may require higher grades to get admission.

The Federal Government policy on education is agreed to by all secondary schools in Nigeria. Six years of elementary school is followed by six years of secondary school. Junior Secondary school consists of JSS1, JSS2 and JSS3 which are equivalent to the 7th, 8th and 9th Grade while the Senior Secondary school consists of SS I, SS 2, and SS 3 which is equivalent to the 10th, 11th and 12th Grade. The Senior Secondary School Examination (SSCE) is taken at the end of the SS 3. The West African Examination Council (WAEC) administers both exams. Three to six months after a student has taken the SSCE examination, they are issued an official transcript from their institution. This

transcript is valid for one year, after which an Official transcript from the West African Examination Council is issued.

The National Examination Council is another examination body in Nigeria; it administers the Senior Secondary School Examination (SSCE) in June/July. The body also administers the General Certificate of Education Examination (GCE) in December/January. Students often take both WAEC and NECO examinations in SSS 3.

SELF ASSESSMENT EXERCISE 1

1. Discuss the impacts of Education.

3.3.2 Impacts of Education

Education comes with its impacts. These impacts could be harmful and perilous. On the other hand Education creates positive impact for nation building. Those who get an education have higher incomes, have more opportunities in their lives, and tend to be healthier. Societies benefit as well. Societies with high rates of education completion have lower crime, better overall health, and civic involvement. Lack of access to education is considered the root of poverty.

It helps people become better citizens, gets a better-paid job, and shows the difference between good and bad. Education shows us the importance of hard work and, at the same

time, helps us grow and develop. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws, and regulations. Education is a powerful agent of change, and improves health and livelihoods, contributes to social stability and drives long-term economic growth. Education is also essential to the success of every one of the 17 sustainable development goals.

Positive impacts of Education

1. Education is important in the creation of any democratic society. As Franklin D. Roosevelt says, “Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.” People need a good education if they want a good democracy.
2. Education is needed to make a society geopolitically stable. Without a proper educational system available to everyone, terrorists could use free education as a way to radicalize people. In other words, geopolitical stability is one of education’s most powerful effects on society.
3. Education leads to economic prosperity in the global marketplace. One of the most important effects education has on society is giving the people who live in a society the skills they need to compete in the global marketplace, and the skills they need to produce technological goods that can be sold on the open market. Socrates best expressed this idea when he stated: “Prefer knowledge to wealth, for the one is transitory, the other perpetual.”

4. Education gives people the knowledge they need to elect capable leaders. Plato stated, “In politics we presume that everyone who knows how to get votes knows how to administer a city or a state. When we are ill... we do not ask for the handsomest physician, or the most eloquent one.” Education helps the members of society see through the manipulations used by politicians to get votes so that the members of the society can vote for the leader who is best able to run the society.
5. Education helps promote tolerance in a society and helps reduce common conflicts between diverse populations in an urban setting. Helen Keller said that “The highest result of education is tolerance.” Educating members of society about other people who either live in the society or its neighboring states have the power to reduce many conflicts.
6. Education has the power to help societies, and the world in general, change for the better. According to Nelson Mandela, “Education is the most powerful weapon which you can use to change the world. Malcolm X says that: “Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Education is a powerful tool that can be used to make the world a better place to live in.
7. Education is important because it helps members in a society learn from the mistakes of the past. Plato has stated that geopolitical stability cannot be created by forming a democratic government; if the government is established by force or because of overthrowing an old regime, the new government could transform from a government that encourages peace and democracy into a new government that uses

force to maintain power. Having an education is important because good education allows members of a society to learn from past mistakes and prevent the same mistakes from happening in the future.

8. Education is the first step a society needs before giving rights to women and other minority groups. Education is a powerful tool that enables women and other minority groups to gain fundamental civil rights. It is important to treat women and other minorities with respect in the classroom. Abraham Lincoln stressed the importance that education has in helping people who live in a society to more fundamental civil rights when he said, “The philosophy of the schoolroom in one generation is the philosophy of government in the next.”
9. Education reduces violence and crime in societies. Teaching people to read has been shown to prevent people from engaging in crime. In fact, the Melissa Institute for Violence Prevention and Treatment is a charity group uses education to combat violence and crime.
10. Education creates hope for the future. Giving people hope that they can improve their lot in life is one of the more powerful effects education has on a society. John F. Kennedy best expressed the power of a good education when he said: “Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.” JFK’s words about America apply to every society on Earth.

Negative impacts of Education

Many people acknowledge that learning at school is a passive process. (Holt,1969) maintained that schools orient students to absorb the information rather than integrate them. Schools only force the students to think and behave in the same so-called standard. In the other words, school kills students' curiosity, creativity and independence. However, such arguments ignore the fact that nowadays the majority of schools' pedagogy is transforming into student-centered learning and teaching .The heart of this approach is the collaboration between students and teachers. McCombs and Whistle (as cited in Froyd & Simpson) claimed that in student-centered learning environments, students are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration. This allows students to develop essential 21st century skills such as critical thinking, creativity and communication skills.

King has provided his opinion about education is building character. Dr. King uses his words to create an audience awareness to think for yourself isn't the same as you may call it critical thinking. Against the common assumption that colleges should teach their students "critical reasoning," Dr. King argues that critical thinking alone is insufficient and even dangerous. Teaching one to think critically is no small task. Most students learn by constructing knowledge based on an engaged learning process rather than by absorbing knowledge from passive sources.

3.3.3 Public and Private Investment in Education-An analysis

Public school systems are supported by a combination of local, state, and federal government funding. Because a large portion of school revenues come from local property taxes, public schools vary widely in the resources they have available per student. Class size also varies from one district to another. Curriculum decisions in public

schools are made largely at the local and state levels; the federal government has limited influence. In most districts, a locally elected school board runs schools. The school board appoints an official called the superintendent of schools to manage the schools in the district.

Local property taxes for public school funding may have disadvantages depending on how wealthy or poor these cities may be. Some of the disadvantages may be not having the proper electives of students' interest or advanced placement courses to further the knowledge and education of these students. Cases such as these limit students and causes inequality in education because there is no easy way to gain access to those courses since the education system might not view them as necessary. The public education system does provide the classes needed to obtain a GED (General Education Development) and obtain a job or pursue higher education (Walters, 2016).

The largest public school system in the United States is in New York City, where more than one million students are taught in 1,200 separate public schools.

Admission to individual public schools is usually based on residency. To compensate for differences in school quality based on geography, school systems serving large cities and portions of large cities often have magnet schools that provide enrollment to a specified number of non-resident students in addition to serving all resident students. This special enrollment is usually decided by lottery with equal numbers of males and females chosen.

Some magnet schools cater to gifted students or to students with special interests, such as the sciences or performing arts (Klauke, 2005)



Phillips Academy Andover, an elite private secondary school in Massachusetts.

Source: Michael Birnbaum (2009). "A look at private schools". Washington Post cited in Wikipedia.

Private schools in the United States include parochial schools (affiliated with religious denominations), (Michael, 2009). Non-profit independent schools and for-profit private schools. Private schools charge varying rates depending on geographic location, the school's expenses, and the availability of funding from sources, other than tuition. For example, some churches partially subsidize private schools for their members. Some people have argued that when their child attends a private school, they should be able to take the funds that the public school no longer needs and apply that money towards private school tuition in the form of vouchers. This is the basis of the school choice movement.

5,072,451 students attended 33,740 private elementary and secondary schools in 2007. 74.5% of these were Caucasian non-Hispanic, 9.8% were African American, 9.6% were

Hispanic, 5.4% were Asian or Pacific Islander, and .6% were American Indian. Average school size was 150.3 students. There were 456,266 teachers. The number of students per teacher was about 11. 65% of seniors in private schools in 2006–07 went on to attend a four-year college.

Private schools have various missions: some cater to college-bound students seeking a competitive edge in the college admissions process; others are for gifted students, students with learning disabilities or other special needs, or students with specific religious affiliations. Some cater to families seeking a small school, with a nurturing, supportive environment. Unlike public school systems, private schools have no legal obligation to accept any interested student. Admission to some private schools is often highly selective.

An August 17, 2000 article by the *Chicago Sun-Times* refers to the Roman Catholic Archdiocese of Chicago Office of Catholic Schools as the largest private school system in the United States.

SELF ASSESSMENT EXERCISE 2

Discuss the **Education impact on the development process.**

3.4 Social integration-advancing the Education policies of developed nations

According to (Cruz-Saco, 2009), posit that Policies to promote social integration do not occur automatically. Reflecting a social contract and based on the values accepted in society, such policies need to be integrated with macroeconomic policies in a holistic and coherent way so that societies promote economic growth with equity, social cohesion and solidarity. While the formulation of long-term social strategy and medium-and short-term social policy is main responsibility of Government, attainment of social integration through poverty eradication, employment generation, and social inclusion is the collective goal of all stakeholders in society. Non-government actors, who have raised their visibility and actively participate on in promoting social integration, should partner with Government through active collaborations with target groups who are the ultimate beneficiaries of deliberate social policies, using communication channels that are transparent and highly participatory. As part of a multifaceted and multidimensional longer-term strategy, social policy should be anchored to clear benchmarks that can be measured, monitored, and assessed. Anticipated and unanticipated outcomes should inform the decision making process and implementation of social policy. Government and non-government actors should develop capacity to plan, deliver, assess and redirect services and programmes that are required to reduce poverty, create employment, provide health and social care, and ensure income support and family payments. All these functions are essential for the attainment of social integration. National economic and social efforts should take into account initiatives and policies that address the structural causes of poverty and exclusion, engage local communities in the creation of

opportunities for all members of society and develop a cross-sectoral approach. In many cases, national policies that aim at the provision of universal access to basic services will not reach all groups in society. Therefore, in a context of universalism, targeted programmes should ensure that disadvantaged social groups are given the adequate attention.

The promotion of social integration should be based on:

- Coherence of national development efforts
- Capacity building
- Voice and participation in decision making
- Eradication of prejudice, discrimination and stereotyping
- Definition of social inclusion benchmarks
- Monitoring progress and evidence based social policy
- Supporting livelihoods of informal workers and care givers
- Family policy, and
- Social policy for special groups

3.5 Education and its impact on the development process

Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. It also plays a very crucial role in securing economic and social progress and improving income distribution. (Taiwo, & Ajiboye, 2016) asserts that Education in every sense is one of the fundamental factors of development and that no country can achieve sustainable economic development without substantial investment in

human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. It also plays a very crucial role in securing economic and social progress and improving income distribution. Development is seen as a process generated within a society by forces propagated and invigorated by the actual members of that society. It is believed that true development can neither be started nor sustained by outsider. Although no country can develop in isolation, but heavy emphasis should not be placed on foreign resources for the country's development. Education is an important determinant of economic and social development of a nation. Quality of education in a country indicates the quality of its human resource. Expenditure on education is considered an investment in human resource enrichment.



3.6 Summary

The main area of focus in this unit is;

1. Education has taken different pattern over the centuries and they are conditioned by different factors.
2. The impacts of migration are numerous and calls for concern.
3. Rural-urban Education are condition by certain factors which are both detrimental and has its advantage,
4. The challenges are also associated with the Social integration-advancing the Education policies of developed nations, though it has recorded improvement in integrating development.

In this unit we have been able to;

1. Review the Education Pattern taking a world view.
2. Discuss the impacts of Education
3. An analysis of Public and Private Investment in Education
4. Discuss the Social integration-advancing the Education policies of developed nations.
5. Reviewed and discussed Education and its impact on the development process



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3.8 Possible Answers to SAEs

Answers to SAEs 1

1. Education is important in the creation of any democratic society. The real safeguard of democracy, therefore, is education.” People need a good education if they want a good democracy.
2. Education is needed to make a society geopolitically stable. Without a proper educational system available to everyone, terrorists could use free education as a way to radicalize people.
3. Education leads to economic prosperity in the global marketplace. One of the most important effects education has on society is giving the people who live in a society the skills they need to compete in the global marketplace, and the skills they need to produce technological goods that can be sold on the open market. Socrates best expressed this idea when he stated: “

Answers to SAEs 2

Education and its impact on the development process raises people's productivity and creativity and promotes entrepreneurship and technological advances. It also plays a very crucial role in securing economic and social progress and improving income distribution.

