

# A CASE STUDY OF POOR SERVICE DELIVERY: BOLO COMMUNITY SECONDARY SCHOOL, OGU-BOLO LGA EDUCATION IN RIVERS STATE NIGERIA

Case study by  
STAKEHOLDER DEMOCRACY NETWORK  
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fight  
CORRUPTION

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## Abbreviations and Acronyms

<b>CBPR</b>	<b>Community Based Participatory Research</b>
<b>CRS</b>	<b>Christian Religious Studies</b>
<b>CSS</b>	<b>Community Secondary School</b>
<b>DFA</b>	<b>Dutch Framework Agreement</b>
<b>F Account</b>	<b>Financial Account/s</b>
<b>F Maths</b>	<b>Further Mathematics</b>
<b>HMMGT</b>	<b>Home Management</b>
<b>ICT</b>	<b>Information and Communication Technology.</b>
<b>LGA</b>	<b>Local Government Area</b>
<b>NECO</b>	<b>National Examination Council</b>
<b>RSG</b>	<b>Rivers State Government</b>
<b>RSSDA</b>	<b>Rivers State Sustainable Development Agency</b>
<b>SDN</b>	<b>Stakeholder Democracy Network</b>
<b>UBE</b>	<b>Universal Basic Education</b>
<b>UNESCO</b>	<b>United Nations Educational Scientific and Cultural Organization</b>
<b>WAEC</b>	<b>West African Examinations Council</b>
<b>WCEFA</b>	<b>World Conference For Education For All</b>

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## EXECUTIVE SUMMARY

The connection between education and individual and socio-economic prosperity is well established. The access to basic education is highly significant as schooling is proven to improve productivity, health and general quality of life. Education is a fundamental right of every human being, and there are many international human rights instruments articulating the importance of universal and accessible education worldwide. Although many governments, including the Nigerian government, have expressed their commitment to the provision of education, there are still major inequalities in educational access and achievement, regardless of the evidence that education is crucial to the social and economic development of a nation.

Bolo Town in Ogu-Bolo Local Government Area (LGA), Rivers State is faced by many developmental challenges; among them the state of the Bolo Community Secondary School (CSS) and its inability to provide quality education to the thousands of inhabitants of Bolo Town and its neighbouring communities, is a primary cause for concern for the community. It is due to the community's reliance on Bolo CSS to educate the youth of Bolo and provide

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them the knowledge to build themselves a future, that the improvement of the quality of education in the community through advocacy with the Ogu-Bolo Local Government (LG) has been considered the priority for community members.

The main focus of this research, therefore, is the provision of education at the Bolo Community Secondary School (CSS), Bolo Town in Ogu-Bolo local government area (LGA), Rivers State in the Niger Delta region. Despite Rivers State Government's claims, to have invested heavily in secondary education, this report reveals that only a small percentage of these allocations are found in Bolo.

Local efforts are supported by Stakeholder Democracy Network (SDN), which funded by the Dutch Embassy in Nigeria, led the process of community-based participatory research (CBPR) to assess the state of education provision within Bolo community. A carefully selected community-monitoring group documented the human impacts of poor quality education, with an aim to investigating the root causes of poor education provision in Rivers State.

## EXECUTIVE SUMMARY

A substantial weight of evidence was collected in the form of community opinions and experience, through interviews and focused discussion groups with members of the Bolo community. The CSS Bolo case study is based on empirical studies carried out in order to ascertain the state of education services and their impact on the wider community.

The case study provides analysis of the state of education and its causes at Bolo CSS in Bolo community, by looking at the school structure, amenities, equipment, teaching resources, and personnel, as well as students' performance in national examinations. The human impact of poor service delivery is then explored, assessing the lack of education on socio-economic factors such as criminality. A summary of relevant national and international human rights treaties is presented and a comparative analysis of budgetary allocation and funding received by CSS Bolo, using this disparity as an indicator of corruption.

**The research process revealed that the Bolo Community Secondary School is unable to provide quality education due to several irregularities and**

## EXECUTIVE SUMMARY

**corrupt practices taking place at the level of budget creation and budget implementation. Corrupt practices in budget allocation, budget execution and the mismanagement of funds, education provision within Bolo community is poor and inefficient government intervention only exacerbated the situation.**

Finally, several proposals and policy recommendations are articulated in order to improve accountability and service delivery in the community. This case study is the result of the participatory research, which enabled the team to articulate recommendations and advocacy strategy for an improved education service delivery in the community on behalf of the community.

The research also aims to support the advocacy efforts of the community to demand better education at the Bolo CSS using the rights based approach. The case study also aims to support community efforts demanding governance accountability and quality service delivery, while used as tools for advocacy in engaging relevant stakeholders and government representatives.

## INTRODUCTION

Stakeholder Democracy Network's (SDN) assessment of public services in Ogu, Bolo and Bodo community in Rivers State analyses issues of poor governance, manifest through inadequate government services and weak citizen/ government relationships.

Within the Niger Delta, River State is one of nine states to fuel Nigeria's economy, accounting for 95 percent of Nigeria's export earnings and over 80 percent of the Federal Government's revenue. The 2012 Revenue estimate for River State was 326 million naira, however this grouping of states remains one of the poorest parts of the country.

According to a UNDP report, "the Niger Delta is a region suffering from administrative neglect, crumbling social infrastructure and services, high unemployment, social deprivation, abject poverty, filth and squalor and endemic conflict." In 2005 three-quarters of the Niger Delta's local governments ranked lower than the national average, confirming an uneven distribution in the quality of life.

The focus of this report is education in Bolo Community. For the community, quantitative and qualitative data indicated that the critical area in need of government's attention is the community secondary school. In line with the UNDP's statement of 'administrative neglect', Bolo communities' 'crumbling social infrastructure' is made tangible through the deteriorated secondary school. Community frustrations lie in the partial understanding that the Government Revenue estimates for 2012 was a statutory allocation of 55 million Naira, with X amount channeling toward education. According to Bolo respondents on ground, allocations do not reflect actuality.

In efforts to support education, Rivers State Government (RSG) signed 'the State Universal Basic Education Bill of 2012' and the Rivers State Senior Secondary Schools Board Bill 2012. RSG argues that between 2005 and 2013, it has been 'disbursed' a grant of



## INTRODUCTION

'5,380,543,280.88 N<sup>2</sup> to support the 'free universal basic education act 2004'.

In theory, the UBE bill ensures 'compulsory, uninterrupted nine years of primary and junior secondary school education' is made available to the citizens of Bolo.<sup>3</sup> Basic features of the UBE program include:

- Emphasis on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations.
- Disarticulation of junior secondary schools from senior secondary schools.
- Introduction of rudiments of computer literacy.
- Appropriate continuous teacher professional development.<sup>4</sup>

As Governor Amaechi confirms, Bolo Community Secondary School fails to observe UBE standards through failings in teaching capacity, poor resources, absence of ICT equipment and poor attainment levels of students in attendance:

*The façade of our schools cannot deceive us into believing in educational development. We should not politicize education. Education is the right of every Nigerian. I don't think we have done enough investment in the area of education. The best way to handle this is to first get people who have the capacity to impact knowledge and commencement of free education covering free books, sandals, bags and sportswear*

*Vanguard, April 4, 2013*

<sup>2</sup> <http://ubeconline.com>

<sup>3</sup> Ibid

<sup>4</sup> Ibid

## INTRODUCTION

The government reportedly prioritised education and, according to Amaechi, embarked on a 'mission to transform' the sector. Amaechi placed emphasis of the deterioration of the school front as a metonym of the state of education in Rivers State. Amaechi highlights the government's lack of investment priority into resources for schools. However his strategy is based on aesthetics of schooling, uniforms, 'sandals, bags and sportswear' as opposed to teacher quality, sanitations and curriculum.

In order to assess the practical and material state of education institutions in Bolo Community, SDN, with financial support from the Dutch Embassy in Nigeria, carried out an analysis of basic amenities, teaching aid, equipment, human resources and student performance in order to provide recommendation to the Local Government as to means of improving services.

SDN's research team carried out comprehensive and participatory research in Bolo local governments of River State assessing the state of education, documented the impact of poor services on the population and investigated the causes of inadequate education and facilities for the community and its youth groups. Community monitoring groups were set up in each to support the research process, in addition to ongoing monitoring of services. The objective of activities succeeding this report, based on the findings of this research, is to support community efforts to improve basic services.

