THE IMPACT OF EDUCATION IN SECURITY, POVERTY REDUCTION AND TRANSFORMATION AGENDA IN NIGERIA

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ABSTRACT
The research examines the impact of Nigeria's Education on security, poverty reduction and transformation agenda. In this research, causes of insecurity are also highlighted in relation to Education. This paper discusses the need for Transformation Agenda and the possibility of, a shared definition of security and Transformation Agenda. This is done by investigating the concept of security in the areas of international relations, crime prevention, risk management, and loss of life prevention and that of Transformation Agenda and poverty reduction. In particular, it discusses to what extent a common framework of understanding can be applied to investigate the concepts in the different areas. The paper recommended sincerity in our religious belief, poverty reduction, ethical views and strict compliance with the rule of law which govern this country as part of the solution of our problems. The paper recommends government intervention in the provision of infrastructure and other basic amenities in the Education sector that would make life more meaningful. It sees insecurity and transformation agenda as rhombutrincaation of justice and sincerity of every individual and government machineries in general. If these were adhered to, Nigeria will be a better country to live.

INTRODUCTION
Human Capital Development is strategic to the socio-economic development of a nation and includes education, health, labour and employment and women affairs. Investing in human capital development is therefore critical as it is targeted at ensuring that the nation's human resource endowment is knowledgeable, skilled, productive and healthy to enable the optimal exploitation and utilization of other resources to engender growth and development. The priorities areas in education according to Nigeria's Transformation Agenda include:

a. Promote primary enrolment of all children in school going age irrespective of the income profile of the parents.

b. Provision of infrastructures such as class-rooms across all levels, so as to ease over-crowding, increase access and reduce pupil/teacher ratio.

c. Enhance the efficiency, resourcefulness, and competence of teachers and other educational personnel through training, capacity building, and motivation (THE TRANSFORMATION AGENDA,2011-2015). The national vision (20: 2020) remains the same. There is a National Implementation Plan (NIP) 2010 - 2013. The transformation agenda is for 2011 - 2015, with Key Policies, Programmes and Projects (KPPPs), as well as Key Performance Indicators (KPIs) These are all well and good, but the task before the president and his ministers is huge. Although the Minister of State for Education, Chief Ezenwo Nyesom Wike had rightly pointed out that, "as heads and line managers of the various directorates and parastatals of the ministry, the responsibility to translate the Presidency's visionary directive into reality falls on (participants at the retreat", the most critical of task ahead is convincing Nigerians that 'Transformation Agenda' is not another buzzword and get their support. As the Minister/Deputy Chairman of the National Planning Commission, Dr. Shamsuddeen Usman noted at the presidential retreat, Nigerians cannot be blamed for being cynical haven been disappointed many times before. One of the speakers at Monday's retreat (This Day, July 27, 2011) Executive of the Education Trust Fund (ETF), Prof. Mahmood Yakubu however described Jonathan's transformation agenda as "very well articulated" and "the most comprehensive in our recent history." Speaking on behalf of herself and the
minister of state, Rufa'i said they "are ready and prepared to provide quality leadership and political will to move the education sector towards the path of growth and development, in line with Mr. President's Transformation Agenda and the expectations of the good citizens of Nigeria." Nothing else would do. We have been told not to despair or lament. Indeed, another speaker and Executive Secretary of the Nigerian Educational Research and Development Council (NERDC), Prof. Godswill Obioma said "we bemoan the past. This is not in the spirit of transformation." I am sure Nigerians are tired of the lamentations and would want to see the transformation too. Or haven't we been described as 'easy to govern' and "people with few needs? As the Permanent Secretary, Prof. Nicholas Damachi noted in his welcome address, let "the percolation of the transformation" be commence in earnest with transparency, accountability and shunning corrupt practices, as two other speakers, Prof. Steve Okecha and Duro Ajeyalemi noted from papers presented at the presidential retreat. We want to celebrate hope and progress like the signing of the Education Trust Fund (ETF) Amended Act now means that the Fund would only intervene in the funding of tertiary education. This, as the minister said, would address most of the funding challenges of this sub-sector, but she did not add "if available funds judiciously used." We will continue to hope and pray (This Day, July 27, 2011).