Education in every sense is one of the fundamental factors of development and that no country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world.

MODULE 1 UNIT 4: GENDERING GLOBAL EDUCATION

4.1 Introduction

4.2 learning outcomes LOs

4.3 Main content

4.3.1 Female and Education

4.4 Male and Education

4.5 Gender related issues and the drivers of Education

4.6 Summary

4.7 References/Further Readings/Web Resources

4.8 Possible Answers to SAEs



4.1 Introduction

The unit is a review of gender and global Education; it also explains the impact of Education on female as well as men, taking clue on the gender related issues and the drivers of Education.



4.2 learning outcomes (LOs)

At the end of this unit you should be able to:

1. Have an understanding of issues in gender and global Education
2. Discuss and review the impacts of Education on female as well as male
3. An understanding of gender related issues and the drivers of Education



4.3 Main content

4.3.1 Female and Education

In a world where issues of gender is a sensitive area of discourse, considering that issues of gender is reflected almost in all the areas of academic and development discourse.

Discussing female Education should not be an exception given how it is important for development. Current trend in global Education is that almost half the population in schools consists of women, better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers.

The education of women and girls is important connection to the alleviation of poverty.

Broader related topics include single-sex education and religious education for women, in

which education is divided gender lines. Inequalities in education for girls and women are complex: women and girls face explicit barriers to entry to school, for example, violence against women or prohibitions of girls from going to school, while other problems are more systematic and less explicit, for example, science, technology, engineering and mathematics (STEM) education disparities are deep rooted, even in Europe and North America (UNESCO, 2019). In some Western countries, women have surpassed men at many levels of education. For example, in the United States in 2005/2006, women earned 62% of associate degrees, 58% of bachelor's degrees, 60% of master's degrees, and 50% of doctorates.

Improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community (CAMFED, 2011). The infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. In the poorest countries of the world, 50% of girls do not attend secondary school. Yet, research shows that every extra year of school for girls increases their lifetime income by 15%. Improving female education, and thus the earning potential of women, improves the standard of living for their own children, as women invest more of their income in their families than men do. Yet, many barriers to education for girls remain. In some African countries, such as Burkina Faso, girls are unlikely to attend school for such basic reasons as a lack of private latrine facilities for girls, (Plan Overseas, 2011).

The following factors stands as an influencing factors or hindrances on women's Education;

1. Policies: Educational policies that is intend to protect the rights of women's in the other hand created so much obstacles for women who wants to be educated resulting to the limiting of their opportunities for regular education. In some instances, married women, are constrained by some cultural laws that usually make their ability to further their education. . They lack the autonomy to function independently.

2. Unstable jobs: most jobs that women do are low paid jobs. paid oversees workers for women are frequently unstable, occasioned by low wages, devoid of insurance and social services, associated with poor working conditions. Even when women they are educated, they are relegated to jobs where they can easily become subjects and faced with the issues of discrimination, unstable employment terms and conditions, abuses, right violations.

3. Low access to social security: though the problem of majority of developing nations, however women tends to be faced with this challenge more often than their male counterpart. This is given that women are easily employed in domestic services that is not protected under labour laws. They are in the condition of service with the domestic jobs at high risk of being exploited, poor working condition and poorly treated with little access to social security and insurance to access good health facilities and housing accommodation.

4. Challenge of managing work and household: women are cut up with the challenge of managing household and work. This factor places undue pressure, psychological imbalance on women in managing their family. This factor exposes the children to violence, other vices and deviant behaviours.

5. Poverty and inequality: poverty and inequality among gender, especially which women are the most vulnerable subjects' women to limited access to information which hinders them from and affects their choice of Education. Women are disadvantaged in resources distribution resulting to their inability to muster resources for Education.

6. Cultural barriers: most country have cultures that are anti-women's right of livelihood. Women are in some regions or countries restricted by culture to Education and must do so with the permission of their immediate family.

SELF ASSESSMENT EXERCISE 1

1. Discuss the major constraints of education on female

4.4 Male and Education

Prior to independence and shortly afterwards, it was the boys that were sent to school due to the traditional belief that the boys are there to continue the family lineage. The girls on the other hand were regarded as visitors belonging to other families! The girls were forced to stay at home to help in domestic chores. Some were sent out as house helps from where they got married. There were few females who went to school. They teenage girls got married fast.

Today, things have changed. The boys are the ones who don't go to school while the girls have taken the upper hand. This has been the case in the past two decades or so. This historical turn of events is sweeping throughout the entire South-East states without the governments doing anything about it. The females now dominate the entire school system both as teachers and as students.

(Chukwu, 2008) cited in Onyekakeyah report, stated as Imo State Commissioner for Education, she decried the massive decline in male enrolment in schools in the state. According to her, on the average, the enrolment of males in the state schools system has dropped to 23,290 as against 28,556 for females.

That revelation marked the first time in the history of education in the South-East that females outnumbered males in school enrolment. The development is ominous. In times past, typical Igbo families did not believe in education for the girl child because, according to the protagonists of that retrogressive culture, the girls belong to other families.

Other factors that have led to the decline of male enrollment in schools are thus;

1. The general economic downturn in the country is the principal factor. Since the 1980s when the Structural Adjustment Program (SAP) introduced, the country's economic fortunes nosedived in all sectors.
2. Lopsided economic policies in the country ever since then have further worsened the situation.
3. The fallout of the economic downturn is massive unemployment. Since the early 1980s, graduate unemployment has persisted in the country. It soon became common that university graduates could no longer find suitable jobs.
4. Lack of bursaries, scholarships and other financial incentives are also to blame.
5. The society has inadvertently accepted the craze for money in place of education. Nigeria is a society where people worship money rather than knowledge. The wealthier you are, the more you are respected and accorded honors. The educated is given back seat.

SELF ASSESSMENT EXERCISE 2

- | |
|---|
| 2. What are the major drivers of education on gender? |
|---|

4.5 Gender related issues and the drivers of Education

The importance of a boys' education is the same as it is for girls' education: to give them the best chance at living a fulfilling, successful life, free from as much adversity as possible while being as rewarding as possible as they pursue being a responsible contributing member of society that causes as few problems. The main reason for education is an indicator of social roles of men and women. According to the traditional divisions of male and female roles, men education help them to find good jobs and as head of the family, to provide security to their family while females join them to play their roles as super support to the family.



4.6 Summary

The main point to note in this unit is that;

Education can be influenced by gender factors, Certain cultural factors constrain female in education process. The drivers of education is different for both females and males, Current trends are that Females attends educational heights often more than the males.

This unit has been able to explain the gender perspective of education. It has also explained in clear term the relationship between education and female and male and also the gender related issues and the drivers of education.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

Unstable jobs: most jobs that women do are low paid jobs. paid oversees workers for women are frequently unstable, occasioned by low wages, devoid of insurance and social services, associated with poor working conditions.

Challenge of managing work and household: women are cut up with the challenge of managing household and work.

Poverty and inequality: poverty and inequality among gender, especially which women are the most vulnerable subjects' women to limited access to information which hinders them from and affects their choice of Education.

Answers to SAEs 2

The main reason for education is an indicator of social roles of men and women. According to the traditional divisions of male and female roles, men education help them to find good jobs and as head of the family, to provide security to their family while females join them to play their roles as super support to the family.

Module 2: EDUCATION AND DIVERSITY ISSUES

Module Introduction

This Module has 4 units which contain an introduction of the units, the intended learning outcome, the main contents, a self –assessment, the conclusion, summary as well as the cited references.

UNIT 1: Definition and meaning of Education Diversity

UNIT 2: Education Pattern-The Africa example

UNIT 3 Key Concepts in Education Analysis

UNIT 4 Education Theories-An overview

MODULE 2 UNIT 1: Definition and meaning of education diversity

1.1 Introduction

1.2 Learning Outcomes (LOs)

1.3 Main content

1.3.1Concept of Education

1.3.2 Scope and contents in education

1.4 Education classifications

1.5 Importance of education

1 .6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 Introduction

Unit one (1) in Module 2 discusses the definition and concept of Education Diversity; given the different conceptual definition form various authors. It also discusses the diversity as well as the scope and contents in education. It reviews the education classification.



1.2 Intended Learning Outcomes LOs

At the end of this unit you will be able to;

1. Define Education Diversity
2. Have an understanding of the scope and contents in education
3. Discuss Education classifications



1.3 Main content

1.3.1 Concept of Education Diversity

Diversity in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many pursuits could be identified as possible. Human development tends towards diversity. On the one hand, diversity enriches human life and respects differences, balancing “harmony and difference.” On the other hand, the pursuit of pluralism poses many challenges, and such a pursuit may become a threat to the unity of the nation. Due to the threats to identity and loyalty as well as to the complete union of state power and territory, a diverse society will seek to establish and strengthen a common foundation for its civic values. Multicultural

scholars like (Zhiyuan, 2003) maintain that respecting pluralism in unity and establishing unity in pluralism must be the basic principle for developing a pluralistic society (Kymlicka 2005). We need to establish a diverse society that is balanced and coordinated. If self-definition is always found in distinction from others and if problems are not seen from the perspectives of others, establishing and maintaining social diversity will be challenging. In a diverse society, different cultures and nations will be understood and respected, and each individual will have the opportunity to create his or her own developmental path as long as it does not violate the basic principles of diverse social development.

Inevitably, the changes in social life will be integrated into education. Education itself is influenced by the diversity present in a society, and must adapt as that diversity morphs. Concurrently, changes in education will promote greater diversity in society. Education and diversity are intertwined, each constantly affecting the other. In this era of globalization, where economic and social exchange are becoming increasingly common and connected and the characteristics of social diversity are becoming increasingly pronounced, the features of a diverse education are becoming increasingly obvious.

1.3.2 Scope and contents in Education Diversity

Multicultural education means different things to different people, even though the differences are not as great, confusing, or contradictory. Some definitions rely on the cultural characteristics of diverse groups, while others emphasize social problems

(particularly those associated with oppression), political power, and the reallocation of economic resources. Some restrict their focus to people of colour, while others include all major groups that are different in any way from mainstream Americans. Other definitions limit multicultural education to characteristics of local schools, and still others provide directions for school reform in all settings regardless of their characteristics. It should be noted that many of these differences are more semantic than substantive and can be regarded as reflections of the developmental level in the field of multicultural education and also the disciplinary orientation of its advocates. However, despite all the variations in the definition, all conceptions of multicultural education, according to (Gay, 1994) share the following four characteristics:

1. They are based upon a common set of assumptions.
2. They evolve out of common concerns.
3. They contain common guidelines for action.
4. They share a desire to make cultural pluralism and ethnic diversity integral parts of the educational process. (Gay, 1994) further listed the following as some of the most frequently used definitions of multicultural education:

1. Comprehensive school reform and basic education for all students that challenges all forms of discrimination, permeates instruction and interpersonal relations in the classroom, and advances the democratic principles of social justice (Nieto, 1992).
2. Institutionalizing a philosophy of cultural pluralism within the educational system that is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice (Baptiste, 1979).

3. An education free of inherited biases, with freedom to explore other perspectives and cultures, inspired by the goal of making children sensitive to the plurality of the ways of life, different modes of analyzing experiences and ideas, and ways of looking at history found throughout the world (Parekh, 1986)..

4. An approach to teaching and learning based upon democratic values that foster cultural pluralism; in its most comprehensive form, it is a commitment to achieving educational equality, developing a curriculum that builds understanding about ethnic groups, and combating oppressive practices (Bennett, 1990).

5. A type of education that is concerned with various groups in American society that are victims of discrimination and assaults because of their unique cultural characteristics (ethnic, racial, linguistic, gender, etc.); it includes studying such key concepts as prejudice, identity, conflicts, and alienation, and modifying school practices and policies to reflect an appreciation for ethnic diversity in the United States (Banks, 1997).