## COMMUNITY PROFILE: BOLO, OGU-BOLO LGA

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Ogu-Bolo LGA shares its boundaries with Eleme LGA to its north, Tai LGA to the northeast, Gokana LGA to the east, Bonny LGA to the south and Okrika LGA to the west; with the Rivers State capital Port Harcourt located to its northwest, accessible via the Port Harcourt-Eleme-Bori Road. Ogu-Bolo LGA is located on the latitude of 4.6477400 and longitude of 7.1864800.<sup>1</sup> The Ogu-Bolo LGA was created during the General Sani Abacha regime on October 1st, 1996. The LGA covers an area of 89km<sup>2</sup> and is home to 74,683 people, according to the last census conducted in 2006.<sup>2</sup>

The Ogu-Bolo LGA is home to the Ogu-Bolo people which include 4 main communities: Ogu, Bolo, Wakama and Ele. The people of Bolo are of the Ijaw ethnic group; found in Bayelsa, Delta and Rivers States. The Bolo community being a microcosm of one of the 4 constituents of the local government possesses similar features with the other communities that constitute the LG. According to reports from the community, it has a population of over 23,000 people; based on rough figures from the 2006 population census. Although the aborigines of the community are the Okrika speaking people – a dialect within the Ijaw language – of Rivers State, there is however a minute section of the community population consisting of other tribes; such as the Igbo from eastern Nigeria, the Urhobo and Isoko tribes from Delta State in southern Nigeria – but west of Rivers State – in addition to artisans and other petty traders from the Hausa tribes of northern Nigeria.

According to Ogu-Bolo LG, Ogu-Bolo LGA is an economically viable area.<sup>3</sup> There are more than 300 small villages and fishing settlements,<sup>4</sup> thus the main economic activity in Ogu-Bolo LGA is reliant on the fishing industry, but also farming. Besides its rich

1 [www.gazetteering.com](http://www.gazetteering.com) (accessed November 2013)

2 Ogu-Bolo LGA Website (accessed November 2013)

3 Ibid

4 Ibid

**COMMUNITY PROFILE:  
BOLO, OGU-BOLO LGA**

fauna, like most Niger Delta communities, the Bolo community is endowed with enormous resources and abundant crude oil deposits. Due to these naturally occurring factors, Bolo Town is highly prominent among the communities and settlements that composite the LGA. However, Bolo indigenes still largely engage in the traditional means of subsistence, as little benefit comes their way from crude oil exploration.

The predominantly fishing community is surrounded on all sides by saline water stretching across several miles. In terms of agricultural productivity, the people of Bolo are engaged in the cultivation of crops such as cassava, plantain, bananas, oranges and other essential crops for daily and sometimes commercial purposes. Despite this the people of Bolo are confronted by a myriad of ecological developmental and environmental problems, attendant with the nature and character of the environment, which they occupy. This is compounded by the incidence of poverty manifested in the poor quality of service delivery in key sectors of its local economy, which has taken its toll on the community.

Currently, Bolo is administered by a council of chiefs consisting of the 17 chiefs from the different houses; known as 'war canoe houses'. Bolo is headed by the traditional ruler of the community, assisted by the chairman-council of traditional rulers and its members. The office of the traditional ruler, at the time of this study, was in dispute.

Bolo Town is situated approximately 4 miles south of Ogu Town, the Ogu-Bolo LGA capital; and is 2 miles from the Bonny Estuary. Despite Bolo Town's close proximity to the state capital, the development of social factors remains the main priority for its people, with the quality of education being a fundamental concern of the Bolo community.

Dilapidated dinging hall at the Bolo community school



## CASE STUDY FOCUS: EDUCATION SERVICE IN BOLO COMMUNITY – BOLO COMMUNITY SECONDARY SCHOOL

***‘We do not have enough teachers at Bolo Secondary School. What we need from the state government is recruitment and care of teachers and proper maintenance and renovation of the school’***

***Principal of CSS Bolo***

### CASE STUDY FOCUS: EDUCATION SERVICE IN BOLO COMMUNITY – BOLO COMMUNITY SECONDARY SCHOOL

Revenues from the oil industry have made Rivers State the second richest state in the country after Lagos,<sup>1</sup> but resource wealth has not been translated into better lives for rural residents of Bolo. As confirmed by the Principal of Bolo Secondary School, there is a poor education service for Bolo community, the education facilities do not meet the requirements of the population due to their sub-standard quality whilst better academic institutions are inaccessible due to poor road infrastructure.

Respondents in Bolo community placed education as the critical service affecting the children of Bolo and thus the subsequent independent economic and social development of the community. Although Bolo Community Secondary School is the central education facility, attended by the majority of youths from the community, it continues to lack basic equipment, facilities and staff capacity needed for the provision of quality education. As a result, the school produces students who do not have the skills needed to compete with outside peers in the job sector, such as basic writing skills. According to respondents, Bolo has suffered several social and economic setbacks over the years as a result of poor quality education. Community members mentioned low success rates in external examination, including the;

- West African Examination Council (WAEC);
- National Examination Council (NECO),

Many negative phenomena affecting the community, such as school dropouts, an increased rate of unemployment, increased rural-urban migration and increased crime rate are all associated with absence of quality education in the community. Community members stated that the impact of poor quality education on students at Bolo Secondary School can, in turn, increase levels of forced domestic servitude to urban communities,

<sup>1</sup> Figures obtained from the Central Bank of Nigeria and the World Bank

## CASE STUDY FOCUS: EDUCATION SERVICE IN BOLO COMMUNITY – BOLO COMMUNITY SECONDARY SCHOOL

and instances of children removed from schooling to support their economically deprived families.

The state government under Governor Rotimi Chibuike Amaechi has made attempts at tackling education provision by building new schools and offering a scholarship scheme for local students to attend university. However, existing schools are not large enough to cope with demand. On renovation and rejuvenation of education in River State, Governor Amaechi states: ‘We plan to renovate and upgrade existing secondary schools. Eight schools from different parts of state are in the first phase of this program’.<sup>2</sup> Bolo community is yet to be considered to receive ‘environment conducive to learning and research.’<sup>3</sup>

Poor standard of education in Bolo is linked to the relative deprivation experienced by its citizens. Respondents noted that children were removed from primary education due inability to pay fees of the necessity for child labour. Speaking at Chatham House, Governor Amaechi stated: ‘The educational system was in a very bad state but worse off was primary education. Owing to widespread poverty many children could not stay in school and, even when they did, did not have the right quality of education as their parents could not afford the price for good quality education.’<sup>4</sup>

For respondents surveyed, poor levels of attendance and grade attainment from students is compounded by the lack of teaching staff. A male pupil supports the lack of teaching staff and

<sup>2</sup> Chibuike Rotimi Amaechi, Executive Governor of Rivers State, Nigeria ‘Reform and Resource Governance in Nigeria’, Chatham House, London (Chair: Richard Fuller MP, Vice Chairman, All-Party Parliamentary Group on Nigeria)

<sup>3</sup> Ibid

<sup>4</sup> Chibuike Rotimi Amaechi, Executive Governor of Rivers State, Nigeria ‘Reform and Resource Governance in Nigeria’, Chatham House, London (Chair: Richard Fuller MP, Vice Chairman, All-Party Parliamentary Group on Nigeria)

Classroom at the Bolo community school



### CASE STUDY FOCUS: EDUCATION SERVICE IN BOLO COMMUNITY – BOLO COMMUNITY SECONDARY SCHOOL

summarizes the key failing component of the institution: ‘We have only one regular teacher, with the exception of the principal and vice principal. We have challenges of poor infrastructure in the areas of library, sanitation and toilet facilities, good teaching aids and other items. In addition we also need electricity supply to our school and the refurbishment of the entire school facilities (Pupil of SS2 at CSS Bolo).

In line with the pupil’s response, respondents keenly stated the infrastructural failings of the secondary school are manifest in the structural features of the building, the resources the building houses and the poor sanitation of the building. In comparison to Amaechi’s view that ‘the façade of our schools cannot deceive us into believing in educational development’, for students in Bolo community, the dilapidated frontage of the Secondary School is fair representation of learning standards.

Governor Amaechi’s policy on education states that RSG ‘have 500 primary schools at various stages of construction and will begin commissioning 250 by October. All the children in our primary schools have free uniforms, free school sandals, free school bags and free textbooks and that includes free tuition.’<sup>5</sup> It was further noted that the RSF plan to build 24 model secondary schools across each of the 23 local government areas in the state.

It was suggested by fellow CSOs that the introduction of free education has reduced incidences of child trafficking and servitude in the region, although further evidence is required to qualify this.<sup>6</sup> However, ‘free’ education does not guarantee a standard.

