

HUMAN RIGHTS AND QUALITY EDUCATION IN NIGERIAN PRIMARY SCHOOLS

Sofoluwe, Abayomi Olumade

University of Lagos
NIGERIA.

aosofoluwe@unilorin.edu.ng

ABSTRACT

The main purpose of this paper is to examine human rights and quality of education in Nigeria. Education has proved to be greatest investment for economic, social, political and cultural development. Consequently, the Nigerian 1999 Constitution and the National Policy on Education emphasizes the significance of human rights and the quality of education. In most societies, rules and norms are established to regulate the behaviour of the citizens. These norms and rules are documented to form the mosaic of good behaviour. The paper begins with the concept, background of human right and the right to, in and through education. Paper also examines challenges, cases of violations of human rights, sample application for leave and enforcement procedure. Finally, strategies for assuring human rights and quality education are examined.

Keywords: human rights, quality education, primary schools

INTRODUCTION

Right is not easy to define and there is no single definition of this concept that is universally accepted, especially, as used by jurists. To some, rights is seen as “a kind of claim”, or interest or benefit recognized by law”, or being prophecies or expectations” or essentially powers” or essentially protected choices or trumps over arguments that something is in the public interest of a community. Awoyemi (2005) viewed rights as those needs which are inherent (inborn) to the nature. Other authorities (Amoah, 2006, Bluwey 2002, Gyan 2002) conceptualized rights as “opportunity created by law for the individual to act or to enjoy certain benefits from the state, or the right that every man, woman and child has by birthright to live a dignified life that is free of poverty, illiteracy, cultural and political repression”. The array of concepts is to show that right is straightforward and uncontroversial. They are of the view that human rights are not the preserve of any particular person or group of persons: rather, they are to be enjoyed by each individual irrespective of his or her race, colour, religion, sex, creed or nationality. Therefore, human rights are inalienable freedoms bestowed on human beings by the creator of the universe which must be protected by the state. Rights are universal, inter dependence and indivisible.

Background of Human Rights

Human rights is dated back to the Geneva declaration of the Rights of the Child, adopted by the League of Nations in 1924. The unprecedented violation of human right after the Second World War led to the awareness for the global recognition and protection of human rights. The first effort to organize and protect the human rights of all people has the Universal Declaration of Human Rights (UDHR) passed by the United Nations in 1948. In 1957, the British Government Commission propounded law for the protection of Minorities. Subsequently, since the adoption of the UDHR, a significant number of international legal instruments have been put in place to protect and promote human rights. These include:

- a. The International Covenant on Civil and Political rights
- b. The International Covenant on Economic, Social and Cultural Rights (ICESCR). General Assembly Resolution 22005 (xxi) of 16th Dec., 1966
- c. The Covenant on the Elimination of all forms of Discrimination Against Women (CEDAW)
- d. Convention Against Torture and other Cruel, Inhuman or Degrating Treatment or Punishment (1987). General Assembly Resolution 22005 (xxi) of 16 Dec., 1966.

Globally, countries ensure the protection of human rights by making laws to guarantee them. In Nigeria, ethnic tensions during the pre-independent era, the Colonial Government enacted the protection of Minorities into the country. The provisions were subsequently included in the 1960 Constitution and retained in successive versions. In keeping with the Universal Declaration of Human Rights, the rights of the people are enshrined in the 1999 Constitution. Chapter IV of the constitution deals with Fundamental Rights. These rights are contained in Section 33-44.5. Section 46 of the Constitution entrenches special jurisdiction of High Court and Legal Aid. These rights in chapter 4 (33-45) reveals, right to: life, dignity of human person, personal liberty, fair hearing, private and family life, freedom of thought, conscience and religion, freedom of expression and the press, peaceful assembly and association, freedom of movement, freedom from discrimination, acquire and own immovable property anywhere in Nigeria. It also includes compulsory acquisition of property and restriction on and derogation from fundamental rights

These provisions applicable to every “individuals” or “persons”, protect both Nigeria citizens and aliens and could give rise to causes of action against the state, government agencies or private individuals.

Appiah and Flolu (2005) gives characteristics of human rights as fundamental, universal, inalienable and indivisible. Furthermore, they categorize human rights as civil, political, economic, social and cultural/religious rights.