From these definitions, one could remark that multicultural education is a model of an educational reform movement, which is intended to change the structure of educational institutions and all components of the educational enterprise, including its underlying values, procedural rules, curricula, instructional materials, organizational structure, and governance policies so as to reflect cultural pluralism of the society in order that all students have an equal chance to achieve academic success. According to (Massey 1991), cited in (Ogunleye, 2009) multicultural society is one where there is a legitimately accepted diversity of cultural appurtenances based on such dimensions as race, colour, language, creed, sex, class, religion, etc. and is committed to the basic ethics of “respect

for persons” against racism and sexism. Some of the advocates of multicultural education agree that the content of multicultural education

SELF ASSESSMENT EXERCISE 1

1. Define Education Diversity

1.4 Education classifications

The educational programme is the basic unit of classification in. Each programme should be allocated to a particular level of education on the basis of its educational content, which in practice is determined by applying classification criteria such as typical starting ages, entrance qualifications, and type of qualification awarded. The introduction of these multi -dimensional criteria was necessary to capture the complexities of modern education systems and represented a major shift from the uni-dimension ladder system.

The levels to which Education programmes are Classified are as follows:

- 0 Pre-primary level of education
- 1 Primary level of education
- 2 Lower-secondary level of education
- 3 Upper secondary level of education
- 4 Post-secondary, non-tertiary education
- 5 Tertiary education

The level of an educational programme should be determined by its educational content. It is very difficult, however, to directly assess and compare the content of the educational programmes in an international comparative way. Curricula are far too diverse, multi-faceted, and complex to permit clear judgements that one curriculum for students of given age or grade belongs to a higher level of education than another. The kind of international curricular standards that would be needed to support such judgements simply do not yet exist. The lack of such information on programme equivalence seriously undermines the international comparability of the statistics and indicators that are analysed by level of education and this remains a major challenge for future improvement.

SELF ASSESSMENT EXERCISE 2

Explain the **Importance of Education**

1.5 Importance of Education

Education is significant to the development of a country. When well-planned and structured, education could be important for the development of a nation. Education is an important issue in one's life. It is the key to success in the future, and to have many opportunities in our life. Education has many advantages for people. For instance, it illuminates a person's mind and thinking. It helps students to plan for work, or pursue

higher education by graduating from university. Having education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community. In addition, education develops human personality, thoughts, and social skills. It also prepares people for life experiences. It makes people have a special status in their own society and everywhere they live. I believe that everyone is entitled to have education "from cradle to grave".

There are various benefits of having education, such as having a good career, having a good status in society, and having self-confidence. First of all, education paves the way for us to have a good career. We can have plenty of chances to work at any workplace we wish. It enhances the opportunities for a better and easier employment. The highly educated we are the better life chances we get. Moreover, education polishes our mind, reinforces our thoughts, and strengthens our character and behaviors toward others. It equips us with information in various fields in general and in our specialization in particular, especially what we need to master in our job career.

Therefore, without education we may not survive properly, nor have a decent profession. Furthermore, education grants us a good status in society. As educated people, we are considered as a valuable source of knowledge for our society. Having education helps us teach others necessary morals, good manners and wise ethics. For this reason, people deal with us in a considerable and special way for being productive and resourceful. In addition, education makes us a role model in society, when our people need us to guide them to the right way and wise decisions. Thus, it is an honor for us to serve our

community and contribute towards its advancement. In fact, being educated is an advantage to help our people and build a good society. Besides, it is very well-known that having self-confidence is always generated from education. It is a great blessing for us to have self-confidence, which leads to many advantages and success in life. For example, it helps us manage specific tasks, tackle life's challenges and maintain positive stands. Additionally, having self-confidence is typically based on proper education; paving the path for us to success. Accordingly, self-confidence makes us aware of how well we perform a task or a range of actions. In short, being educated is undoubtedly being self-confident and successful in life. All in all, education is the process of acquiring knowledge and information that leads to a successful future. As discussed above, there are a lot of positive traits of having education, such as having a good career, having a good status in society and having self-confidence. Education makes us view obstacles as challenges to overcome with no fear; facing new things. It is the main factor behind successful people and the merit of development.



1.6 Summary

The focus in this unit is;

The Definition of education diversity and as well as discussion of the scope and contents in education based on various authors. The understanding that education are classified as formal and informal. Under the formal we have the stages beginning from the Pre-nursery to the tertiary. In this unit you have been able to define Education, the scope and content in Education Diversity as well as Education classification.



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1.8 Possible Answers to SAEs

Answers to SAEs 1

Diversity in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many pursuits could be identified as possible.

Answers to SAEs 2

Education is an important issue in one's life . It is the key to success in the future, and to have many opportunities in our life. Education has many advantages for people. When well-planned and structured, education could be important for the development of a nation.

It helps students to plan for work, or pursue higher education by graduating from university.

MODULE 2 Unit 2: Education Pattern-The Africa example

- 2.1 Introduction
- 2.2 Learning Outcomes (LOs)
- 2.3 Main content
 - 2.3.1 Education process
 - 2.3.2 Education patterns in African
- 2.4 A review of the issue of Education dichotomy.
- 2.5 Impact of Education in Development
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to SAEs



2.1 Introduction

Unit 2 of module two explains the Education process; it also explains education patterns in African. A review of the issue of education dichotomy and the impact of education in development is discussed here.



2.2 Learning Outcomes LOs

At the end of this unit you should be able to;

1. Discuss the education process
2. Review the issue of education dichotomy
3. Discuss the impact of Education in development



2.3 Main content

2.3.1 Education process

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development (UNESCO, 2022). Education originated as transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as liberation of learners, critical thinking about presented information, skills needed for the modern society, empathy and complex vocational skills.

According to (Creasy, 2018). Seeing education as a process lays the foundations for adopting approaches which will remove uncertainty from what happens within education. Part of this is the adoption of learning outcomes. This can be seen as a consequence of a managerialist discourse which seeks control over educational processes.

Education Process is an educational philosophy that focuses on the development of broad, transferable learning skills. It has evolved over the course of ten years, supported by research done by college and university faculty from a wide range of disciplines across the country. There are three component to educational process and they are; The Teacher 2. The Learning Material 3. The Learning Situation.

Education Process is an educational philosophy that focuses on the development of broad, transferable learning skills. It has evolved over the course of ten years, supported by research done by college and university faculty from a wide range of disciplines

across the country. Implementation of this philosophy means using processes and tools to create new types of environments in which students take center stage and discover how to improve their learning and self-assessment skills within a discipline. This philosophy also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers' desires and designs to one focused on students' needs. It consistently seeks answers to the question, "How do students learn most effectively and enduringly?" and then works to translate the answer into teaching practice and, ultimately, institutional policy. This module analyzes this transformational movement, defines the cornerstones of Education Process, and presents its underlying principles so that individual faculty members, as well as departments, divisions, and school administrators, can understand the philosophy and explore its potential.

2.3.2 Education patterns in African.

In West African Countries, due to the long period of colonization , are still influenced by the former colonizers not only in terms of education but in several other fields, despite the governments' slow attempts to create some kind of 'prise de conscience' the British and French presence is still culturally and intellectually felt in these countries.

To study African education, we have to refer to its origin. Besides, without the fundamental understanding of the colonial fact, no one can ask significant questions about the background of education in Africa. As Aristotle puts it: 'who sees things grow from their origin, will have the most advantageous view of them'. Thus, we may ask the following question: what is the nature of African education and how did it acquire this

nature? (Dione, 1979) posits that African education does not start with the colonization period as is generally assumed.

History of education in Africa is roughly divided into pre- and post- colonial periods. Since the introduction of formal education to Africa by European colonists, African education, particularly in West and Central Africa, is characterised by both traditional African teachings and European-style schooling systems. The state of education reflects not only the effects of colonialism, but instability resulting from and exacerbated by armed conflicts in many regions of Africa as well as fallout from humanitarian crises such as famine, lack of drinking water, and outbreaks of diseases such as malaria and Ebola, among others. According to (Bhekinkosi, 2021) the quality of education and the quantity of well-equipped schools and teachers has steadily increased since the onset of the colonial period, there are still evident numerous inequalities in the existing educational systems based on region, economic status, and gender.

SELF ASSESSMENT EXERCISE 1

What is education dichotomy?

2.4 A review of the issue of Education dichotomy

No country in the globe over centuries could afford to flourish on the paths of growth and development while ignoring the crucial role of education. Countries in Africa where there has been a perpetual struggle over the decades to overcome perils of colonisation and social stigmatisation reflective in terms of poverty, unemployment and illiteracy. In order to overcome these bottlenecks ‘knowledge dissemination’ must spearhead the change. Apart from other funding inadequacies, infrastructural lacunae, education sector in African has also been grappling with certain innate contradicting and counterproductive structures. These basic dichotomies must have to be addressed alongside gender related issues.

2.5 Impact of Education in Development

According to (Nookathoti, 2021). The field of education is associated with herculean task and innate responsibility of escorting societies forward. Across space and time, it has been an unambiguous synthesis that education should precede any progress or change. It helps humans to understand themselves and better their interaction with rest of the society. Hence the field of education and dissemination of knowledge is very much a pivotal entity in the evolution of human civilisation. No country in the globe over centuries could afford to flourish on the paths of growth and development while ignoring the crucial role of education.

Education becomes a catalyst in a person’s personality development. It introduces a person to different perspectives and thus, helps in providing a clear and broad vision to an

individual. It encompasses one with a more solution-oriented approach and better understanding and analysing skills. It also develops discipline inside an individual. Our ideas, principles, attitudes are shaped by our education. It can be instrumental in boosting an individual's self-confidence.

While making or building a development plan for any country, education is the most crucial and critical area looked upon by planners and policymakers. One of the key differentiating factors between underdeveloped, developing and developed countries is the level and quality of education being provided to the population. The Right to Education, recognized as a basic human right by several countries, shows the undeniable correlation between education and the development of the country.

Education increases the propensity for better employment opportunities. Not only education makes a smart, informed population, but it boosts economic growth and increases the GDP of a country. It allows people to live a healthy and quality lifestyle with a high standard of living. UNESCO itself has pointed out that ‘**Education for Sustainable Development** empowers learners to make informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations while respecting cultural diversity.’

SELF ASSESSMENT EXERCISE 2

List and discuss the impacts of education on development



2.6 Summary

The summary of this unit is that;

We have been able to identify some education process. Dichotomies in education, Numerous impact of education on development.

We have been able to discuss the education process and also the issues in African pattern on education, a reviewed education dichotomy, as well as the impact of education in development.



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2.8 Possible Answers to SAEs

Answers to SAEs 1

Education dichotomy

No country in the globe over centuries could afford to flourish on the paths of growth and development while ignoring the crucial role of education. Countries in Africa where in there has been a perpetual struggle over the decades to overcome perils of colonisation and social stigmatisation reflective in terms of poverty, unemployment and illiteracy. In order to overcome these bottlenecks ‘knowledge dissemination’ must spearhead the change. Apart from other funding inadequacies, infrastructural lacunae, education sector in African has also been grappling with certain innate contradicting and counterproductive structures. These basic dichotomies must have to be addressed alongside gender related issues.

Answers to SAEs 2

Across space and time, it has been an unambiguous synthesis that education should precede any progress or change. It helps humans to understand themselves and better their interaction with rest of the society. Hence the field of education and dissemination of knowledge is very much a pivotal entity in the evolution of human civilisation. No

country in the globe over centuries could afford to flourish on the paths of growth and development while ignoring the crucial role of education.

Education becomes a catalyst in a person's personality development. It introduces a person to different perspectives and thus, helps in providing a clear and broad vision to an individual. It encompasses one with a more solution-oriented approach and better understanding and analysing skills. It also develops discipline inside an individual. Our ideas, principles, attitudes are shaped by our education. It can be instrumental in boosting an individual's self-confidence.

MODULE 2 UNIT 3: Key Concepts in Education Analysis

Contents

- 3.1 Introduction
- 3.2 learning outcomes (LOs)
- 3.3 Main contents
 - 3.3.1 Education Curriculum
 - 3.3.2 Gender inequality,
- 3.4 Education Inclusion
 - 3.4.1 Teaching
 - 3.4.2 Learning,
- 3.5 Pedagogy in Education

3.6 Summary

3.7 References/Further Readings

3.8 Possible Answers to SAEs



3.1 INTRODUCTION

Unit 3 is of module 2 of the study guide is an analysis of selected basic concepts in education analysis. Key areas of analysis include Education Curriculum, Gender inequality, Education Inclusion, teaching, learning and Pedagogy in Education.



3.2 Learning Outcomes (LOs)

At the end of the study you will be able to understand; Key basic concepts in education analysis.