5 Chibuike Rotimi Amaechi, Executive Governor of Rivers State, Nigeria, ‘Reform and Resource Governance in Nigeria’, Chair: Richard Fuller MP, Vice Chairman, All-Party Parliamentary Group on Nigeria

6 Chatham House Report; Meeting held under Chatham House Rule, Port Harcourt, Tuesday 9th July 2013.

### CASE STUDY FOCUS: EDUCATION SERVICE IN BOLO COMMUNITY – BOLO COMMUNITY SECONDARY SCHOOL

Respondents prioritized the following needs to be assessed in the development of Bolo Secondary School:

Reduce school drop-out and improving relevance, quality and efficiency of Bolo Secondary School

Acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

Community ownership of schools including participation in decision-making process in schools.<sup>7</sup>

As such, the education research focus is prevalent across many communities in the Niger Delta. Nigeria has some of the highest numbers of orphaned and vulnerable children in the world, at approximately 17 million. In addition, community surveys across River State suggest that sexual violence against girls remains particularly prevalent. For this reason, focus on education and children rights is an important issue, impacting the social development of the region.

7 <http://ubeconline.com/>

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

***The standard of education in CSS Bolo cannot be compared with other communities. It is the hub of examination malpractice. Am sorry to say, because a situation where you have 14 subjects, which are supposed to be handled by 14 teachers, but in this case it is handled by 3 teachers, there is usually examination malpractices in such situation and that is what we experience here (CSS Bolo). Many students sought the assistance a mercenary to assist them write their exams. That is why when most of them graduate to attend the university, they are unable to even write simple letters or compositions.***

***Male respondent, Bolo***

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

CSS Bolo was established in 1976. The quality of education has continued to decline due to lack of staff capacity. The vice principal and principal of the institution confirm that CSS Bolo houses only one regular teacher and is characterised by almost completely dilapidated structures.

Instances of corruption or 'examination malpractice' at CSS Bolo is testament to the lack of staff capacity. Present teachers are stretched across the curriculum. Poor infrastructure and an absence of government support arguably allows for corrupt practices. The principal noted that 'while teachers have been posted to the institution over the years on government official documents', these posted teachers sign their posting letters but never return back to the community as teachers. Further research needs to qualify the extent of administrative fraud and how this functions within the school system.

In a bid to assess the state of service delivery, the following indices were employed:

1. The structure and basic amenities:
  - a. The structure and its facilities;
  - b. Regular water supply;
  - c. The availability of electricity is also one of the indices applied here.
2. Basic equipment and teaching aids:
  - a. Availability of chairs, desks, writing materials and books;
  - b. Availability of computers for proper teaching and learning was also assessed given the importance of computers in modern day education.
3. Human resources:
  - a. The availability of teaching personnel, teachers and other

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

academic personnel. This was measured with international standards and local requirements for number of teachers in a primary school.

Although these factors do not guarantee good educational outcomes, they significantly support the process of attaining good results by students and in their absence hamper the achievement of good educational outcomes. Bolo Secondary School, Bolo is an apt definition of an institution lacking any evident mix of both infrastructure and human factors.

### The Structure and Basic Amenities

Findings from the field demonstrate that the school does not have sufficient electricity or water supply. Interviews conducted and conclusions reached from primary research materials confirm the school does not have functional toilets for students.

*As for the provision of school facilities, like toilet. We have toilets, but they are not functional, the students are not making use of them. It is a water system; we pour water manually with the aid of plastic buckets into the toilet in order to flush. The population of the school is far below standard and so it affects the cleanliness of the compound.*

*Mr. Sorkin, Bolo*

In the absence of functioning toilets, respondents note that students use the surrounding land to the school. Overcrowded classrooms and unhygienic toilets equates to poor sanitary environment for students and teachers. Students work within the school to clear the grounds and surrounding gardens, as opposed to time within the classroom. Surveys suggest that the state does not practically support the CSS Bolo with security personnel or

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

grounds keeps. Interviewees dictate that the lack of 'mindere's' impacts student and teachers safety. A male interviewee supports this tenet:

As for the sanitary condition, we have requested for a mowing machine, which is yet to come. You know that our children are very tender and cannot really clear this big compound, so if we have mowing machine, two or three persons can operate, it would help the school. But as for cleaning the environment you can see that the school is clean, but we have no mindere's or security men from the state.

Including the state of the 'big compound', respondents state the school structure and basic facilities are in a state of disrepair. Our field research indicated that the principals' office, arguably a space that represents the central management of institutions, was in disrepair. Researchers noted a dilapidated ceiling, a desk donated to the institution by a philanthropist, coupled with three white plastic chairs; functional however not representative of budgetary allocations to the Secondary School.

The secondary school is umbrella under the free education policy in Bolo community, River State. Testament to the substandard facilities is lack of resources, materials and textbooks. When interviewed on the 'free education policy' at CSS Bolo, the principal noted the presence of a few textbooks, including mathematics and integrated science. The principal confirmed that this was not adequate for the curriculum of the institution.

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### Basic Equipment and Teaching Aids

Textbooks and other teaching materials play a major role in improving the effectiveness of education and therefore are one of the major determinants of good educational outcomes. Good quality textbooks and handbooks enhance the learning process and encourage innovative styles of teaching and learning; invite students to actively participate in the learning process and make learning an enjoyable experience. Quality handbooks also facilitate lesson planning for teachers. Nigeria, like many African countries, does not produce quality educational materials and is largely dependent on textbooks produced abroad; which is expensive and means students are unable to purchase them. The incapacity of the school library to provide quality books and educational materials is negatively impacting on the level of educational achievements of students.

Adding to the challenges the school face is the lack of teaching aid. From observation, there was no writing board and basic accessories. Respondents note that CSS Bolo houses few blackboards and marker boards, chalk and marker pens, books, maps, charts, diagrams and adequate textbooks. Due to the growing population of attendees at school, the classrooms have a dearth of desks for students. Access to computers is limited to eight. An interviewee reported:

In the area of computers, Senator George Sekibo, Senator representing Ogu-Bolo constituency in the federal legislative assembly, donated 8 units of laptop. Students were made to put it to use, and pay five-hundred naira for the maintenance of the computers. Sincerely speaking, the population of the school is about 105; of this population, 50:55 ratio of boys and girls.

Although Senator Sekibo's contribution is well received,

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

maintenance of the systems requires student contribution. For Sorkins, these extra cost incurred by parents contributes greatly to the cost of education borne by parents despite claims of a free education policy in the state. According to participating parent's in the field research, as opposed to government, basic learning aids such as books and markers are supplied by members peace corps:

It is only recently that a corps member is providing marker boards for teaching. Parents provide books for their children. The last time books were provided by government was since 2011, which do not really follow the existing curriculum, because we were not really consulted when these books and topics are designed.

Out of date textbooks place the CSS bolo students at a disadvantage as textbooks are not aligned with the examination board. According to interviewees, this inhibits confidence and student participation in academic reviews. Moreover, the lack of reading materials further renders the 'library' a non- functional space. As the respondents notes, voluntary staff at CSS Bolo have attempted to communicate this to Mrs Maureen Tamuno, their government chairperson, demonstrating channels of communications between citizens and their local government representative.

*There is a silent room were students are supposed to go and read. But it is not a library; there are no books, no chairs. In short it is not a library, it is a classroom set up. A corps member tried to set up a library, last year, but it did not work out. This year another corps member is also trying to do the same thing. The corps member approached the local government chairperson.*

*Mrs. Maureen Tamuno*

Poor learning conditions at the Bolo community school



Poor learning conditions at the Bolo community school



## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

Beyond efforts of the ‘corpse member’ to approach ‘the local government chairperson’, the principal states the Government continues to neglect CSS Bolo. The interviewee stated confirms that the free-uniform schema is functioning in surrounding communities, however the principal fails to justify why uniforms are yet be ‘supplied to our school’. For this reason, parents ‘provide’ or sew uniforms:

As for school uniforms, we hear government will supply, they have not supplied our school. Although, they have been provided in other schools, it is yet to reach Community Secondary School-Bolo. So parents provide for their wards.

Respondents note that CSS Bolo initiates a ‘development levy’ on parents for teaching supplies and uniform, amounting to 4,000 naira:

If you include the material and the cost of sewing, it cost about 3,500 naira. This cost is levied on parents since it is not free of charge, and there is no time, since children must go to school. School fees are free, except that they have to pay five-hundred naira for development levy to buy chalks and other items.

### Human Resources

Arguably, people are the most valuable resource in an education institution. Staff alone cannot ensure the quality of service delivery, however, the presence of a sufficient number of qualified and well-motivated teachers who come to work every day is an indispensable condition for a well-functioning school. None of the above requirements are met at CSS Bolo. The situation at the school is symptomatic of the problem of the critical lack of qualified teaching personnel in Rivers State. This disables CSS

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Bolo to achieve its educational objectives.