Lewis and Ige (1999) classified rights as:-

Social Rights

Right to education, environmental right and right to the highest attainable standards of physical and mental health.

Civil Rights

Right to life

- a. Right to freedom of thought, conscience, religion and expression.
- b. Right to necessary measures of protection (without discrimination)

Economic Rights

Right to freely dispose of natural wealth and resources

- a. Right to free choice of job
- b. Right to equal pay for equal work
- c. Right to join and form unions
- d. Right to social security
- e. Right to adequate standard of living

Political Rights

Rights to be involved in political issue

- a. Right of every citizen to take part in the conduct of public affairs
- b. Right to vote and be voted for
- c. Right to have access on general terms of equality to public services of one's country
- d. Right to equality before the law and to equal protection of the law.

Cultural Rights

Rights to take part in one's cultural norms and belief. It includes

- a. Right to take part in cultural life
- b. Right to enjoy scientific discoveries
- c. Right to freedom of scientific discoveries
- d. Right to enjoy the benefit of one's research and creative activities

Elegido (2004) identified the main theories of Human Right as state of natural theory, social contract theories, intuitionist theories' and duty based theory of human rights. Therefore, human right education is seen as the process of developing in the individuals the right attitudes of building the

universal culture of human rights through the imparting of knowledge and skills. Adeyemi (2005) conceives human rights education as conscious effort, both through specific content as well as process to develop in people an awareness of their responsibilities, to sensitize them to the rights of others and earnings responsible action.

The Right To, In and Through Education

The principal outcome of the human rights movement is the gradual changing focus of the child as an object towards the child as a subject of law. The implication is that human beings are now increasingly seeing themselves as bearers of rights and the legal protection of rights covers five elements:

- a. To have rights,
- b. To know your rights,
- c. To be able to exercise your rights,
- d. To advocate your rights.
- e. To concern Rights to Convention

Among these five interrelated elements, it seems clear that to know your rights is a key one. One could argue that human rights conventions rely on education and communication. Education is recognized to be essential for all children, and in many countries, children spend a considerable part of their time at school. The education we mean here is not the one restricted to schooling, but the one that is a life-long process, which enables the continuous development of a person's capabilities as an individual and as a member of society. By ratifying the CRC, three important interrelated responsibilities are imposed on the educational system of the State. These are

- a. The right TO education,
- b. The right IN education,
- c. The right THROUGH education. (Mensa & Agu, 2002; Amoah, 2006; Awoyemi 2006)

These three key tasks are examined as the imperatives of children's right and education.

The Right to Education

The right to education has long been recognized as a universal fundamental right in various global, regional and national legal instruments. At the global level, for examples, the right to education was included from the outside among the human rights listed in the major texts adopted by the United Nations: the Universal Declaration of Human Right of 10 December 1948; the International Covenant on Economic, Social and Cultural Rights (ICESCR); and the Convention of the Rights of child (CRC). Articles 26, 13, and 28/29/30 of the Universal Declaration of Human Rights, the ICESCR and CRC respectively stipulate that: (i) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (ii) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Article 28 (a) to (e) in particular, formulate the core minimum that States Parties should realize in respect to the right of education. These include: free access to education, compulsory primary education for all, the development of different forms of secondary education and vocational guidance, accessibility of higher education' on the basis of capacity and encouragement of regular attendance at schools and reduction of drop-outs. Article 28 encourages international Cooperation on education. The article stresses that the right must be achieved 'on the basis of equal opportunity' reflecting the fact that vast numbers of children suffer discrimination in access to education (particularly children in rural areas, girls, disabled, poor and street children).

At the regional level; Article 12 of the American Declaration of the Rights and Duties of Man (1948). Article 2 of the first additional Protocol of the European Convention for the Protection of Human Rights and Fundamental Freedoms (1952); and Article 17.1 of the African Charter on Human and People's Rights (1981) say that no person shall be denied the right to education.