Education means, teaching, schooling, tutoring, instruction, edification, learning, training and tutelage. It also refers to imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution (Dictionary.com, 2012).

Security can be defined as:
1. The state of being free from danger or threat.
2. The safety of a state or organization against criminal activity such as terrorism, theft, or espionage: "national security" (Dictionary.com 2012).

In information technology, security is the protection of information assets through the use of technology, processes, and training (Last updated Sunday, November 28, 2010). From the above definitions, we can see that educational institutions like Bayero University Kano was under attack by terrorist groups (Daily Trust, May 4, 2012) in which one teacher was killed. If our Schools are not danger free zone, how can learning take place in that environment?

Without mincing words the violence perpetrated in some parts of the country in recent time constitutes public order crimes. Security is very important for all human being regardless of one's status in the country. This will not be guaranteed if the security sector is greedy and corrupt. More over, poverty reduction and development of democracy in this country will be better enhanced when the security of the citizen is guaranteed. Aremu e tal (2011). It has been noted that the cost of crime and its control is equivalent to 5% of GDP in the developed world, the figure rises to about 14% in developing nations (ICPC 1999). Lack of security affects the welfare of poor, Schools and rich people alike. It can cause injury and death, reduce family income and generate a climate of fear (DFID 2000). The demand for weapons is often symptomatic of the underdevelopment of the society. Poverty, economic stagnation or decline, unequal access to rights generally and resources, the absence of effective welfare infrastructure, the collapse of law and order, exposure to crime; all generate instability and vulnerability to conflict (DFID 2000). Weapon possession and misuse may begin as a symptom of underdevelopment, but can quickly become an impediment to development, security and democracy. Where governments are unable to control small arms and to provide credible guarantees of security, then post-conflict reconstruction and political, social and economic development are rapidly undermined (DFID 2000). The following are the various types of violence threatened state security and democracy (Fayeye 2006).

A. Direct Violence - including deliberate injury to the integrity of human life. The act involves homicide, murder, and massacre.

B. Brutal Acts Against the civil Society - This is inform of torture; rape and maltreatment.

C. Restriction and Physical Constraints This usually reduce the population, e.g Kidnapping, Imprisonment forced Labour.

D. Indirect Violence Such as non assistance to human beings (citizen - the elderly, children, etc) in danger.

E. Mediated Violence - Such as dangerous medication of the nature and social environment of the opposing ethnic group.

F. Repressive Violence - deprivation of the fundamental human rights, denial of participation in political activities due to threat of attack and lack of protection of property and life (Aremu 2011).
Before the issue of crime and its impact on education for security in a democratic society can be addressed, the first step must be to establish a better understanding of crime and preventative solutions. It has been argued that the levels of crime in the community can be reduced by the construction of social capital (Paxton, 2002), increases in informal social control (Sampson, Raudenbush, and Earls, 1997), and the creation of forms of community justice and community policing (Trojanowicz and Bucquieroux, 1993).

Social capital is created when relations among people change in ways that can facilitate collective action (Coleman, 1988). The immediate security issues should be treated as a specialized mission that requires specialized capabilities and training to support democracy rather than stretching policing and the military to fill this gap. In democratic situations, safety and security are major concerns. Increased levels of crime, violence and disorder associated with democratic environments may exceed the ability of the police to maintain order, particularly if the police are expected to reform in-line with human rights, democratic values and citizen safety. (Wiatrowski, Nathan and Pritchard, 2008). Government intervention in the provision of infrastructure and other basic amenities that would make life more meaningful should be encouraged. These infrastructures should be evenly distributed among regions in order to reduce people agitation. Government must also make it as matter of policy to shift its thinking about crime and punishment and turn its focus to crime prevention, addressing the root causes of crime' such as lack of employment which is rampant among the youth, and devoting our resources to community building, education and workforce development that provides jobs at a living wage because the future of Nigeria and our democracy depends on them.