According to surveys, CSS Bolo has just 3 teachers for the 100 strong population of the school. The vice principal who is in charge of enrolment noted that a class had close to 50 students. Mr. Kalio, the Principal of CSS Bolo, goes some way to metrically relay human resources at CSS Bolo.

...in terms of teachers, we have just myself and my two vice principals as teachers. We do not have electricity in the school; this is because we are yet to be connected to the public electricity from the community. In the area of teaching aid, we use chalkboards to teach. The government supplies books for the students yearly, which is not adequate.

CSS Bolo ‘benefits’ of Peace Corps however the voluntary positions do not support sustainably quality of teaching. Although the extra staff capacity is necessary, the children do not have continuity across the academic year. In the same vein, the Vice Principal Mr. Sorkis added:

We have just three teachers, including myself (as Vice Principal), Head Teacher and one senior Tutor. But we have a lot of corps members. Our problem with corps members is that they stay nine/ten months and go back, so there is no continuity or sustainability in their teaching. And the problem of supervising them is also very difficult.

With forty teachers am sure the school can run very fast. Because of the dearth of teachers coupled with the lowering standard of education, parents are beginning to withdraw their wards from the institution. Parents are aware and teachers are aware. It’s only those who do not have the financial wherewithal that still allow their wards children to attend the school.

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

Respondents confirm that parent with financial standing will attempt to post their children at alternative schools. Impoverished families state that poor quality of schooling justifies girls' migration to urban communities to work as 'house-girls'. House girls are predominantly under 18.

Few teachers cultivate corrupt practices within CSS Bolo. Lack of all amenities; material and human arguably forces students and teachers to participate in examination misconduct. Mr. Samuel, one of three teachers in Bolo, states that poor teaching standards allow CSS Bolo to be a 'hub of examination malpractice'.

A situation where 2 or 3 teachers are handling all subjects, it does not augur well for the educational sector. What happens is there are areas of specialisation? As you go in you teach only what you are best suited for. This would definitely affect the quality of education provided. The students find it very difficult to understand the teachers and the overall quality of education is poor.

The standard of education in CSS Bolo cannot be compared with other communities. It is the hub of examination malpractice. I am sorry to say, because a situation where you have 14 subjects, which are supposed to be handled by 14 teachers, but in this case it is handled by 3 teachers, there is usually examination malpractices in such situation and that is what we experience here (CSS Bolo). Many students sought the assistance a mercenary to assist them write their exams. That is why when most of them graduate to attend the university, they are unable to even write simple letters or compositions.

Field research states that corruption is endemic within education in River State. Through this process, 'graduates' within CSS Bolo are disadvantaged in the job sector as they cannot complete simple chirographic or accounting tasks. A major index employed here to ascertain the quality of service delivered is the use of

## ASSESSMENT OF EDUCATION SERVICE IN BOLO COMMUNITY

performance of students in WAEC results, as identified in Annex 2. However, as Mr. Samuel justifies, the WAEC results are not a reflection of student attainment.

Mr. Samuel goes some way to explain levels of corruption in CSS Bolo:

*It is only when government sends teachers that these exam malpractices can stop. The best school in River state is Orominike girls where they have qualified and committed teachers. Therefore, the WAEC results released yearly are not really true test of knowledge. Teachers that have been posted to the school only come and sign and go back never to return back. They only collect their monthly salaries but they never come to work. The issue is the government is aware but nothing has been done. The community itself is failing in its responsibilities as an ombudsman check mating the activities of the teachers and other relevant stakeholders.*

## WAEC EXAMINATIONS: A PERFORMANCE INDICATOR OF EDUCATION PROVISION AT BOLO CSS

### WAEC EXAMINATIONS: A PERFORMANCE INDICATOR OF EDUCATION PROVISION AT BOLO CSS

In 1979, the West African Examination Council (WAEC) register attributed poor performance of students in the external examinations to the shortage of staff. An unprecedented rise in the number of educational institutions at all levels in Nigeria, has not been balanced with corresponding increase in the number of qualified personnel teaching in schools, that lack basic facilities and essential equipment necessary for maintaining good standards of teaching.

Students who graduate from the CSS Bolo have difficulties gaining admission into other institutions because of the poor quality of education they have received. Nigerian students, after completing primary and secondary school take an Ordinary Level Examinations, such as WAEC or NECO, as a prerequisite for entry to university. These exams demand a good level of knowledge and comprehension of subjects. During our field research, parents within Bolo community stated that passing external exams needed to pursue education was difficult for their children. They attributed these difficulties to the persistent poor quality of teaching imparted at the school. (See Appendix 1 for details of students' performance in WAEC 2009) A critical look at the data on student performance in WAEC 2009 and 2013 examinations, received from Bolo CSS reveals that the performance of 18 students in the areas of English Language, Mathematics, Chemistry, Physics and Biology; critical subject areas in the secondary school curriculum, are extremely poor.

In English Language, for instance, only 2 students made credit grades, while 47 students received a 'D' grade; which means 43 students failed their English Language examination. Over 91 percent of students at bolo CSS leave the education institution without an English Language qualification, whilst just fewer than 9 percent leave schooling with a qualification in their country's official language.

### WAEC EXAMINATIONS: A PERFORMANCE INDICATOR OF EDUCATION PROVISION AT BOLO CSS

In Mathematics, only 5 students received 'C5' grades, while 20 students received a 'C6' grade. The implication is this is that only 26 students successfully passed Mathematics out of a total of 94 students who took part in the examination. Just under 28 percent of Bolo CSS students passed their Mathematics WAEC, while 72 percent have no Mathematics qualification upon leaving their school career.

This trend in poor performance, in all subjects areas taught, runs throughout the WAEC results at Bolo CSS.

Class rep writing on a blackboard



## HUMAN IMPACT OF POOR EDUCATION AT BOLO COMMUNITY SECONDARY SCHOOL

### HUMAN IMPACT OF POOR EDUCATION AT BOLO COMMUNITY SECONDARY SCHOOL

Nigeria's population is rapidly expanding, with an expected population count being that of 440 million by 2050.<sup>1</sup> In order to secure a future for a fast growing country and its population, Nigeria must ensure its future development. In order to improve stability, economic and social development; education partnered with women's rights – as the main supporters and protectors of child development – must be a top priority for the government agenda.<sup>2</sup>

The community respondents we were able to speak to, attributed the poor performance of students to the dearth of teachers, critical teaching aids and other necessary facilities necessary to a conducive learning environment.

*Parents are aware and teachers are aware. It's only those who do not have the financial wherewithal that still allow their wards children to attend the school. I have taught in this school for over sixteen years now, and it was booming with students, and because of the lack of qualitative education, children are now exposed to bunkering activities, as they find it more lucrative rather than coming to school. If we have teachers here, more classrooms and other facilities, it would encourage students to come to school. Because of this problem students find it reluctant coming to school. There used to a period where I had to go into town and chase them from their home to school.*

*Mr. Sorkins Joseph, Vice Principal, CSS Bolo*

The effect of this has been monumental as young children usually against their parents engaging in anti-social vices such as cultism,

1 UN Department of Economic and Social Affairs, 'World Population Prospects: The 2012 Revision'. <http://esa.un.org/wpp/>

2 Chatham House

## HUMAN IMPACT OF POOR EDUCATION AT BOLO COMMUNITY SECONDARY SCHOOL

stealing and so forth. This has directly increased these young school dropouts' propensity to violence, defined by the use of arms, belonging to cults to perpetuate violence in the community and beyond. It was evident during the research process when the research team accompanied by CBPR members reached the school, students were found loitering round the school compound, in all the classes there were no teachers, rather temporary youth corps members were seen teaching students in the class, while a few students were seen either chatting with their female counterparts in idle/ dilapidated classrooms with no teacher. The consequence of such action is what is seen in communities today with teenage pregnancies all around, as young girls are lured who are either dropout too are lured into early and unprotected sex, resulting in pregnancies.

Furthermore, as a result of the quality of education provided in the institution, parents especially those with the financial capability or even for those with meager means of income have withdrawn their wards from the institution, the implication of this on parents has been a huge loss of their finances, as finances which would have been challenged to other uses are now used to transport and pay usually exorbitant fees in private schools outside the community. The overall effect of this on the parent and community is the involvement of their wards in acts of violence, early and teenage pregnancy, cultism and other forms of social vices inimical to the development of the community, continuing the cycle of poverty on an ever growing community that is unable to sustain the education of its young.