3.3 Main Content

3.3.1 Education Curriculum

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences Ride (2022). It spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation.

Amanda Stutt (2021) see Curriculum development as the step-by-step process used to create positive improvements in courses offered by a school, college or university. As the world continues to evolve, new discoveries have to be roped into the education curricula. Innovative teaching techniques and strategies are also constantly being devised in order to improve the student learning experience. As a result, an institution must have a plan in place for acknowledging these shifts—and then be able to implement them in the college curriculum.

A curriculum (plural curricula or curriculums) is broadly defined as the totality of student experiences that occur in the educational process Kelly (2009) & Wiles (2008). The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or schools instructional goals. A curriculum may incorporate the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives Adams, Kathy L.; Adams, Dale E. (2003). Curricula are split into several categories: the explicit, the implicit (including the hidden), the excluded, and the extracurricular Kelly (2009), Dewey (1902) & Bralslavsky (2003).

Curricula may be tightly standardized or may include a high level of instructor or learner autonomy Adams (2003). Many countries have national curricula in primary and secondary education, such as the United Kingdom's National Curriculum.

UNESCO's International Bureau of Education has the primary mission of studying curricula and their implementation worldwide. In 2005, the Nigerian government adopted a national Basic Education Curriculum for grades 1 through 9. The policy was an outgrowth of the Universal Basic Education program announced in 1999, to provide free, compulsory, continuous public education for these years. In 2014, the government implemented a revised version of the national curriculum, reducing the number of subjects covered from 20 to 10 Amina (2014).

There are three models of curriculum design: subject-centered, learner-centered, and problem-centered design. By considering all three models of curriculum design before they begin planning, instructors must choose the model that is best suited to both their students and their course.

SELF ASSESSMENT EXERCISE 1

Curriculum is important in the study of education. Discuss.

3.3.2 Gender inequailty

Gender disparity is defined as inequalities of some quantity attributed to the reason of gender type. It is the social phenomenon in which men and women are not treated equally. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in the society. Some of these distinctions are empirically grounded, while others appear to be social constructs. Studies show the different experiences of genders across many domains including education, life expectancy, personality, interests, family life, careers, and political

affiliation. Gender inequality is experienced differently across different cultures and it also affects non-binary people UNESCO (2015).

In most African societies, women are seen as the collectors, managers, and guardians of water, especially within the domestic sphere that includes household chores, cooking, washing, and child rearing. Because of these traditional gender labor roles, women are forced to spend around sixty percent of each day collecting water, which translates to approximately 200 million collective work hours by women globally per day and a decrease in the amount of time available for education, shown by the correlation of decrease in access to water with a decrease in combined primary, secondary, and tertiary enrollment of women Crow, Ben; Roy, Jessica (2004).

In countries where resources and school facilities are lacking, and total enrollments are low, a choice must often be made in families between sending a girl or a boy to school. Of an estimated 101 million children not in school, more than half are girls. However, this statistic increased when examining secondary school education. In high-income countries, 95% as many girls as boys attend primary and secondary schools. However, in sub-Saharan Africa the figure is just 60%.

The foremost factor limiting female education is poverty. Economic poverty plays a key role when it comes to coping with direct costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses Sharma (nd) Wherever, especially in families with many children, these costs exceed the income of the family, girls are the first to be denied schooling. This gender bias decision in sending females to school is also based on gender roles dictated by culture. Girls usually are required to complete household chores or take care of their younger siblings when they reach home. This limits their time to study and in many cases, may even have to miss school to complete their duties Manuh (1998). It is common for girls to be taken out of school at this point. Boys however, may be given more time to study if their parents believe that education will allow them to earn more in the future. Expectations, attitudes and biases in communities and families, economic costs, social traditions, and religious and cultural beliefs limit girls' educational opportunities Sharma (nd).

SELF ASSESSMENT EXERCISE 2

What is Gender inequality?

3.4 Education Inclusion

Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students. It arose in the context of special education with an individualized education program or 504 plan, and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. The philosophy behind implementation of the inclusion model does not prioritize, but still provides for the utilization of special classrooms and special schools for the education of students with disabilities. Inclusive education models are brought into force by educational administrators with the intention of moving away from seclusion models of special education to the fullest extent practical, the idea being that it is to the social benefit of general education students and special education students alike, with the more able students serving as peer models and those less able serving as motivation for general education students to learn empathy. Implementation of these practices varies. Schools most frequently use the inclusion model for select students with mild to moderate special needs Allen & Schwartz (nd). Fully inclusive schools, which are rare, do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together Scheyer *et al.* (1996).

Inclusive education differs from the 'integration' or 'mainstreaming' model of education, which tended to be concern. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with

respect to ability, language, culture, gender, age and of other forms of human differences. Richard Wilkinson and Kate Pickett wrote, "student performance and behaviour in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish" Wilkinson & Pickett (2010). This is why the United Nations Sustainable Development Goal 4 recognizes the need for adequate physical infrastructures and the need for safe, inclusive learning environments.

3.4.1 Teaching

Teaching models are methods of teaching or underlying philosophies that guide teaching methods. Effective teachers will integrate different teaching models and methods depending on the students that they are teaching and the needs and learning styles of those students.

While there are many teaching models, some basic ones are direct instruction, lecture, cooperative learning, inquiry-based learning, seminar and project-based learning. Teaching models are methods of teaching or underlying philosophies that guide teaching methods. Effective teachers will integrate different teaching models and methods depending on the students that they are teaching and the needs and learning styles of those students.

3.4.2 Learning

There three conventional forms of Learning identified by the Organisation for Economic Co-operation and Development (OECD). They are: 1. Informal and 2. Formal learning processes and 3. Self-directed Learning. Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition, cultural norms, and manners.

In informal learning, there is often a reference person, a peer or expert, to guide the learner. If learners have a personal interest in what they are informally being taught, learners tend to expand their existing knowledge and conceive new ideas about the topic being learned Rogoff; Maureen; Gutiérrez.; Erickson,(2016) For example, a museum is traditionally considered an informal learning environment, as there is room for free choice, a diverse and potentially non-standardized range of topics, flexible structures, socially rich interaction, and no externally imposed assessments.^[37]

While informal learning often takes place outside educational establishments and does not follow a specified curriculum, it can also occur within educational settings and even during formal learning situations. Educators can structure their lessons to directly utilize their students informal learning skills within the education setting Crowley; Pierroux; Knutson (2014).

SELF ASSESSMENT EXERCISE 3

- . Give narrative of the Pedagogy of Education.

3.5 Pedagogy of Education

Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts.

Pedagogy most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts Li, (2012).

Pedagogy is often described as the act of teaching. The pedagogy adopted by teacher's shapes their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students Shulman (1987). Its aims may range from furthering liberal education (the general development of human potential) to the narrower specifics of vocational education (the imparting and acquisition of specific skills). Conventional western pedagogies view the teacher

as knowledge holder and student as the recipient of knowledge (described by Paulo Freire as "banking methods" Freire (2018)., but theories of pedagogy increasingly identify the student as an agent and the teacher as a facilitator.

Instructive strategies are governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic Method Petrie et al. (2009)



3.6 Summary

The point to note is that;

Both education curriculum and gender equity is important in development of a sound economic. Education inclusion is not very common but very important for the integration of the physically challenged persons.

Teaching learning and Pedagogy of education are method that hence students and teachers development.

In this unit we have been able to discuss the basic key units in education analysis. The areas of analysis were Education Curriculum, Gender inequality, Education Inclusion, teaching, learning and Pedagogy in Education.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences Ride (2022). It spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation.

Answers to SAEs 2

Gender disparity is defined as inequalities of some quantity attributed to the reason of gender type. It is the social phenomenon in which men and women are not treated equally. The treatment may arise from distinctions regarding biology, psychology, or cultural norms prevalent in the society.

Answers to SAEs 3

Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Pedagogy most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy, taken as an academic discipline, is the study of

MODULE 2 UNIT 4: EDUCATION THEORIES-AN OVERVIEW

- 4.1 Introduction
 - 4.2 learning outcomes (LOs)
 - 4.3 Main content
 - 4.3.1 Behaviorism learning theory
 - 4.3.2 Cognitive learning theory
 - 4.3.3 Constructivism learning Theory
 - 4.4 Humanism learning theory
 - 4.5 Connectivism learning theory
-
- 4.6 Summary
 - 4.7 References/Further Readings/Web Resources
 - 4.8 Possible Answers to SAEs



4.1 INTRODUCTION

In unit 4 of module 2 we will provide and review identifiable theories in Education. Theories are set of principles to which the practice of an activity is based. Therefore we will see their relationship in the study of education.



4.2 Learning Outcomes (LOs)

At the end of this unit, students will be able to;

1. Identify related theories of education
2. Link these theories to areas of education



4.3 MAIN CONTENT

4.3.1 Behaviorism learning Theory

According to Brian Fairbanks (2021), there are five primary educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism. Understanding learning theories can result in a variety of outcomes, from improving communication between students and teachers to determining what students learn. Its explanation as Psychology puts it, is that; “Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner.” And its application is based on a system of routines that “drill” information into a student’s memory bank, as well as positive feedback from teachers and an educational institution itself. If students do an excellent job, they receive positive reinforcement and are signaled out for recognition.

4.3.2 Cognitivism learning Theory

Simply means that learning relies on both external factors (like information or data) and the internal thought process. This was developed in the 1950s, this theory moves away from behaviorism to focus on the mind’s role in learning. According to the International Bureau of Education: “In cognitive psychology, learning is applied or should be understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it and stocks it in memory.”

4.3.3 Constructivism learning Theory

Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge. “The passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge,” explains Simply Psychology, “whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving).”

4.4 Humanism learning Theory

The explanation here is that a “learner-centric approach” in which the potential is the focus rather than the method or materials. With the understanding that people are inherently good, humanism focuses on creating an environment conducive to self-actualization. In doing so, learners’ needs are met and they are then free to determine their own goals while the teacher assists in meeting those learning goals.

4.5 Connectivism learning Theory

Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge. Strongly influenced by technology, connectivism focuses on a learner’s ability to frequently source and update accurate information. Knowing how and where to find the best information is as important as the information itself.

Learning theories in education are varied and diverse. In addition to the five theories outlined above, there are still more options, including:

- **Transformative** learning theory: This theory is particularly relevant to adult learners. It posits that new information can essentially change our worldviews when our life experience and knowledge are paired with critical reflection.
- **Social** learning theory: This theory incorporates some of the tacit tenets of peer pressure. Specifically, students observe other students and model their own behavior accordingly. Sometimes it’s to emulate peers; other times it’s to distinguish themselves from peers. Harnessing the power of this theory involves getting students’ attention, focusing on how students can retain information, identifying when it’s appropriate to reproduce a previous behavior, and determining students’ motivation.
- **Experiential** learning theory: There are plenty of clichés and parables about teaching someone something by doing it, although it wasn’t until the early 1980s that it became an official learning theory. This approach emphasizes both learning about something and experiencing it so that students can apply knowledge in real-world situations.

SELF ASSESSMENT EXERCISE 1

Discuss the major theories of education



4.6 Summary

In this we identified some of the key theories of education as well as their import in the understanding of and the study of education.

The main point in this unit is that; theories providing students with structure and a comfortable, steady environment, helping educators, administrators, students and parents align on goals and outcomes; empowering teachers to be “in a better position to make choices about how to approach their teaching in ways that will best fit the perceived needs of their students; Impacting how and what a person learns; Helping outsiders (colleges, testing firms, etc.) determine what kind of education you had or are receiving; allowing students a voice in determining how the class will be managed; deciding if instruction will be mostly teacher-led or student-led; determining how much collaboration will happen in a classroom.



7.0 References/Further Readings

Brian Fairbanks (2021), 5 educational learning theories and how to apply them



4.6 Possible Answers to SAEs

Answers to SAEs 1

Behaviorism learning Theory

Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner.”

Cognitivism learning Theory

Simply means that learning relies on both external factors (like information or data) and the internal thought process.

Constructivism learning Theory

Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge.

Module 3: CONTEXTUALIZING DEVELOPMENT

MODULE INTRODUCTION

This Module has 3 units which contain an introduction of the units, the intended learning outcome, the main contents, a self –assessment, the conclusion, summary as well as the cited references.