The right to education is enshrined in many other national legislation. For example, Article 25, (1) of the Constitution of the Republic of Nigeria (1982) states that: "All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right (a)

basic education shall be free, compulsory and available to all (b) secondary education in its different forms..... shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education (c) higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education.....”(Republic of Nigeria, 1992:27). Furthermore, sections 6(2) and 8(1) of the children’s Act (1998) on the rights state that: (i) every child has the right to life, dignity, respect, leisure, liberty, health, education and shelter from his parents; (ii) no person shall deprive a child access to education, immunization, adequate diet, clothing, shelter, medical attention or any other thing required for his development respectively.

The Right IN Education

The right IN education evokes a whole lot of human principles. The key issue here is how adults should interact with children in school. It has been argued that children do not and should not lose their rights as person because they are in school (Agu, 2000). There are very few precedents in other treaties relating directly to this right IN education, although other human rights instruments have formulated provisions preventing degrading and inhuman treatment. Article 7 of the International Convention on Civil and Political rights, which states that ‘no one shall be subjected to torture or to cruel inhuman or degrading treatment or punishment, captures some aspects of the principles, especially the principle of protection from abuse and exploitation. The CRC provides principle for interaction between individual practitioners, such as teachers, as representatives of the state, and their child clients. The principles includes: (i) principle of regarding children as person; (ii) principle of respecting the views of children; (iii) principle of children first; (iv) principle of protection from abuse; (v) principle of non-discriminations.

Children as Persons

A major aspect of the philosophy behind the CRC, is that children too are persons. As human beings, they have the same inherent value as grown-ups. The Conventions makes it clear that the way we interact with children should be guided above all ‘by respect for the dignity of children as members of the human community’. This is a clear recognition of children as subject of rights.

Respecting the views of children

The Convention recognizes that rights are not just provided for but must include the participation of those who are connected. Children as right holders, have an active role to play in the enjoyment of their rights and in helping to define how they are to be fulfilled. Article 12.2 stipulates that ‘... For this purpose i.e. to implement the right of freedom of opinion and to freedom of expression, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child’. It recognizes that children’s opinions are important and their voices must be heard in discussions concerning them.

Children First

The Convention presumes that children are entitled to ‘special care and assistance’ including ‘a standard of living adequate for the child’s physical, mental, and spiritual and social development’(Article 27, section 1). The implication for the right IN education is that teachers and school managers should put children first, when locating the resources available in the school (in term of time, books, space, food) no matter how small or large those resources are.

Protection from Abuse and Exploitation

The convention stipulates that the state and its origin, such as the school ‘bear special duty to refrain from subjecting children to harm’. Article 3 (Section 3) states that ‘the state is obligated to establish and enforced standards of care. Consequently, the state must ensure that ‘school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.’ (Article 28, section 2). Children should also be protected from exploitation in our daily dealings with them. The Convention requires teachers and other significant adults to protect children from economic (Article 32), sexual (Article 34), and all other forms of exploitation prejudicial to any aspect of the child’s welfare (Article 36). Furthermore, the Convention requires that whatever, there is

harm to children, that 'all appropriate measures to promote physical and psychological recovery and social re-integration of the victims are taken' (Article 39).

Non Discrimination

Another general principal of the Convention is that all children should enjoy their rights, and that no child should suffer discrimination. Article 2 states: 'State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status'. The message here is about equality of rights. Girls should be given the same opportunities as boys. Children with disabilities should be given the same opportunities to live decent lives as others. The key issue for education is that irrespective of the differences, children can learn and should be taught to experience learning.

The Right THROUGH Education

The right THROUGH education is generally referred to as Human Rights Education (HRE). Human Rights Education (HRE)/Children's Rights Education (CRE) is recognized as a universal fundamental right in various international, regional and national legal instruments. The main argument here is that familiarity by all and sundry with human rights is the best protection against violations. Consequently, the importance of HRE has been recognised in various human rights instruments. The Universal Declaration of Human Rights (1948) clearly indicates that education must aim at promoting respect for human rights, In facts, in the preamble of the declaration it is stated '... that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms'. Furthermore, Article 26(2) of the Declaration says 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms'.