The failures of the Nigerian education system have some devastating impacts on not only individual health and the wider economy, but these failures can lead and do often lead the uneducated youth falling victim to traffickers; luring the vulnerable with hopes of a better future, often leading to servitude both

Students at the Bolo community school



## HUMAN IMPACT OF POOR EDUCATION AT BOLO COMMUNITY SECONDARY SCHOOL

domestically and sexually.<sup>3</sup> The process is more than often marred by mental and physical abuse, sometimes ending in abuse or *Juju* killings<sup>4</sup> when 'contracts' are unfulfilled.<sup>5</sup>

Although the domestic servitude of minors is deemed illegal by Nigerian law; in 2003 the International Labour Organisation estimated 15 million children were engaged in domestic work.<sup>6</sup> Often these children are at a risk of sexual abuse from the families they work for and are later the most vulnerable to being trafficked abroad<sup>7</sup> to countries such as Italy and the UK. This is a largely unreported problem as numbers are difficult to prove due to the undercover nature of human trafficking.

The lack of engagement with wider communities and urban centers

and the inability to align with formal systems of employment, due to an individuals inability to read and write for instance because of the failures of the education system do mean these profiles end up involved in criminal activities. A major consequence of the poor state of service delivery at Bolo CSS is the involvement of pupils of the institution in illegal oil refining activities. The Vice Principal, of Bolo CSS Mr Sorkins, noted that the institutional fundamental to the development of a child's social and communal consciousness, fails them. The inefficacy of teaching at Bolo CSS leads students to find the profit of engaging in the business of illegal oil refining rather than going to school. Bolo CSS should be setting an example to children at an early age, in order to guide the morals learned at school can guide their futures positively. The

3 Ibid

4 Ritual Killings

5 Unreported World documentary goes into detail of the link between Juju and trafficking in Nigeria.

6 UNICEF, 'Background on Child Trafficking'. <http://www.unicef.org/media/newsnotes/01nn01.htm>

7 Chatham House

## HUMAN IMPACT OF POOR EDUCATION AT BOLO COMMUNITY SECONDARY SCHOOL

institution lacks the personnel to provide this support to students and this has an effect on the community further down the line. The uncommitted nature to current implementation of policy and funds by all levels of government, hardly provides students with the best of role models on which to base decisions for their futures.

In Nigeria, the UN Convention on the Rights of the Child was ratified in 1989 and later adopted as the Child Rights Act in 2003.<sup>8</sup> 3 Effective implementation of the Child Rights Act has been a challenge, especially in terms of huge diversity of ethnicity, religion and traditional practices to be found across the country. To date, only 26 out of 36 states have passed the Act into law. It is not being effectively enforced however, and many children remain inadequately protected against a variety of abuses and lack access to education.<sup>9</sup>

8 UNICEF, 'Information Sheet: The Child's Rights Act', August 2007. [http://www.unicef.org/wcaro/WCARO\\_Nigeria\\_Factsheets\\_CRA.pdf](http://www.unicef.org/wcaro/WCARO_Nigeria_Factsheets_CRA.pdf)

9 According to UNESCO's 'Education for All Global Monitoring Report 2012', Nigeria has the highest number of out-of-school children in the world at 10.5 million

## STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

### STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

The government as a policy thrust set up the Rivers State Sustainable Development Agency (RSSDA) in 2008. One of the human capacity development programmes the agency runs is the Special Overseas Scholarship scheme for undergraduate and post-graduate studies in diverse disciplines; and Secondary education scholarships tagged 'Greater Horizon and Opportunity Programmes' for exceptionally brilliant pupils from the 23 Local Government Areas of the State.

To ensure the education reform drive yields expected results, the Rivers State Ministry of Education undertakes the following functions:

- Implementing the National Policy on Education in the State;
- Setting and prescribing minimum standards for educational institutions of the State;
- Enforcing and monitoring standards expected of educational institutions in the State;
- Assessment of both the process and the products of the educational system in the State;
- Regular inspection and supervision of primary and post primary schools in the State

By the provisions of the Nigerian constitution, the responsibility of secondary education falls within the concurrent list of functions where both state and federal government can make and implement policies. Unfortunately, due to government neglect and the corruption in public administration, the current practice has led to the misappropriation of funds meant for education. Sadly, CSS Bolo has seen first-hand what the neglect has affected the school.

## STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

*As you are aware, Rivers State was adjudged the best in UBE implementation in the country. This could not have been possible without our investment in school infrastructure. We plan to deepen our gains in education. We are raising the level of education in our state to make our children have access to the best standards and to make them competitive globally. Our effort in this regard is well known. As you know, primary and secondary education is free in the state. We shall continue to provide for undergraduates and postgraduate scholarships to Canada and other parts of Europe including the United Kingdom. Government will continue to sponsor our children to Singapore and India for ICT training. We have a Bursary and Scholarship programme for our sons and daughters in higher institutions in the country.*

*Governor Amaechi*

Whilst opportunities to live and study abroad are vital to the sustained and improved education and integration of Nigeria in the global political economy, this opportunity does not arise for the those students unable to attain even the lowest levels of education. The importance of training in a diversified variety of sustainable sectors is hugely important to Nigeria's future, but with many students underachieving, Nigeria needs to ensure its continued investment in quality education for young Nigerians. In order to utilise such offers, the quality of the "free" state primary and secondary education quality needs to dramatically improve. Nigeria must invest more in the basic education of its youth and support low-wage earning parents that are unable to pull their children out poor quality state education institutions and send them to private slightly better quality education facilities. This choice does not exist for many.

## STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

CSS Bolo has unfortunately not benefitted from the government's huge investment in education. In its current state, the school has failed in providing even the most minimal education to the children in the community who want to be in school. Inasmuch as allocations to education over the years still do not meet globally expected standards especially with the recommendation of the UNESCO on allocating 26 percent of total budget to the education, the government of Rivers State must be commended for the huge strides in this area.

*The free education policy of the state sometimes provides books the community, even when this is done, the government does not transport the books to the community, it is usually the community sometimes that urges the principal to bring the books. The principal has to use his personal funds from his meagre salary to transport the books to the community. The government of Rivers state proposed a partnership process between the government and the communities where the government promised to provide a joint account through counterpart funding for the states and local governments. The schools were directed to open accounts with first bank so funds for the effective management of the schools could be provided, nothing has been done yet, as it's usually easier said than done.*

*Governor Amaechi*

The availability of learning and teaching resources is fundamental to education. When the government does provide books, but does not ensure their distribution, this lack of foresight in planning and poor accounting is at the detriment of school students in the long-term. Responsibility for such resource must be taken by government to oversee the implementation of allocated

## STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

funds to simple but vital distribution for example, rather than allow government oversight to fall on the shoulders of already overworked education personnel. Involving community members and education providers in the allocation of funds would improve relations between the Bolo community and government, whilst allowing parents and students to take some control and therefore responsibility for their education needs.

In the past, there have been numerous rumours of funds having been allocated to the renovation of the school, which were to include the rehabilitation of Bolo CSS, amounted to nothing. The implementation of government plans is not seen as Bolo CSS. A continuation of poor quality provision is clearly observed at the school.

*As is a usual problem with government, the failure is implementation. If such funds are made available, schools would be properly funded; these funds could be handled by the community. Parents still pay school fees, buy sandals, books etc., which is contrary to the education policy of Rivers State to provide free education. That's why we say you institute a particular policy in the urban areas, what about the rural areas. Bolo community does not enjoy free education. Even the WAEC fee is still paid by parents. Right now NECO has been stopped because the state has failed to pay the fees for pupils.*

*Mr. Samuel*

Without qualifications, students drop into a whole quandary of negative socio-economic categories. Qualifications allow for students to take control of their own futures, and thus supporting Nigeria's economy as employed individuals. However, in order to achieve this, the government needs to support their basic education in the years that lead them to sitting on WAEC and

## STATE GOVERNMENT EDUCATION: POLICY AND RHETORIC

NECO examinations.

Education is a major catalyst for human development without it a society cannot develop. Chapter 2, Article 18 of The Constitution of the Federal Republic of Nigeria (1999), states:

*...government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all level. That government shall strive to eradicate illiteracy, and to this end government shall provide free secondary education'.*

Although the state is yet to match its words with action, it is important to note the important role education plays in the development of the society and the incontrovertible fact that the state does recognise the need to provide education for all Nigerians.

The denial of any child from receiving quality education as a result of the failure of government to stand up to its responsibilities, therefore, is not only a violation of the child's rights as stated by the MDG, but more importantly it also violates the natural rights of the child as a citizen of the Federal Republic of Nigeria to acquire education.

As such the failure of the Rivers State government whose responsibility it is to provide quality education for pupils of Bolo CSS is a violation of their right to education, as stipulated by not only *The Constitution of the Federal Republic of Nigeria*, but the *International United Nations Charter on the rights of people*.