UNIT 1: Meaning and definition of Development

UNIT 2: Sustainable Development and the role of Stakeholders

UNIT 3: Theories of Sustainable development, education policies

MODULE 3 Unit 1: Meaning and definition of Development

Contents

- 1.1 Introduction
- 1.2 learning outcomes (LOs)
- 1.3 Main content
 - 1.3.1 Defining Development and Sustainable development
 - 1.3.2 Scope and features of Sustainable development
- 1.4 Principles of Sustainable Development
- 1.5 Types of Sustainability
- 1.6 Summary
- 1.7 References/Further Readings/Web Resources
- 1.8 Possible Answers to SAEs



1.1 INTRODUCTION

In unit One (1) of module 3 you will learn about the definition of development and sustainable development, the scope and features of sustainable development, the principles of sustainable development as well as the types of sustainability.



1.2 Learning Outcomes (LOs)

At the end of this unit you will be able to;

1. Define development and sustainable development
2. Discuss the scope and features of sustainable development
3. List and discuss the principles of sustainable development as well as the types of sustainability.



1.3 MAIN CONTENT

1.3. 1 Defining Development and Sustainable development

Development might mean many things to individual, scholars and society. To some, development might mean growth and improvement in the wellbeing of a society. It has political, economic and social concepts. Politically it might mean an improvement in the governance of a country; economically development might mean an improvement in the GDP of a nation while socially development might be concerned with the social wellbeing of a country. For Shah (2018) “Development means “improvement in country’s economic and social conditions”. More specially, it refers to improvements in way of managing an area’s natural and human resources. In order to create wealth and improve people’s lives”. Desirable development should take into consideration factors like poverty, unemployment, human capacity building, adequate social amenities and issues of corruption (Solaja, 2014). It means the process of development is not static, but changes with the working structure of a society. Development can be defined as bringing about social change that allows people to develop and achieve their human potential. Development is basically an economic concept that has positive connotation. It involves the

application of economic and technical measures to utilize available resources to instigate economic growth and improve people's quality of life (Rabie, 2016). Development is "the capacity of economic, political and social systems to provide the 100 enabling environment for the well-being on a sustainable and long term basis (Barder, 2012). Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. Abuiyada (2018) defined development as "the process of building active and sustainable communities based on social justice and mutual respect". It is the development and improvement of the quality of life taking into consideration three key factors; increased standard of living, enabling and favourable condition for living and increased choice (Gabre, 2020). Development covers human, political and economic development (Diale, nd). 'Development' is a process of structural societal change". Importance of development in the society includes; 1. To increase the standard of living of citizen in a country. 2. Development helps in the utilization and in the management of population of a country. 3. Development ensures for the effective management of resources of the environment. 4. Development ensures the measurement and index of all components of development of the society, especially in the measurement of the income and expenditure of a country. 5. Development increases the chances of employment and job opportunity of a country. 6. Development entails the increase in the revenue and the provision of basic infrastructural development. 7. It ensures the increase in goods and services. 8. Development creates avenue for technological innovations for technological growth. 9. Development promotes the increase in agricultural production and increase in food production. 10. Development encourages sustainable environmental conservation and environmental sustainability. Sustainable development has been defined in various ways, but the most frequently quoted and acceptable definition is the one from Our Common Future, which is also known as the Brundtland Report. It defined sustainable development as the development that meets the need of the present without compromising the ability of the future generation to meet their own needs. Sustainable development is a way of organizing society so that it can exist in the long term. This means taking into account both the imperatives present and those of the future, such as the preservation of the environment and natural resources or social and economic equity (You matter, 2020).

The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic,

environmental, and social concerns throughout the decision making process (Emas, 2015). Sustainable development centres around inter- and intragenerational equity anchored essentially on three-dimensional distinct but interconnected pillars, namely the environment, economy, and society (Mensah and Casdevall, 2019). It is an enlarged view of development that extends beyond simple measures of “growth”. It raises quality of life (happiness, satisfaction, secured and descent life, fair, equitable and accessible). It is a long-term thinking with a commitment to social equity and fair distribution of benefits and costs, both geographically and across current and future generations. It means living in a way to create lasting economic prosperity, environmental health, and social justice for current and future generations (Bhandari and Abe nd),

SELF ASSESSMENT EXERCISE 1

Define development

1.3.2 Scope and features of Sustainable development

Sustainable development covers these broad areas; the economic, social, and environmental aspects of human activity. The basic features and criteria of sustainable development as noted by Legrand (2021) include; 1. “It must allow the basic needs of present and future generations to be fulfilled with regard to demographic constraints, such as: access to water, education, health, employment, and the fight against hunger or malnutrition. 2. To improve quality of life, which involves easier access to medical care, social services, culture, and therefore also social well-being? In addition, respect for rights and freedoms and the promotion of new forms of renewable energy such as wind, solar, and geothermal power, are important aspects of sustainable development.

3. Sustainable development must allow the planet’s resources and condition to be protected for future generations and natural assets to be shared.

4. Narrowing the gaps between rich and poor countries, insofar as these gaps, if maintained or accentuated, could be the cause of violent conflict, which by its very nature leads to regression rather than development”.

SELF ASSESSMENT EXERCISE 2

What is sustainable development?

1.4 Principles of Sustainable Development

The principle of sustainable development includes;

- a. Create opportunity for economic sustainability and conservations of the environment and biodiversity: the environment is important for the sustenance of livelihood. Depriving humans the opportunity to harness the potentials of the environment would invariably mean a deprivation of their right. However, opportunity should be created for a sustainable harnessing of the environment. This could be done through the use of clean energy financing and development, investment in green and community sustainability, sustainable energy, transportation and better waste disposal mechanism.
- b. **Development of sustainable society:** a sustainable society is the society that is conversant with her environment, understands that the environment is a resource that must be sustained, preserved and kept for the future generation. This understanding must be propagated in the form of awareness creation to follow in the direction of a sustainable society. Development of a sustainable society should also take into consideration all stakeholders in the society, from

government, citizens, corporate bodies should understand that the environment is a resources that must be preserved by all means. It could the form of sustainable environmental policies.

c. **Development of human resources and control of population growth:** one major problem of the environment is the issue of population increase. Human population puts pressure on the scarce resources in the form of unsustainable practices and harnessing of the environment resources. Humans over time have stood as the number one factor to environmental issues.

Reorientation of human approaches and of the application of human resources would go a long way in managing the issues of environmental problems and sustainability. One of the way forward has been in the area of managing and controlling population growth. When this can be achieved, the problem of the environment will to an extent be managed and controlled.

d. **Public participation in environmental decision:** The problem of the environment is the problem of every individual in the society. Also the way forward in environmental conservation is the prerogative of every member of the society. It follows that every decision on the environment especially in sustainable management of the environment should encourage a collective effort from all stakeholders of the society. In this instance also, the voice of indigenous society should be felt in the and heard in the issues of environmental conservation and sustainability, since they are both custodians and possesses indigenous knowledge of the environment, especially in conservation practices.

.e. **Polluter pay and environmental accountability:** Society should be held accountable in environmental exploitation. We are all accountable to the environment, therefore it is mandated that whoever pollutes the environment should be held accountable and must pay the charge and price for pollution. No individual should be given favourable condition once there is a proven fact that there is a direct unsustainable impact on the environment. It is important to note that the price for polluting the environment should be placed in a way that it will deter potential violator and environmental polluter.

SELF ASSESSMENT EXERCISE 3

What are the basic principles of sustainable development?

1.5 Types of Sustainability.

The basic principles of sustainability are summed up as the three pillars namely: the economy, society, and the environment, while Goodland (2002) listed the four main types of sustainability to include; human, social, economic and environmental. “Social sustainability means maintaining social capital. Social capital is investments and services that create the basic framework for society”.



1.6 Summary

The basic point to note is that;

The overall goal of sustainable development (SD) is the long-term stability of the economy and environment, Sustainable development covers these broad areas; the economic, social, and environmental aspects of human activity. The basic principles of sustainability are summed up as the three pillars namely: the economy, society, and the environment

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We have been able to define development and sustainable development, have an understanding of the scope and features of sustainable development, know the principles of sustainable development and as well as an understanding of the sustainability principles.



1.7 References/Further Readings

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1.8 Possible Answers to SAEs

Answers to SAEs 1

Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components.

Answers to SAEs 2

sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision making process.

Answers to SAEs 3

Create opportunity for economic sustainability and conservations of the environment and biodiversity:

Development of sustainable society: a sustainable society is the society that is conversant with her environment, understands that the environment is a resource that must be sustained, preserved and kept for the future generation.

Development of human resources and control of population growth: one major problem of the environment is the issue of population increase

MODULE 3 UNIT 2: SUSTAINABLE DEVELOPMENT AND THE ROLE OF STAKEHOLDERS.

Contents

- 2.1 Introduction
- 2.2 learning outcomes (LOs)
- 2.3 Main content
 - 2.3.1 The importance of the sustainable human capital development
- 2.4 The role of Government
- 2.5 Contribution of Sustainable Stakeholders
- 2.6 Summary
- 2.7 Reference/Further Readings
- 2.8 **Possible Answers to SAEs**



2.1 INTRODUCTION

In this unit, we will discuss issues of sustainable development and the role of stakeholders, taking into considerations the importance of the sustainable human capital development, the role government and the contribution of Sustainable Stakeholders to development



2.2 Learning Outcomes (Los)

At the end of this unit you will be able to;

1. Discuss the issues in sustainable development and the role of Stakeholders
2. An understanding of the importance of human capital development
3. The importance of role of Government
4. The contribution of sustainable Stakeholders.



2.3 MAIN CONTENT

2.3.1 The importance of the sustainable human capital development

The development of human capital is the critical determinant of long-term sustainability and that efforts to accelerate the evolution of human consciousness and emergence of mentally self-conscious individuals will be the most effective approach for ensuring a sustainable future.

All forms of capital derive their value, utility and application from human mental awareness, creativity and social innovation. This makes human capital, including social capital, the central determinant of resource productivity and sustainability. Humanity has entered the Anthropogenic Epoch in which human changes have become the predominant factor in evolution. Humanity is itself evolving from animal physicality to social vitality to mental individuality. This transition has profound bearing on human productive capabilities, adaptability, creativity and values, the organization of economy, public policy, social awareness and life styles that determine sustainability Šlaus & Jacobs (2011).

They further explained that the development of human capital over time is a function of the quantity and quality of human capital (which includes all forms of social capital as well), natural capital (e.g., ecosystem, air, water) and human-made capital (e.g., money, infrastructure, building, road) and their evolution. Though resources exist outside and independent of human beings, they are recognized as resources only by human beings. Education is a resource that exists only within human beings. Human capital, natural and human-made capitals are interconnected. Improving healthcare, education and employment augments human capital in a way that is proportional to the human capital. Equally, improving socio-economic and political conditions and facilitating and stimulating creativity, as emphasized above, augment human capital even more than proportionally. Inadequate healthcare, inadequate education and low employment rates not only decrease, but can make it negative, resulting in exponential destruction of human capital.

Joseph Chimombo (2005), pointed out education's role as a policy instrument, capable of instilling social change and economic advancement in developing countries by giving communities the opportunity to take control of their destinies, The 2030 Agenda for Sustainable Development, adopted by the United Nations (UN) General Assembly in September 2015, calls

for a new vision to address the environmental, social and economic concerns facing the world today. The Agenda includes 17 Sustainable Development Goals (SDGs), including SDG 4 on education UNESCO (2017).

2.4 The role of Government

Government's primary role must be to ensure, in cooperation with the private sector, the urgent creation of adequate and efficient infrastructure, particularly of energy, roads, telecommunications, water supply, railways, health, education and financial services, to bring about a positive development. The federal government is the apex structure in the three tiers of government that exists in the country whose work is to regulate, manage and maintain the socio-economic, educational, and religious activities in the country and equally improve the total well-being of her people. It is an exclusive responsibility of the government to make financial and infrastructural provisions in the educational sector for her citizens to be abreast with the current issues globally and also to boost the level of development within the country. As education is the bedrock of development in every giving society, the target of every government should be on how to improve the educational standard in accordance with the global trend. Other functions aside funding are Regulation, Provision of basic infrastructure, Monitoring the welfare and retraining of teachers and security.