Peace is a precursor to the building up of a democratic culture that engenders democracy, national co-existence and socio-economic development in any society. However, this cannot be achieved without proper knowledge, a product / outcome of the educational system. Education is termed as one of the basic requirements upon which great nations are built. It is an investment that takes time to yield social dividends but generates the highest returns when compared with other avenues where resources are committed. In developing countries, such as Nigeria, where the populace lives at subsistence level, education is a major tool for enriching human capital. It guarantees peace and harmony among the diverse component units of the society.

Education and Poverty Reduction
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According to Anup (2012):
* Almost half the world — over 3 billion people — live on less than $2.50 a day.
* The GDP (Gross Domestic Product) of the 41 Heavily Indebted Poor Countries (567 million people) is less than the wealth of the world's 7 richest people combined.
* Nearly a billion people entered the 21st Century unable to read a book or sign their names.
* Less than one per cent of what the world spent every year on weapons was needed to put every child into school by the year 2000 and yet it didn't happen.
* 1 billion children live in poverty (1 in 2 children in the world). 640 million live without adequate shelter, 400 million have no access to safe water. 270 million have no access to health services. 10.6 million died in 2003 before they reached the age of 5 (or roughly 29,000 children per day).

Poverty is the state for the majority of the world's people and nations. Why is this so? Is it enough to blame poor people for their own predicament? Have they been lazy, made poor decisions, and been solely responsible for their plight? What about their governments? Have they pursued policies that actually harm successful development? Such causes of poverty and inequality are no doubt real. But deeper and more global causes of poverty are often less discussed. In the face of such enormous external influences, the governments of poor nations and their people are often powerless. As a result, in the global context, a few get wealthy while the majority struggle to survive. The global issues that were believe to be the causes of poverty can be analyzed from the following perspectives:
1. Social
2. Political
3. Economics
4. Environmental issues
Most of humanity lives on just $2.5 dollars a day. Whether you live in the wealthiest nations in the world or the poorest, you will see high levels of inequality in income distribution. Percent of people in the world at different poverty levels, 2005

The poorest people will also have less access to health, education and other services. Problems of hunger, malnutrition and disease afflict the poorest in society. The poorest are also typically marginalized from society and have little representation or voice in public and political debates, making it even harder to escape and even reduce poverty.

By contrast, the wealthier you are, the more likely you are to benefit from economic or political policies. The amount the world spends on military, financial bailouts and other areas that benefit the wealthy, compared to the amount spent to address the daily crisis of poverty and related problems are often staggering.

Although not direct statements of concern with poverty alleviation, the foregoing have implications for poverty. For example, if there is an increase in per capita income, simultaneously with more even distribution of income, such would lead to poverty reduction. Reduction in the level of unemployment is conceivably a necessary condition for realization of increased income per capita. In that respect pupil, students can be able to attend any level of education. The closest direct statement of concern with poverty is contained in the Third Plan (FRN. 1975:29):... development is not just a matter of growth in per capita income. It is possible to record a high growth rate in per capita income while the masses of the people continue to be in abject poverty and lacking in the basic necessities of life, particularly in a situation as in Nigeria today, where the momentum of growth derives from a sector whose direct impact on the bulk of the population is small. An important objective of the plan, therefore, is to spread the benefits of economic development so the Nigerian would experience a marked improvement in his standard of living. Nonetheless, in the same vein as concern with poverty alleviation was a derived and not a direct objective, the strategies in the plan were not lucidly direct and explicitly specific. Generally, the priorities and strategies enunciated in virtually all the Plans under reference show that agricultural production was always accorded the highest priority (FRN) (1990:17); FRN (1981:37); FRN (1970:35) - although, the Third Plan emphasized the mutual development of agriculture and industry for balanced growth (FRN, 1975:30). Even in the structural adjustment programme document, agriculture was considered one of the critical sectors whose rehabilitation would be crucial to the success of the programme (FRN, 1986:8). A concomitance of agricultural development, or its apanage, is rural development. Against the background that the poor are preponderantly located in rural areas, and are mainly engaged in agriculture, the accord of highest priority to agriculture in the plan documents would suggest favourable disposition towards poverty alleviation. From the foregoing, two distinct approaches to poverty alleviation could be said to have featured prominently in Nigeria's national development plans and planning. These are the economic growth strategy that presumes the trickling down of the benefits of growth to the poor, and the strategy of rural/agricultural development. Indeed, rural development could be viewed as having been central to Nigeria's poverty alleviation strategies.