# ANALYSIS OF CAUSES OF POOR SERVICE DELIVERY AT BOLO COMMUNITY SECONDARY SCHOOL

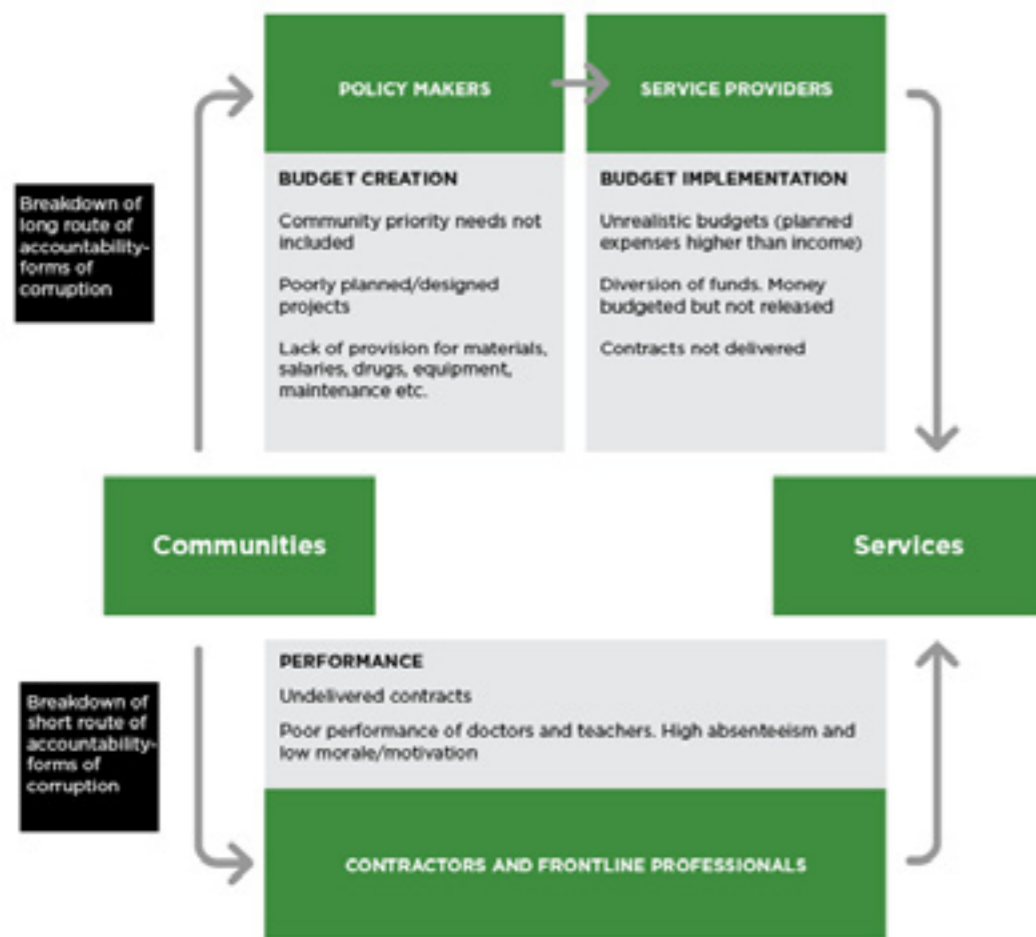
## ANALYSIS OF CAUSES OF POOR SERVICE DELIVERY AT BOLO COMMUNITY SECONDARY SCHOOL

Our research revealed that poor delivery of education service in the Bolo CSS in Bolo is a result of corrupt practices that occur in the management of financial resources at the level of:

- i) Budget creation (unclear and unspecified allocation of resources for capital expenditure, maintenance, running costs, in addition to equipment, teaching aids and salaries of qualified teachers and support staff);
- ii) Budget implementation (diversion of funds allocated to education and the non-implementation of contracts)

The above also negatively affects the performance of frontline service professionals: the teachers and support staff. They are poorly motivated, demoralised and lack incentives. Absenteeism rates are high and teaching conditions at the school make this institution unattractive to qualified teachers.

### ANALYSIS OF CAUSES OF POOR SERVICE DELIVERY AT BOLO COMMUNITY SECONDARY SCHOOL



**Figure 1: Root causes of poor service delivery**

The Federal Government delegated the responsibility of primary education to Local Government Councils, allocating funds to them directly on a monthly basis. Meanwhile, the state government is also expected to intervene in the delivery of primary education when and where necessary.

### ANALYSIS OF CAUSES OF POOR SERVICE DELIVERY AT BOLO COMMUNITY SECONDARY SCHOOL

Education is one area where the Rivers State Government has huge capital. The government in the past five years has spent more on education than other Niger Delta states. The massive budgetary expenditure on education points to the fact that the government appreciates the need for improvement in the educational sector.

A look at the Rivers State capital budget for 2012 shows that the social sector which covers education, health, power; the social sector, received the largest allocation. In other words, out of a total estimate of 427 billion naira, the sector was allocated 105 billion naira representing 33.61 percent of the total capital expenditure. From this figure, the government allocated the sum of 71.5 billion to education. This represents 6.5 percent of the total budget. This high allocation has been consistent in the preceding years and has been the political capital of the current administration.

Unfortunately, despite huge allocations from the Federal Government and high state budgets for the education sector, the overall quality of education service in Rivers State is very poor. Over the years, the local government council has failed to carry out community priority needs assessment and consultation around budget priorities, which has resulted in paucity of specific allocations for the education sector in the Bolo community.

The investigation by the SDN team revealed the major causes responsible for the present state of the Bolo CSS are insufficient budgetary allocations by the Local Government budget and the general lack of clarity in the education budget of the Rivers State government. UNESCO recommends that 26 percent of all national budgets should be allocated to the education sector. In 2013 the Nigerian national budget allocated approximately 8.7% (N426.53 billion) to the education sector.<sup>1</sup>

<sup>1</sup> ADEWALE KUPOLUYI, <http://www.vanguardngr.com/2012/11/2013-bud->

## ANALYSIS OF CAUSES OF POOR SERVICE DELIVERY AT BOLO COMMUNITY SECONDARY SCHOOL

Irregularities and corrupt practices in budget creation and implementation are made possible and reinforced by lack of community participation in the delivery of education in the Bolo community. The issue is aggravated by the fact community members show a low level of interest in improving the functioning and management of the Bolo CSS. Combining the absence of support from parents and shortcomings of government funding, teachers have little job satisfaction or incentive. This, combined with the absence of community participation in the budgetary process, heightens the inadequate delivery of an education service to the institution.

One would have thought that given this impressive amount as compared with other states, the quality of education at CSS would also be enhanced. Sadly, however, this is not the case with the institution. A critical look at the school tells a sad tale of the ills of bad governance in the Niger Delta and Rivers State in particular. While the efforts of the Rivers state government has been commended due to its consistent increase of budgetary allocation to the educational sector, nevertheless the pupils of CSS Bolo cannot say they have had the dividends of the substantial allocation to the educational sector. Just as the institution was several years ago when the government of Amaechi had not come into office so it is till date.

It can safely be said that the 71.5 billion allocated to the revamping of the educational sector in the state has not trickled down to community secondary school Bolo characterised by some of the most appalling levels of dilapidation and neglect in social infrastructure. An immediate strategy has to be put in place to save the school from imminent collapse.

Poor state of the Science laboratory at the Bolo community school



# CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE

## CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE

The right to education is guaranteed in several international instruments, notably Articles 13 and 14 of the ICESCR<sup>1</sup> and Article 28 of the CRC.<sup>2</sup> The social dimension of the right to education affirms the right to receive an education that reflects the aims and objectives identified in Article 13(1) of the ICESCR. States are required to make various levels of education available; primary, secondary and higher, whilst being easily accessible to all.

The core elements of the right to education are availability, accessibility, acceptability and adaptability (CESCR,<sup>3</sup> General Comment No. 13).

Availability requires states to ensure free and compulsory primary education to all, while secondary and higher education must be made available and accessible to all through the progressive introduction of free education. In addition, the provision of educational institutions and programmes must be adequate, and educational institutions and programmes must be equipped with what they require to function: buildings, trained and paid teachers, teaching materials, sanitation, drinking water, etc..

Corrupt practices in the education sector harm the availability of education. Most notably, embezzlement removes resources required to equip educational institutions.

Accessibility implies that education should be accessible to everyone without discrimination. It refers not only to physical but also economic access. In this context, all education should be affordable, and primary education should be free. Acceptability requires that the form and content of education programmes should be acceptable to students and parents (in terms of

1 International Covenant on Economic, Social and Cultural Rights

2 Convention on the Rights of the Child

3 Committee on Economic, Social and Cultural Rights

### **CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE**

relevance, cultural appropriateness and quality). Adaptability implies that education should adapt to the needs of societies as they change.