2.5 Contribution of Sustainable Stakeholders

In education, the term stakeholder typically refers to anyone who has invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city council authority. Stakeholders have a direct influence on factors that stimulate sustainable development and growth of technology and infrastructures. Given the high rate of failure of technology driven projects, the study of stakeholder involvement, behavior and perspective is worthy of attention. There are three pillars of sustainability – economic viability, environmental protection and social equity.

The world faces several environmental, economic, and social sustainability challenges (WCED, 1987). Organisations play an important role for creating well-being for society and the environment through their production and operations. A growing number of organisations have therefore started to implement sustainability efforts in their operations and within their business model (Holliday et al., 2002; Jonker, 2000; Schaltegger et al., 2020).

Organisational sustainability is a complex and multidimensional topic encompassing the environmental, economic, and social dimensions of sustainability, also referred to as the triple bottom line (TBL) (Dyllick and Hockerts, 2002; Elkington, 1999). A large body of literature investigates how to operationalise and embed sustainability into the organisational system, for example focussing on tools to minimise negative impacts on the environment and society (Halog and Manik, 2011; Mattioda et al., 2015), on managerial schemes, and how these relate to other sustainability initiatives (Bernardo et al., 2015; Robèrt, 2000). Research focuses also on the relationship between organisational sustainability efforts and organisational performance (Dixon-Fowler et al., 2013; Endrikat et al., 2014; Mazzi et al., 2016), and the potential impact on organisational competitiveness (Boons et al., 2013; Mazzi, 2020).

However, individual organisations cannot solve the complex sustainability issues alone but need to interact with their stakeholders to ensure resilient and sustainable business models (Dentoni et al., 2020; Senge et al., 2008). Stakeholder interaction has received increasing attention in research in the last decades and has been recognised as one of the principles of organisational sustainability (Gray, 1985; Gray and Purdy, 2018; Van Huijstee et al., 2007). Thus, scholars increasingly advocate to integrate stakeholder interaction in business model conceptions (Goni et al., 2020; Oftedal et al., 2021; Singh et al., 2019).



2.6 Summary

The main focus of this unit is that; The goal of sustainable development is to provide resources for the use of present populations without compromising the availability of those resources for future generations. The environment can be a source and potential for generation of revenue

especially within the tourism sector. Educational development is a part of the real wealth of nations.

In this unit we have been able to discuss the importance of the sustainable Contributions of Stakeholders in development sphere, have an understanding of sustainable development and the contribution of sustainable stakeholders to development.



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2.8 Possible Answers to SAEs

Module 3 - UNIT 3: THEORIES OF SUSTAINABLE DEVELOPMENT AND EDUCATION DEVELOPMENT

Contents

- 3.1 Introduction
- 3.2 learning outcomes (LOs)
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 - 3.3.1 Corporate Social Responsibility
 - 3.3.2 Stakeholder theory
 - 3.3.3 Corporate Sustainability
- 3.4 Green Economics
- 3.5 Ecological Modernization Theory
- 3.5.1 Ecology theory
- 3.6 Summary
- 3.7 Reference/Further Readings
- 3.8 **Possible Answers to SAEs**



3.1 INTRODUCTION

In this unit of module 3 we will provide and review identifiable theories of sustainable development. Remember theories are set of principles to which the practice of an activity is based. Therefore we will see their relationship in the study of sustainable development.



3.2 Learning Outcomes (Los)

At the end of this unit, students will be able to;
Identify related theories of sustainable development

Link these theories to areas of sustainable development.



3.3 MAIN CONTENT

3.3.1 Corporate Social Responsibility

Corporate social responsibility simply implies that corporations or institutions who engage the environment have a duty to as part of their policy responsible to the social and host environmental development. They must give a part of their profit from the environment back to the environment. It's a general name for any theory of the corporation that emphasizes both the responsibility to make money and the responsibility to interact ethically with the surrounding community. Second, corporate social responsibility is also a specific conception of that responsibility to profit while playing a role in broader questions of community welfare.

Corporate Social Responsibility Theory presents four area approaches to the theory namely; “instrumental theories in which the corporation is seen ad only an instrument for wealth creation , and its social activities are only a means to achieve economic results; political theories which concerns themselves with the power of corporations in society and a responsible use of this power in the political arena; integrative theories, in which the corporation is focused on the satisfaction of social demands and; ethical theories, based on ethical responsibilities of corporation to the society”(Garriga and Mele, 2004)

3.3.2 Stakeholder theory

Stakeholder theory as developed by freeman (1984) entails and stresses the interconnected relationship between a business and its customers, suppliers, employees, investors, communities and others who has a stake in an organization.

The summary of it is that both stakeholders within the use of the natural resources have a role to play in the sustainable use and development of the natural resources. The contribution of one should not be over looked. It should be an integrative and supportive approach to sustainable natural resource use.

3.3.3 Corporate Sustainability While corporate sustainability recognizes that corporate growth and profitability are important, it also requires the corporation to pursue societal goals, specifically those relating to sustainable development, environmental protection, social justice

and equity, and economic development (Wilson, 2003). The three pillars of sustainability (Beattie, 2019) include; Environmental pillar, Companies are focusing on reducing their carbon footprint, packaging waste, water usage and their overall effect on the environment. Companies have found that have a beneficial impact on the planet can also have a positive financial impact; the social pillar, which entails that A sustainable business should have the support and approval of its employees, stakeholders and the community it operation; the economic pillar, business must be profitable but must be in compliant with environmental and sustainable policies.

3.4 Green Economics

Green economy is a methodology of economics that supports the harmonious interaction between humans and nature and attempts to meet the needs of both simultaneously. Green economic theories encompasses a wide range of ideas all dealing with the interconnected relationship between people and the environment (Halton, 2019).

3.5 Ecological Modernization Theory

Ecological Modernization Theory assumes that “industrial transformations will occur in a modernising society. Science and technology are considered the central institutions for environmental reform, market dynamics and economic agents are essential in accelerating change and the role of the state shifts from a command-and-control, to a more participatory one. The position of social movements evolves from critical outsiders into critical, independent participants whose contribution is valued by industrial partners” (Reinders, 2016).

3.5.1 Ecology theory

“Ecology theory has traditionally emphasized equilibrium community states and the development criteria for exclusion and indefinite persistence” (Holt, 2001). It has three origins; “attempt to manage fisheries, wildlife; exploration of patterns in nature; investigations of the balance in nature” (Karieva and Marvier, 2001).

SELF ASSESSMENT EXERCISE 1

List and explain the various theories of sustainable development



3.6 Summary

The main point in this unit is that;

Corporations or institutions who engage the environment have a duty to as part of their policy responsible to the social and host environmental development. Stakeholders within the use of the natural resources have a role to play in the sustainable use and development of the natural resources. Corporate sustainability requires the corporation to pursue societal goals, specifically those relating to sustainable development, environmental protection, social justice and equity, and economic development. There is an interconnected relationship between people and the environment. Science and technology are considered the central institutions for environmental reform,

In this unit we have been able to identify some of the key theories of sustainable development as well as their import in the understanding of sustainable development.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

Ecological Modernization Theory

Ecological Modernization Theory assumes that “industrial transformations will occur in a modernising society.

Ecology theory

“Ecology theory has traditionally emphasized equilibrium community states and the development criteria for exclusion and indefinite persistence”

Module 4: THE NEXUS BETWEEN EDUCATION AND DEVELOPMENT

MODULE INTRODUCTION

This Module has 4 units which contain an introduction of the units, the intended learning outcome, the main contents, a self –assessment, the conclusion, summary as well as the cited references.

UNIT 1: Education Trend in (Africa) Nigeria

UNIT 2: Global Education and Development Process

UNIT 3: Issues in Education development

UNIT 4: Global Development and Policies and Education Development

UNIT 5: 21ST Century Skills for Education and Development.

MODULE 4 Unit 1: Education Trends in (Africa) Nigeria

Module 4 - Unit 1: Education Trends in (Africa) Nigeria

Contents

- 1.1 Introduction
- 1.2 learning outcomes (LOs)
- 1.3 Main content
 - 1.3.1 Pre – Colonial Education
 - 1.3.2 Colonial Education
- 1.4 Contemporary Education

1.5 Education and Development

1.6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 INTRODUCTION

Now, to what extent did the processes of migration and urbanization promote sustainable development in Nigeria? The answer to this question is what you will learn in this unit.



1.2 Learning Outcomes (LOs)

At the end of this unit, you should be able to:

1. Explain the nature of pre-colonial migration and education in relation to the development process in the past.
2. Identify and explain some major contributions of colonialism to education and development process in Nigeria.
3. Examine the impacts of post-colonial development policies on education in Nigeria.
4. Evaluate the extent to which education has contributed or stymied Nigeria's development.
5. Suggest ways which education could play to achieve sustainable development in Nigeria.



1.3 MAIN CONTENT

1.3.1 Pre-Colonial Education

The historical account of pre – colonial education in Nigeria is basically the same with most if not all African countries. Education in many precolonial African states was in the form of apprenticeship, which was a form of informal education, where children and or younger members of each household mostly learned from older members of their household, and

community Hymer, S (1970). He went further to say in most cases; each household member learned more than one skill in addition to learning the values, socialization, and norms of the community/tribe/household. Some of the common skills that people in precolonial Africa had to learn include, dancing, farming, wine making, cooking (mostly the females), and in some cases selected people learn how to practice herbal medicine, how to carve stools, how to carve masks and other furniture Bentor, E (2019).

Story telling also played a significant role in education during pre-colonial Africa. Parents, other older members of households and Griots used oral story telling to teach children about the history, norms and values of their state, household and community. Children usually gathered around the storyteller who then narrates stories, usually, using personifications to tell stories that encourage conformity, obedience and values such as endurance, integrity, and other ethical values that are important for co-operations in the community Kaschula, R. H (1999).

Festivals and rituals in most cases were also used as means to teach younger members of a household or community about the history of their region or state Kaschula, R. H (1999); & Bentor, E (2019). Rituals were mainly used to teach young adults about the responsibilities and expectations of adulthood such as teaching females how to cook and care for a household and teaching the men how to hunt, farm, make masks, etc Bentor, E (2019). An example of a ritual which was used to teach young girls about womanhood is Dipo; Marijke, S. (2005). This ritual was used to teach young girls, usually, adolescents about cooking, motherhood, and other necessary womanhood skills and values before they marry (engage in sexually related activities) Marijke, S. (2005).

The origins of African education may be found in Egypt in Northern Africa. One of the first convenient mediums for retaining accurate information, papyrus, was used to develop systems for learning and developing new ideas Karel, V, (2018) & Hartnett, Koepfle, Dana, Lauren (2011). In fact, one of the first forms of higher education in Africa was the School of Holy Scriptures built in Ethiopia and Al-Azhar which was in Egypt. These schools became cultural and academic centers as many people traveled from all over the globe for knowledge and instruction. Well before contact with external cultures, Africans had developed pools of understanding and educational tools.

On the whole pre – colonial education represents the type of education offered in the preliterate era, within the community by community members who possessed specialized skills or abilities in various fields of human endeavor. In most communities in Nigeria, prior to the introduction of formal education boys were brought up to take to whatever occupation their fathers engaged in, in some cases, they were sent to other masters as apprentices to learn various vocations. Mkpa, (2012) noted that the traditional education offered by the community was comprehensive such that it provided training in physical, character intellectual, social and vocational development. Joseph (2007) observed that Nigerian pre-colonial education was progressive because of its emphasis on functionalism, and its relevance to Nigerians.

1.3.2 Colonial Education

The first form of western education came to Nigeria with the Christian missionaries in the mid nineteenth century. The church missionary society (CMS) and the Methodist missionary society were the first British Christian organizations to set up schools in Nigeria (Nnamdi 2002) Most of their works were conducted in the southern part of Nigeria, where it was deemed safer. The colonial education aimed at creating a small class of skilled technical and administration functional and agricultural raw materials plantation farmers, possibly perpetuating the continued domination of the society by the offspring of members of the overthrown ruling autocracy. The emphasis of the western education was on the 4rs (Reading, Writing, Arithmetic and Religion) this new education prepared the recipient for the job opportunities as teacher, church evangelists, clerks and interpreters.