And the center -piece of the rural development policy has been agricultural development, complemented by social and economic infrastructure. For a long time now, the growth performance of the country has not been satisfactory, with negative growth in the first half of the 1980s and very low growths since 1992 (an average of 2.5 per cent from 1992-1999). Even in periods of economic growth, Nigerians did not experience considerable or commensurate poverty reduction. In 1985-1992, there was a slight increase in GDP and per capita income, and there was a slight drop in aggregate poverty headcount level (from 46.3 to42.7 per cent), but inequality worsened and the core-poor did not share in the growth as the depth and severity of poverty did not improve significantly. This suggests the need for a strategy of growth with equity for poverty reduction. In sum, within the framework of the National Development Plans, the implicit thinking was that a positive relationship existed growth in the GDP and increased welfare for the general citizenry.

Education and Transformation Agenda
Education means, teaching, schooling, tutoring, instruction, edification, learning, training and tutelage. It also refers to imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution.(Dictionary.com, 2012).

Transformation refers to alteration, conversion, revolution, renovation or change. Transformation is a
complete change, usually into something with an improved appearance or usefulness (Dictionary.com, 2012). In scientific point of view, it is the mathematical conversion of an expression, equation, or a function into another equivalent entity; it also connotes the change in the position of axis (Dictionary.com). In fact going by the above definitions, Transformation does not go beyond the stage in grammatical conversion of one policy to another in different times. While on the other hand, Agenda can be seen as the list of things to do, or various matters that somebody needs to deal with at a specific time (Ibid). The low educational achievement in general and low literacy rate, especially for the girl child, hinder human capital development and economic growth. Nigerians are not receiving good, quality and job related education. More than 20% of primary-school-age children and 80% of secondary school-school age children are not enrolled in schools (NPC, 2010). About 50% of those enrolled get the opportunity to complete primary school and only half of those remaining continue to secondary education. There are confirmed wide regional disparities in education and literacy in Nigeria (Word Bank, 2006).

With this, there is education poverty linkage. To solve the situation, there should be an overwhelming reduction of poverty in the country through good education.

Conclusion

Education must be treated as a core of social life for the modern man. Market economy driven knowledge is required because it helps us to gratify the needs and desires of the nation such as food, housing, security, and employment for poverty reduction. Corruption must be removed from every sector of economy in order to develop. In conclusion, religion and other forms of identification are capable of being deployed for integration; how, and the conditions under which this could be done must be consciously created in a radical, fundamental way. A number of groups and organizations of different ethnic, religious and cultural backgrounds are organizing in order to address some of the most frequent conflicts in Nigeria. Such groups could be found in major cities across the country, and thought such work has not gone every far, it is an indication of a small break with conventional reasoning (McCain 2005). And so, the approach to poverty alleviation as expressed in the fundamental objectives of the recent Developmental Plans such as Obasanjo's (NEEDS), Yar'adua Seven (7) Point Agenda and Jonathan Transformation Agenda did not involve policies and programmes which directly targeted the poor. The poor were implicitly expected to benefit from the "trickle-down efforts" of the overall process of development. But this has not been the case. And so growth must be accompanied by a deliberate policy of targeted interventions.

Recommendations

Educational planning should be geared towards achieving our goals, such as just and egalitarian society among others, reducing unemployment rate. Adequate funding of schools all over the country, adequate staffing of educational institutions and of course functional and effective school-community relations should be given priority. The sincerity in our religious beliefs. ethical views and strict compliance with the rule of law which govern this country as part of the solution of our problems. The paper recommends government intervention in the provision of infrastructure and other basic amenities that would make life more meaningful. It sees the curbing of corrupt practices, insecurity justice and sincerity of every individual and government machineries in general. If this has been adhered to; Nigeria will be a better country to live before going to "heaven" otherwise "Revolution" is the last option for average Nigerians (Mahdi, 2013).

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