Corruption that harms the quality of education affects its acceptability. Corruption in procurement affects the acquisition of educational material, meals, buildings, and equipment, and usually lowers their quality. Corruption of recruitment procedures may result in the appointment of less qualified teachers, lowering the standard of education that pupils receive. These effects infringe the right to education.

Corruption in education is particularly damaging due to its long-term effects. It undermines access and harms the quantity and quality of education services and facilities. This has a disproportionate effect on vulnerable groups who, without access to education (or with access only to education of poor quality), stand little or no chance of breaking out of the cycle of poverty. As a result, corruption in the education sector is a catalyst for other serious rights violations. Children who drop out of school because their parents cannot afford bribes will earn less, and will be more likely to work in more dangerous jobs, decreasing their life expectancy.

Moreover, if children are exposed to corruption in school, it is difficult to foster and promote a culture of transparency and integrity that should be instilled at a young age. The effects of corruption in education, like the effects of education, have lifelong, even generational consequences; it is therefore an area in which corruption has especially deep and pernicious effects. The Federal Government of Nigeria recognises the need for all Nigerians to be educated and has enshrined it within its constitution, providing legal backing for the citizens of Nigerian to demand a quality education system. According to the stipulations

### **CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE**

of the 1979 and 1999 constitutions the right of education is an inalienable right of all Nigerians. The burden of secondary education according to the constitution is a shared responsibility between the federal government and the Rivers State government.

Under the 1999 Nigerian Constitution, Federal and state governments have concurrent responsibility for secondary education. The Federal Government determines national policy, sets standards, and monitors performance. State governments are responsible for designing, developing, and delivering the service. Section 18 (1) of the 1999 Nigerian Constitution states; "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all level". Section 18 (3) states; "Government shall strive to eradicate illiteracy; and to this end government shall as and when practicable provide (a) free, compulsory and universal primary education; (b) free secondary education; (c) free university education".

Nigeria is also a signatory of the World Conference on Education for All (WCEFA) Declaration, which was made in Jomtein, Thailand in 1990. Article 1 makes it clear and is reaffirmed by the 6 Dakar Goals on Education For All (EFA). These goals were designed to address the several challenges facing the sector and making quality education available, affordable, accessible and equitably distributed to all. The WCEFA goals are supposed to be attained by 2015. The National Policy on Education is also designed to address the educational challenges of the country and meet the targets of providing quality basic education for all. The Universal Basic Education and the Universal Basic Education Act (2004) and the Child Rights Act make basic education not only free but also compulsory.

The Constitution gives the Federal Government the authority to oversee and coordinate education practices so as to provide a

### **CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE**

uniform pattern of education for the whole country. In addition, it has the responsibility for national development in education, providing advisory services in respect of all levels of education below the level of university; making grants to state and local governments for the development of education in their areas and coordinating non-formal education including skills based adult education, vocational improvement centres and correspondent courses.

Law, in the Federal Ministry of Education, in which the responsibility for these tasks is vested, is the only body solely responsible for the development and coordination of educational activities and efforts of the Federal Government. In addition, the Ministry is equally responsible for establishing a central registry of teachers, coordinating external aid for education and organising meetings of Commissioners, Permanent Secretaries, and professional educationists to discuss educational matters, policies and problems, awarding annual scholarships and bursaries to secondary and higher educating bodies; sponsoring seminars, conferences and workshops on education; helping state governments with school inspection and providing advisory services.

The Ministry is headed by a Cabinet Minister and State Minister, both of whom are political appointees of the President. Working for the Ministers, is a corpus of civil servants — administrators, professional officers and supporting staff — who all work to assist in policy, decision-making and effective performance of the Ministry's responsibility for education.

The government is liable for every child that is out of school; it has the constitutional responsibility to ensure the education of every Nigerian child. The rising number of the nation's 'out of school children' is a failure on the part of the government at all levels.

### **CORRUPT PRACTICES IN EDUCATION SECTOR IN BOLO AS A VIOLATION OF FUNDAMENTAL HUMAN RIGHTS AND EXAMPLE OF UNFULFILLED OBLIGATIONS OF THE NIGERIAN STATE**

State-owned secondary schools are funded by each state government and are not comparable to the Federal Government colleges. Although education is supposed to be free in the majority of the state owned institutions, students are required to purchase books, uniforms and pay for other miscellaneous items.

Therefore, the Bolo CSS is the responsibility of the Rivers State government. As such, the failure of the state government to provide quality education is a breach of the fundamentals of the constitution of the Federal Republic of Nigeria and the stipulations set by the Rivers State government on education.

## RECOMMENDATIONS

## RECOMMENDATIONS

### TO OGU-BOLO COMMUNITIES

- The community should actively participate in engaging with the government and relevant stakeholders through regular contact and annual strategic meetings with elected representatives in order to save the community's secondary school and improve education service delivery.
- An assessment process should be set up and carried out to help prioritize the education needs of the community.
- The community should demand improved education services and proper implementation of budgetary allocations from the LGA Council.

### TO CIVIL SOCIETY ORGANISATIONS

- Raise awareness of community members on their basic socio-economic and political rights.
- Support and mobilize community members to demand services from government.
- The continuous training and retraining of essential service providers such as teachers should be given a top priority.
- Formulate a stakeholder engagement strategy to support the advocacy effort directed at service providers.

### TO OGU-BOLO LOCAL GOVERNMENT

- The LGA Council should make specific provisions in the budget sufficient for the restoring and maintaining of the institution.

## RECOMMENDATIONS

- The LGA council should pressure the Rivers State Government during the budgetary process to include the institution in the budget
- LGA council should ensure basic equipment and adequate teaching material is provided, alongside with an effective recruitment process and sufficient training programs for teachers.
- LGA Council should increase transparency of the budget planning process and ensure that provisions for the education sector correspond to community needs.

### TO THE RIVERS STATE GOVERNMENT

- The State government should improve the state of the school facility in order to address the educational challenges of the community. Due to the growing number of students in the community, there is a great need to place the premier educational institution on the right pedestal.
- More qualified teachers and professional personnel should be engaged, employed and deployed by the Rivers State Government to the school. The recent employment of 13 thousand teachers in the state is a welcome development, however, more of these teachers should be posted to the institution in order to help revive students' drive and enthusiasm.
- The government should apply its free education policy to the LGA and the institution by providing teaching aid and general facilities.
- The government of Rivers State needs to adequately fund the running of the school to relieve parents the huge cost of funding the school. Transparent budget allocation processes should be improved and implemented to meet community needs in Bolo.

Head teacher at Bolo town school



## CONCLUDING COMMENTS

## CONCLUDING COMMENTS

Stakeholder Democracy Network (SDN), an organization focused on facilitating community development through stakeholder partnerships, believes that development is the responsibility of all. This multi-stakeholder approach is an effective way of ensuring development and reducing the likelihood of conflicts. Government should always involve communities in the budget preparation and implementation process. Alienation from the process breeds suspicion and conflict and makes government run the danger of not identifying and acting on community needs.

SDN's experience in Bolo has shown a community in dire need of good education for its children in the Community Secondary School and those aspiring to have a secondary education in the community. Despite the decaying state, the people have remained peaceful, hoping that the Rivers State Government in whose purview secondary education lies, will come to their rescue.

While government cannot reach out to all segments of society at a time, we believe an identified case such as CSS Bolo should be given priority attention, especially as future budget preparation in the state will begin soon.