The colonial brand of education was essentialist by orientation (Joseph 2007) they viewed education as a central body of essential knowledge that must be transmitted to all who came to school for this reason they established a proper code of conduct for the localities. Most of the schools set up by these missions were boarding schools because they believed that if children were to be developed along civilized lines their daily life must be supervised controlled and directed along proper lines. Education was meant to purify the mind of the learner. This is because of their belief that man was born evil in an unsuitable and sinful world. The colonialists expected Nigerian teacher to be a strict disciplinarian and well behaved to the extent that he was

to be a model worthy of emulation. In imparting knowledge to the learners, the teacher was expected to use lecture method, play way and Socratic teaching strategy. The Nigerian learner was expected to keep mute by sitting and looking up. He memorized all that emanate from the teacher's mouth with the hope of reproducing same on examination day. Turaki (1993) observed that the colonial educational policy in Nigeria was a policy of separate development of the Muslim areas and the non-Muslim areas. The fundamental basis of this administrative policy was religious and political. Lord Lugard promised the northern rulers of religious non interference and the policy of the exclusion of Christian missions from the Muslim areas. The Muslim areas were to be protected and preserved, while the non Muslim areas were to be opened to western education.

Colonial administration in Nigeria therefore, developed two types of educational programs, thus; one for the Muslim areas and another for the non Muslim areas. “The patterns of distribution of towns in Nigeria, headquarters of administrative units were established in existing traditional towns while new towns were created to carry out the ‘central place functions’ of administration trade and culture in areas where there were scattered villages. The established government stations were made up of government offices, the houses of the Colonial Officers, European traders, and Missionaries built at locations outside the walls of the ancient town”(Ikwuyatum, 2016).

SELF ASSESSMENT EXERCISE 1

Describe the nature of pre-colonial, colonial and contemporary education in Nigeria.

1.4 Contemporary Education

In 2000, the United Nations adopted the Millennium Development Goals, a set of development goals for the year 2015, more specifically, “to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling” MDG’s (2017). That same year, the World Education Forum met in Dakar, Senegal, and adopted the Dakar

Framework for Action reaffirming the commitment to achieving Education for All by the year 2015 UNESCO (2017).

At the time, according to UNESCO, only 57% of African children were enrolled in primary schools, the lowest enrollment rate of any region surveyed UNESCO (2008). The report also showed marked gender inequalities: in almost all countries enrollment of boys far outpaced that of girls. However, in some countries, education is relatively strong. In Zimbabwe, literacy has reached 92%.

Steps such as the abolition of school fees, investments in teaching infrastructure and resources, and school meals from the World Food Programme helped drive enrollment up by millions. Yet despite the significant progress of many countries, the world fell short of meeting its goal of Universal Primary Education (UPE). In sub-Saharan Africa as of 2013, only about 79% of primary school-age children were enrolled in school UNICEF (2017). 59 million children of primary-school age were out of school, and enrollment of girls continued to lag behind that of boys. Disparity between genders is partially due to females being excluded from school for being pregnant SDG's (2017).

Following the expiration of the MDGs in 2015, the UN adopted a set of Sustainable Development Goals for the year 2030. The fourth goal addressed education, with the stated aim to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The World Education Forum also convened in Incheon, Korea to discuss the implementation of this goal, and adopted the Incheon Declaration for Education 2030. Data reflecting the effects the latest measures have on the state of education participation in African countries is not readily available. There are many underlying causes that deter progress towards education equity, such as high attrition rates of students, teacher shortages, poor infrastructure and supplies, access to education for rural and remote areas, and stigmas surrounding marginalized groups, among many others.

1.5 Education and Development

A study conducted by the UNESCO International Institute for Educational Planning indicates that stronger capacities in educational planning and development may have an important spill-

over effect on the system as a whole. Sustainable capacity development requires complex interventions at the institutional, organizational and individual levels that could be based on some foundational principles: Graewe, A. (2009).

- national leadership and ownership should be the touchstone of any intervention;
- strategies must be context relevant and context specific;
- plans should employ an integrated set of complementary interventions, though implementation may need to proceed in steps;
- partners should commit to a long-term investment in capacity development while working towards some short-term achievements;
- outside intervention should be conditional on an impact assessment of national capacities at various levels;
- a certain percentage of students should be removed for improvisation of academics (usually practiced in schools, after 10th grade).



1.6 Summary

The point to take here is that:

Education in Nigeria can be categorized and factored into three (3) Pre-colonial, colonial, and contemporary education stages in Nigeria. The stages (pre-colonial, colonial, and contemporary education) in Nigeria under study, provided, influenced and contributed to education pattern and stages in Nigeria. The impact of education and sustainable development is a factor for economic growth and development of Nigeria.

In this unit we have been able to link and indentify the nexus between education and development, took an understudy of education in Nigeria, with emphasis the nature of pre-colonial education in relation to the development process in the past, Examined the impacts of contemporary colonial education development policies on education in Nigeria, Evaluated the extent to which education have contributed or stymied Nigeria's development and Suggested ways which education could play to achieve sustainable development in Nigeria.



1.7 References/Further Readings

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1.8 Possible Answers to SAEs

Answers to SAEs 1

Education in many precolonial African states was in the form of apprenticeship, which was a form of informal education, where children and or younger members of each household mostly learned from older members of their household, and community

The colonial brand of education was essentialist by orientation (Joseph 2007) they viewed education as a central body of essential knowledge that must be transmitted to all who came to school for this reason they established a proper code of conduct for the localities. Most of the schools set up by these missions were boarding schools because they believed that if children were to be developed along civilized lines their daily life must be supervised controlled and directed along proper lines.

the United Nations adopted the Millennium Development Goals, a set of development goals for the year 2015, more specifically, "to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling" MDG's (2017). That same year, the World Education Forum met in Dakar, Senegal, and adopted the Dakar Framework for Action reaffirming the commitment to achieving Education for All by the year 2015 UNESCO (2017).

MODULE 4 Unit 2: Global Education and development process

Contents

- 2.1 Introduction
- 2.2 learning outcomes (LOs)

- 2.3 Main content
 - 2.3.1 Education and Technology development
 - 2.4 Education and Economic Development.
 - 2.5 Education, Crime and Delinquency

- 2.6 Summary
- 2.7 Reference/Further Readings
- 2.8 **Possible Answers to SAEs**



2.1 INTRODUCTION

In Unit 2 of module 4, student will learn about the issues of global education and development process, taking into consideration education and technological development, education and economic development, as wells as education, crime and delinquency.



2.2 Learning Outcomes (Los)

At the end of this unit you will be able to understand

1. the impact of education on technological development
2. the impact of education on economic development
3. the impact of education on crime and delinquency



2.3 MAIN CONTENT

2.3.1 Education and Technological development

There exist a nexus between education and technological development. Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries. However, lack of technological advancement is still causing barriers with regards to quality and access to education in developing countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials.

The OLPC foundation, a group out of MIT Media Lab and supported by several major corporations, has a stated mission to develop a \$100 laptop for delivering educational software. The laptops were widely available as of 2008. They are sold at cost or given away based on donations.^[62]

In Africa, the New Partnership for Africa's Development (NEPAD) has launched an "e-school program" to provide all 600,000 primary and high schools with computer equipment, learning materials and internet access within 10 years. An International Development Agency project called nabuur.com, started with the support of former American President Bill Clinton, uses the Internet to allow co-operation by individuals on issues of social development.

India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. In 2004, the Indian Space Research Organisation launched EDUSAT, a communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.

SELF ASSESSMENT EXERCISE 1

1. Discuss the impact of education and technological development

2.4 Education and Economic development

Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social

progress and improving income distribution. It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth Hanushek, E. A. (2005). Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting-edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate economic growth has stressed the importance of fundamental economic institutions Daron Acemoglu; Simon Johnson; James A. Robinson (2001).

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

2.5 Education, Crime and Delinquency

In modern societies, an individual's life trajectory—including an individual's involvement in criminal activity—has become increasingly determined by his or her educational experiences. Over the past few centuries, schools have in many ways come to challenge families as the primary site for childhood socialization. The expanding role of formal education in the lives of youth has many causes. Economic production has become more dependent on cognitive skills taught in schools. Work has become typically set off from home life, limiting parents' ability to monitor and train children informally. Increasing female labor participation rates in recent decades have accelerated this trend, with over twothirds of mothers with children under age eighteen now currently employed.

Research has clearly demonstrated how an individual's educational outcomes structure a wide range of adult life-course outcomes. Given the prominent role of education in an individual's life, educational experience has both significant direct and indirect effects on criminality. Over the

past decade, educational experience has come to mediate the influence of social background on occupational destinations. By the end of the twentieth century, educational attainment had come to replace social origins as the primary determinant of occupational status, earnings, and even one's choice of marital partners. It is not surprising, therefore, that educational attainment plays a prominent role in explaining who is likely to commit criminal acts or subsequently to become incarcerated. Individuals who are incarcerated are less likely to have had previous success either in labor or marriage markets: about half of jail and prison inmates have never been married, close to half were unemployed prior to incarceration, and more than half had been living in poverty. More direct effects of educational experience are apparent when one examines the educational characteristics of those who are incarcerated.

Educational psychologists have long argued that a critical stage in the process of moral development occurs during adolescence. Youths struggle to create their own definitions of right and wrong, as well as their own place in such a moral order (see Gilligan; Kohlberg).

Given the multiple mechanisms whereby schools can influence adult life-course outcomes, it is not surprising that researchers repeatedly and consistently have demonstrated that educational performance and commitment are both negatively associated with adolescent delinquency, adult criminality, and incarceration. The more education an individual has the lower the risk of both criminal behavior and penal sanction. The higher the score on standardized cognitive tests, which partially reflect school learning, the lower the risk of criminality. High grade point averages and positive student attitudes toward school also have repeatedly been demonstrated to reduce the likelihood of adolescent delinquency and presumably adult criminality. Youth records of school sanction for student misbehavior, such as expulsion and suspension, are also clearly associated with adult criminality (Laub and Sampson; Gottfredson and Hirschi; Wilson and Herrnstein). These patterns are consistent with various criminological theoretical expectations discussed above. Students who are successful in terms of test score, grade point average, and years of education, are: defined as "bright" and "good" (labeling theory); have generally high degrees of attachment to conventional school activities (control theory); face easier success in pursuit of their ambitions (strain theory); and often are segregated off from students who are disruptive (differential association).

Durkheim's insights were most effectively introduced into contemporary criminological research by Travis Hirschi. Following Durkheim's insights, Hirschi was instrumental in developing criminological control theory, which has argued that individuals are subject to greater likelihood of criminal involvement when they have less attachment and integration with conventional authority. Since control theory owes its intellectual origins to earlier explorations of the role of schools in moral development, it is not surprising that—given the dramatic expansion of the role of schools in the lives of youth—much of the contemporary research from this perspective has emphasized the relationship between educational experience and criminality. Hirschi in later work with Michael Gottfredson argued that schools in fact were in many respects better situated than families to control and properly socialize youth. School personnel were argued to have a greater ability than family members to monitor, assess, and sanction youth misbehavior. School personnel were also claimed to have a greater incentive and need to control youthful behavior because of the large concentration of children and adolescents in close proximity to each other. Regardless of whether it has in any way replaced family-based socialization, involvement in schooling also serves an important role in the socialization of individuals. Schools provide youth with forms of attachment to conventional activities and thus increase an individual's ability to resist the temptations of criminal behavior.

SELF ASSESSMENT EXERCISE 2

Education and crime are related, discuss.



2.6 Summary

The main point of focus in this unit is;

There exist a nexus between education and technological development. "The economic implications of education are many, There is a significant relationship between education and the growth of crime and delinquencies.

In this unit we have been able to discuss global education and development process, the impact of education on technological development, education and economic development and the impact of education on crime and delinquency.



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2.8 Possible Answers to SAEs

Answers to SAEs 1

There exist a nexus between education and technological development. Technology plays an increasingly significant role in improving access to education for people living in impoverished

areas and developing countries. However, lack of technological advancement is still causing barriers with regards to quality and access to education in developing countries. Charities like One Laptop per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials.

Answers to SAEs 2

The more education an individual has the lower the risk of both criminal behavior and penal sanction. The higher the score on standardized cognitive tests, which partially reflect school learning, the lower the risk of criminality. High grade point averages and positive student attitudes toward school also have repeatedly been demonstrated to reduce the likelihood of adolescent delinquency and presumably adult criminality.

Module 4 - Unit 3: Issues in Education Development

- 3.1 Introduction
- 3.2 learning outcomes(LOs)
- 3.3 Main content
 - 3.3.1 Education budgeting and management practices,
- 3.4 Education, immigration and brain drain
- 3.6 Summary
- 3.7 Reference/Further Readings
- 3.8 **Possible Answers to SAEs**



3.1 INTRODUCTION

In this unit we will look at issues in education and development, with a critical review of the relationship between education budgeting and management practices, urbanization and immigration and brain drain.



3.2 Learning Outcomes (Los)

At the end of this unit you will be able to;

1. Review the critical areas of Education and development
2. Discuss the relationship between education budgeting and management practices
3. Take a critical review of immigration and brain drain.



3.3 MAIN CONTENT

3.3.1 Education budgeting and management practices

The budget is the product of a collaborative process requiring a clear understanding of the school's goals for improving student outcomes and its plans for achieving them. Budgeting is a process of preparing a statement of the anticipated income and the proposed expenditure. It is an act of target setting.

It is extremely important for improving learners' skills and knowledge to enable them effectively perform their daily activities. Egboka and Olisah (2020) stressed that it is also a crucial medium of acquiring essential knowledge and skills that promote useful living and enable individuals contribute to the development of the society. Education is the basic right of every citizen of a country. Amirize and Ololube (2018) observed that every government owes her citizens basic secondary education as social welfare services. The provision of secondary education requires adequate funding of the school organization. The funds allocated and available to the school system are limited in supply and this makes it imperative for principals as the chief executive officer of secondary schools to ensure adequate financial management in school organization. Financial resource management is the process of sourcing, planning, expending, monitoring and accounting for the available funds in running the school's activities. According to Okeze, Okpe and Ngwakwe (2018), financial management has to do with the decisions on how to procure, expend and give accounts of funds provided for school organization for the implementation of its programme. It embraces sourcing for funds, custody, disbursement and accountability of funds expended in school organization. Aliyu (2018) defined financial resource management as the application of conventional principles in unwasteful spending of organizational funds with the aim of achieving institutional plans and aspirations. According to Kinyanzil, Ombuki and Kalii (2019), financial management is the process of planning, controlling, implementing and monitoring fiscal activities and policies in an organization.

SELF ASSESSMENT EXERCISE 1

Discuss the impact of budgeting on education development.

3.4 Education, immigration and brain drain

Brain drain is the migration of skilled human resources for trade, education, etc World Bank, (2000). Trained health professionals are needed in every part of the world. However, better standards of living and quality of life, higher salaries, access to advanced technology and more stable political conditions in the developed countries attract talent from less developed areas. The majority of migration is from developing to developed countries. This is of growing concern worldwide because of its impact on the health systems in developing countries. These countries have invested in the education and training of young health professionals. This translates into a loss of considerable resources when these people migrate, with the direct benefit accruing to the recipient states who have not forked out the cost of educating them. The intellectuals of any country are some of the most expensive resources because of their training in terms of material cost and time, and most importantly, because of lost opportunity.

In 2000 almost 175 million people, or 2.9% of the world's population, were living outside their country of birth for more than a year. Of these, about 65 million were economically active (UN 2002). This form of migration has in the past involved many health professionals Mejia A. (2004) nurses and physicians have sought employment abroad for many reasons including high unemployment in their home country.

Migration patterns influenced and were influenced by educational developments in several ways. They were the result of systems that did not meet a country's labour requirements. The outflows further reduced existing standards, because migrants included the most qualified teachers, especially those with vocational and technical skills. Moreover, the attraction of working abroad was so strong that many persons chose schools and subjects in order to enhance their potential for migration, regardless of the domestic demand. Thus, domestic educational systems became geared to meet the needs of other societies while domestic employment needs were neglected. The importance of education was acknowledged everywhere, and every state strove to make education more relevant to personal and societal needs, to achieve greater equity, to lower the high wastage rates, and to improve quality. Despite the many problems, it should be emphasized that all states built modern educational systems in the face of considerable difficulties.

Emigration has led to a loss of highly educated people and financial loss. The loss of skilled people can only be replaced with another huge cost which implies the loss of money spent educating people who leave and new people to replace them. Even though an almost 5.5% of GDP investment in education, the loss makes it difficult for the government to budget another amount in education as they will need to prioritize other needs such as military budget and debt servicing Watkins, K. (2011) .



3.6 Summary

The main point to note is that

Lack of proper budgeting and management practices are inimical to development, immigration and brain drain can reduce development process of any country

We have been able to link issues of education development as well as the reviewed the significant impact of education on development.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

The budget is the product of a collaborative process requiring a clear understanding of the school's goals for improving student outcomes and its plans for achieving them. Budgeting is a process of preparing a statement of the anticipated income and the proposed expenditure. It is an act of target setting.

It is extremely important for improving learners' skills and knowledge to enable them effectively perform their daily activities.

Module 4 - Unit 4: Global Development and Policies and education development

4.1 Introduction

4.2 learning outcomes (LOs)

4.3 Main content

4.3.1 Globalization policy

4.4 Educational Policy and issues of Implementation in Nigeria

4.6 Summary

4.7 References/Further Readings/Web Resources

4.8 Possible Answers to SAEs



4.1 INTRODUCTION

In this unit the focus is on the area of global development and policies and education development, other areas of focus include globalization policy and sustainable development and the principles of environment and natural resources management



4.2 Learning Outcomes (Los)

At the end of this unit, you will be able to understand;

1. the policies of global education development
2. the sustainable global policies
3. Education policies issues
4. the principles of sustainable development



4.3 MAIN CONTENT

4.3.1 Globalization policy

Education policies and programmes such as child-centred pedagogies, school-based management, teachers' accountability, public-private partnerships or conditional-cash transfer schemes are being discussed and implemented everywhere, to the point that they have acquired the status of 'global education polices' (GEP). More and more researchers, coming from different disciplines and sub-disciplines such as comparative education, political sociology, anthropology and political sciences, are paying attention to the GEP phenomenon. Traditionally, scholars have used very diverse terms to refer to this phenomenon, such as policy diffusion, policy borrowing, policy transfer, policy travelling, isomorphism or convergence, among others. However, paradoxically, existing research on GEP does not always incorporate processes of globalisation into its analytical framework, at least in a comprehensive way. Quite often, research on the topic does not provide an account of how and why policies are globally constructed and settled in global agendas.

Globalisation is a very well established term in the social sciences. It can be broadly defined as a constitutive process of increasing interdependence between people, territories and organisations in the economic, political and cultural domains. The dominant processes of globalisation can be characterized as hyper-liberalism in the economic domain, governance without government in the political domain, and commodification and consumerism in the cultural one (Dale 2000).

Globalisation is a very convenient concept for social scientists due to its euphemistic character and due to all the meanings it subsumes within it. Nevertheless, on occasions, referring to the supranational would be more accurate than to the global since many of the trends we are witnessing in education policy have a regional (and not necessarily global) scope. Taking globalisation seriously implies capturing the multiple ways globalisation affects education policy. In the following lines, we detail a comprehensive, although not exhaustive, list of impact dimensions of globalisation in education policy. Some are:

- Globalisation generates new inputs for education policy-making and defines new problems that education policy needs to address (Ball 1998). Among them, the transformation of the labour market and the re-organisation of work worldwide standout. In a global economy, most countries aim at raising their international competitiveness by offering knowledge-intense products and

services, and new manpower profiles. Accordingly, they expand education and base its contents and processes on skills, competences and the notion of flexibility (Carnoy 1999).

•Globalisation, or the ‘idea of globalisation’ (see Hay 2006), alters the capacity of welfare states to address education and non-education problems via education policy, as well as their capacity for providing and financing education directly.

•Globalisation revitalizes the role of international agencies in the making of educational policy. Among them, international governmental organisations (IOs) with an explicit or implicit education mandate, such as the World Bank, the OECD or UNESCO, stand out. However, globalisation also brings new international players into education policy-making, most of which are non-governmental, including transnational corporations and foundations, international consultants, transnational advocacy coalitions and epistemic communities.

The revitalized role of international players in educational politics contributes to the deterritorialisation of the education policy process and to the ‘national’ territory losing its centrality in such processes (Robertson in this volume). Deterritorialisation implies the redefinition of the scale, the space and the dynamics through which education policy is being negotiated, formulated and implemented. International players have an increasing capacity to settle education agendas and define the priorities of countries concerning education reform processes, but also to impose certain policies via funding mechanisms and aid conditionality.

SELF ASSESSMENT EXERCISE 1

Discuss the impact of globalization on education development.

4.4 Educational Policy and issues of Implementation in Nigeria

Uchendu (2000) described policy as a fundamental process through which an institution attains stability and undertakes order changes as part of its ultimate goal. Policies are written or unwritten statement that guides the present and future thinking initiatives. It directs the decision of management Babalola, (2003). They are written when there are documents for reference purposes and are unwritten when made in form of pronouncements, that is, policy statement by people in power and authority. In other words, policies are guides that usually provide latitude for operations. Besong, Fan, Ada and Adalikwu, (2009). Educational policy of Nigeria is a general statement containing principles, regulations and rules that govern many of the decision, on how to educate the citizens. It seeks to answer questions about the purpose of education; the objectives that it is designed of attain the methods for attaining them and the tools for measuring their success or failure.

Nigerian education system has experienced a lot of changes in her educational policy. Education policy is directed towards increasing the quality of life of a people. Education is a potent tool for all round development of an individual or a nation. Bassey, Ekpo and Edet (2008) asserted that education is a great investment in an economy. it increases the quality of the individuals in a nation and this helps to speed up the race for economic development. For this reason, the federal government. Of Nigeria has adopted education as an instrument per excellence for affecting national development. In view of this, the government has reviewed the national policy severally in order to make it more functional and to meet up with the changes in the world technology. One of Nigeria's national goals is to build a great and dynamic economy. The federal government came up with these policies that aim at transforming the economics standing of citizens and would want to use education to actualize these objectives. For these goals to be actualized there is need for proper planning staffing, funding and management of policies. Management in this context is concerned with planning, funding, monitoring and Evaluation. According to Okoroma (2006) efforts have been made to develop education in Nigeria since 1960. Various polices have been formulated but not well implemented or given enough time to evaluate the result. Unfortunately not much has been achieved. Odukoya (2015) observed that

between 1991-1999 the country had five different regimes, and ministers of Education. The states were not exonerated from these changes. Each of the presidents, ministers, Governors and commissioners had different conceptions and policies on education for implementation during their tenure. With such instability in the system of governance most of the policies were abandoned half way probably because funds were not provided. The political and administrative inconsistencies were so much that they affected both policies and programmes in the educational sector. Odukoya (2015) noted the incessant changes and paucity of technocrats within the government. These resulted to lack of continuity of programmes, fallen standards, and inconsistency. Nigeria has not earned a pass mark in this regard. In the light of these objectives there is needed to re-assess the steps taken by government to realize these noble objectives in education. For this reason, educational planners need to examine these fundamental problems in education.

SELF ASSESSMENT EXERCISE 2

Critically explain issues in education policy implementation.



4.6 Summary

The main point to note is that

Globalisation generates new inputs for education policy-making and defines new problems that education policy needs to address. Various policies have been formulated but not well implemented or given enough time to evaluate the result.

We have been able to conceptualize globalization policies as well as reviewed issues of education development.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

Globalisation is a very well established term in the social sciences. It can be broadly defined as a constitutive process of increasing interdependence between people, territories and organisations in the economic, political and cultural domains. The dominant processes of globalisation can be characterized as hyper-liberalism in the economic domain, governance without government in the political domain, and commodification and consumerism in the cultural one.

Answers to SAEs 2

Nigerian education system has experienced a lot of changes in her educational policy. Education policy is directed towards increasing the quality of life of a people. Education is a potent tool for all round development of an individual or a nation. Bassey, Ekpo and Edet (2008) asserted that education is a great investment in an economy. it increases the quality of the individuals in a nation and this helps to speed up the race for economic development