# APPENDICES

## APPENDICES

### Appendix 1.

**Table 1.1** Performance of students in 2012 WAEC Exams

SUMMARY OF STATISTICS OF GRADES BY SUBJECT												
SUBJECTS	A1	B2	B3	C4	C5	C6	D7	E8	F9	*	NO. OF STUDENTS	NR
ENGLISH						2	47	14	23	8	94	-
MATHS					5	20	28	16	16	9	94	-
FRENCH												-
HAUSA												-
YORUBA												-
IGBO												-
CRS			1	7	7	5	8	8	30	7	68	-
HISTORY					3	1	10	2	4	5	25	-
IRS											⚡	-
COMMERCE			1	3	10	5	11	8	12	6	56	-
ECONOMICS	1			6	22	17	14	11	12	9	92	-
GEOGRAPHY				6	7		3	-	12	4	32	-
GOVERNMENT		1	2	13	22	18	10	1	-	5	72	-
LIT. ENG						3	11	5	17	7	43	-
BIOLOGY			3	3	23	11	10	12	20	9	91	-
CHEMISTRY				7	4	2	5	3	13	3	37	-
HLT. SCIENCE											⚡	-
PHYSICS					2	10	4	1	16	4	37	-
F. MATHS							3	1	1	-	5	-
AGRIC				2	21	9	6	10	8	7	63	-
F. ACCT					2			1	4	1	8	-
HMMGT											⚡	-
MUSIC												-
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>47</b>	<b>128</b>	<b>103</b>	<b>165</b>	<b>93</b>	<b>190</b>	<b>0</b>	<b>84</b>	

**NR** = No Result, \* = Pending Results, ✖ = Cancelled Results

## APPENDICES

### Appendix 2.

**Table 2.1** Analysis of Rivers State budgetary allocation to the Education subsector in the 2011, 2012 and 2013 annual Budgets

<u>SUBSECTOR</u>	2011 (₦)	2012 (₦)	2013 (₦)
Education	76,319,450,000	69,487,850,000	47,081,000,000
Percentage %	16.2%	15.7%	9.6%

**Table 2.2** Sectorial Analysis of Rivers State 2011, 2012 and 2013 annual Budgets

CAPITAL EXPENDITURE	2011 (₦)	2012 (₦)	2013 (₦)
Economic Sector	85,361,650,000	99,295,000,000	93,009,000,000
Social Sector	97,790,909,000	100,153,770,500	64,050,000,000
Environmental Sector	8,368,859,585	17,521,318,069	37,060,000,000
General Administration	77,239,041,431	106,775,074,364	119,911,000,000
Total Capital Expenditure	268,760,460,016	323,745,162,993	314,030,000,000

## APPENDICES

### Appendix 3.

**Table 3.1** Analysis of Rivers State 2011 - 2013 Revenue Estimates

REVENUE	2011 (₦)	2012 (₦)	2013 (₦)
FAAC/ Statutory Allocation	50,000,000,000	55,000,000,000	245,000,000,000
Subsidy/ Unspent fund, levy, others	33,000,000,000	37,000,000,000	48,032,000,000
Value Added Tax (VAT), 13% Derivation/ Excess Crude	156,000,000,000	183,000,000,000	
IGR	77,100,221,000	63,000,000,000	80,000,000,000
Grants/ Bonds	100,000,000,000	100,000,000,000	117,000,000,000
TOTAL	415,100,221,000.00	438,000,000,000.00	490,032,000,000.00

\*Source: Official Rivers State Government Website

## APPENDICES

**Table 3.2** Rivers State Government Revenue Estimates, 2012  
Appendix 4.

Details of Revenue	Revenue Estimates 2011 (₦)	Revenue Estimates 2012 (₦)
Statutory Allocation	50,000,000,000	55,000,000,000
Mineral Fund (13%)	100,000,000,000	165,000,000,000
Excess Crude Oil Fund/Arrears	42,000,000,000	3,000,000,000
Value Added Tax (VAT)	13,000,000,000	15,000,000,000
Reserved/Ecological Fund/Arrears		
Fuel Subsidy		11,000,000,000
Gas		
Augmentation		
Others		12,000,000,000
Internally Generated Revenue (IGR)	77,100,221,000	63,000,000,000
Capital Receipts		
Social Levy		2,000,000,000
<b>TOTAL</b>	<b>283,100,221,000</b>	<b>326,000,000,000</b>
<b>NG BALANCES</b>		
Prior Year balances	32,000,000,000	12,000,000,000
<b>OSD LOANS/BONDS</b>		
Proposed Loans/Bonds	100,000,000,000	
<b>AVAILABLE TO FUND THE BUDGET</b>	<b>415,100,221,000</b>	<b>100,000,000,000</b>
		<b>438,000,000,000</b>

### Appendix 4.

#### EXAMPLES OF CORRUPT PRACTICES IN THE EDUCATION SECTOR

- Transgression of rules or procedures in public finance management

## APPENDICES

- Inflation of costs and activities in budget estimates
- Embezzlement
- Favouritism or nepotism
- Bribes
- Bypassing criteria
- Discrimination (political, social and/or ethnic)
- Fraud in public tendering
- Collusion among suppliers
- Embezzlement
- Manipulating data
- Bypass of school mapping
- Ghost deliveries
- Fraud in the selection of authors (favouritism, bribes and/or gifts)
- Students forced to buy materials copyrighted by instructor
- Fraud in the appointment and deployment of teachers
- Discrimination (political, social and/or ethnic)
- Falsification of credentials/use of fake diplomas
- Bypass of criteria
- Pay delay, sometimes with unauthorised reductions
- Teacher/school staff behaviour (professional misconduct)
- Ghost teachers
- Absenteeism
- Illegal fees (for school entrance, exams, assessment, private tutoring, etc.)
- Private tutoring (including use of schools for private purpose)
- Sexual harassment or exploitation
- Bribes or favours during inspector visits
- Information systems manipulating data to misrepresent data
- Selecting/suppressing information
- Irregularity in producing and publishing information
- Payment for information that should be provided free

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## RESEARCH METHODOLOGY

The study employed descriptive research design, which involves investigation and collecting of data in order to test hypothesis and answer research questions in addition to the stratified sampling method. In addition, desk based research was carried out to facilitate the findings on the field. A total of 50 questionnaires were distributed to the major institutions in the community. These include the Community Secondary School, the community secondary school and Bolo town school. Questionnaires were also distributed randomly to community members like chiefs, community development committee members (CDC), women's groups, the youth, elders and other stakeholders in Bolo town. The questionnaire schedule contains 58 questions. The first section contains respondents' demographic data. Section 2 addresses the issue of education providers, while section 3 addresses education. Sections 4 and 5 address the issues of electricity and sanitation respectively.

In order to corroborate these positions, the research also conducted five focused group discussions with the following groups:

- The chiefs of Bolo community
- The elders
- CDC members
- Women's groups
- Youths

Interviews were also conducted with:

- Teachers at Bolo CSS
- Chiefs
- Women
- Individuals who had experienced incidents of poor service delivery in the education sector.

## RESEARCH METHODOLOGY

- Students were also interviewed to get their perspective on the quality of education they receive.

Because of the nature of the local government system in Nigeria characterised by its secrecy with regards to public documents and other important data, obtaining relevant documents was a challenge. Nonetheless, the local government budget and performance of students in external examinations are used as tools for analysis. These documents have been subjected to statistical analysis and prepared in tables and other diagrammatic forms for easy analysis. The case study also relies on testimonies and interviews from the aforementioned study subjects, to underpin the findings of the research.

- It is also important to note that while Bolo community possesses more than one educational institution, a major determinant for choosing the Community Secondary School (CSS) as the subject of the case study was the availability of relevant data and information. The research was unable to access relevant documentary evidences from the other institutions.
- CSS Bolo is the premier educational institution in the community established in 1979, by the concerted efforts of the community, but later taken over by the government of Rivers state. Now it is in a state of disrepair.
- In addition, based on findings from the CBPR, it is in the opinion of SDN and the community monitors that CSS Bolo is an institution lacking the necessary wherewithal for secondary education, especially when considering the significant role it plays in determining the quality of individuals produced for higher education.

## RESEARCH METHODOLOGY

### SCOPE OF THE STUDY

The research was carried out between May and June 2013 in Bolo community. This case study is focused on the educational sector of the community, precisely Community Secondary School Bolo. Data and information was elicited from the 24 canoe houses or compound members from Bolo community represented by chiefs, CDC members, youths, women group and other stakeholder in the community relevant to the study.

### POPULATION AND SAMPLE SIZE

The stratified sampling method is used for the research. This method is employed because of the problems of size and accessibility of the members of the community. As such in some cases groups were invited from the community that represented the different groups in the community. Thus key participants in the survey process were selected from the different groups in the community; namely the chiefs, community development committee (CDC) members, the women's groups, youths, the elders, students and other members of the community including civil servants, teachers, politicians, local government officials etc. The research aimed to get a fair and proportionate representation that can meet the verifiability criteria and also serve the purpose of the research. Consequently knowledge of the subject area was a key factor in determining the eventual participants in the study.

### RESEARCH HYPOTHESES

As a result of the baseline study carried out in the community through its CBPR research team, the following reasons can be identified for the conditions at CSS Bolo:

## RESEARCH METHODOLOGY

1. The lack of qualified teachers is a major factor affecting the quality of education in the community.
2. The lack of adequate funding from critical stakeholders like the state and the local government is a key reason for the poor state of education in the community.
3. The lack of necessary teaching aids like desks, chairs, marker boards, books, computers, libraries, etc.
4. The lack of basic infrastructure at the school facilities such as classrooms, toilets, pipe borne water, electricity, playground etc.
5. The lack of accommodation and residential quarters for school personnel like teachers is a factor adversely affecting the quality of education.