The International convention on Economic, Social and Cultural Rights (1966) Article 13 says, The State parties ... agree that education... shall strengthen the respect for human rights and fundamental freedoms. And that education shall... promotes understanding, tolerance and friendship among all nations... And further the activities of the UN for the maintenance of peace.' The most recent reaffirmation of the need of HRE stated by the UN was the proclamation of the ten-year period 1995-2004 as the UN Decades on HRE in the General Assembly Resolution 49/184 (1994). This resolution includes an elaborated Plan of Action, which urges governments and non-governmental educational agencies to elaborate programmes on human rights education.

The UN Convention on the Rights of the Child (1989) reconfirms this right THROUGH education by its Article 29 (1, b, d and e); 17: 42 and 44 (6). While Article 29 formulates the aims of education; Article 42, obliges States parties to make CRC widely known to adults and children by appropriate and active mean. And Article 44 (6) requires States Parties to make their periodical reports widely available to the public in their own countries. Turning back again to Article 29, we agree with the observation of Hodgkin and Newell, that 'it reflects a consensus of world opinion about the fundamental purposes of education, which are t develop children's full potential, to prepare children for a responsible life in a free society and to enshrine the values of respect for all others and the natural environment'(Hodgkin and Newell, 1998: 391-392).

The right THROUGH education principle is well elaborated in the regional instrument, such as those of Africa, Europe and America. The African Charter on Human and Peoples' Rights (1981) in Article 25 states 'States Parties shall have the duty to promote and ensure through teaching, education and publication, the respect for the rights and freedoms contained in the present Charter and to see to it that these freedoms and rights as well as corresponding obligations, and duties are understood'. Within the European region, recommendation 85(7) on teaching and learning about human rights in Schools, urges the members states to give firm encouragement to education on human right and its promotion and asks the members states to draw its recommendation to the attention of everybody involved in education. Also, Article 13 (2) of the Additional Protocol to the American Convention on Human Rights in the area of Economic, Social and Cultural Rights (1988) says that, education should

be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedom, justice and peace.

At the national level, it is observed that many governments and educational institutions have been able to create the environment that will ensure that the right THROUGH education happens. For example, HRE, as a course of study (separate or mainstreamed) has not been fully introduced into the school curricula. There is an educational paradox here: on the one hand, HRE, has legitimization at the global, regional and highest levels of the national polity; on the other hand, there is low acceptance and implementation on a regular basis in the educational curricula. It is clear that usually in educational institutions, new curricular or innovations struggle to achieve recognition and acceptance. In most of the cases, well thought out and systematic HRE policies, especially on the local level, are lacking.

School curricula are but one way to disseminate the principles of human rights, as we already noted, education goes beyond school curricula. But our focus is on schools now. We will like to argue here, that it is not enough to teach children human rights in terms of facts and dates of particular human rights treaties. We need to develop respect for human rights and to act accordingly. Very important in the pedagogy of human rights is the hidden curriculum which is the unspoken message that we transmit or receive in the way we communicate and act towards one another. Here we touch on the right IN education indicating the inter-dependency of all the three tracks-right (TO, IN AND THROUGH) education.

Challenges to Human Rights on Quality Education

In spite of the numerous interventions being undertaken to ensure human rights and quality education certain challenges still persist. They include, among other;

- a. Inadequate classroom facilities to contain the increasing enrolment;
 - b. Negative work attitudes of some teachers;
 - c. Poor linkage between programmes offered and demands of the job market;
 - d. Poor salaries of teacher and low social recognition of the teaching profession;
 - e. Ineffective teaching and assessment of learning experiences;
 - f. Poverty among some parents which makes it impossible to educate their children;
 - g. High learner – teacher ratio which tends to affect affective teaching and learning; and
 - h. High cost of education particularly at the secondary and tertiary levels,
- Aggarwal (1995).

Packer (2005) stated five indicators as challenges of quality education. They are:

- a. Pupil-teacher ratio in primary education
- b. Proportion of primary school teachers that are trained
- c. Expenditure on salaries of personnel in primary education as a percentage of total primary-education expenditure.
- d. Survival rate to the final grade of primary education
- e. The 15-24 youth literacy rate.

Cases of Human Rights Violations in Nigeria

Cases of human rights violations in Nigeria are:

- a. Extrajudicial killings
- b. Use of excessive force by security forces
- c. Arbitrary arrests or detention
- d. Prolonged pretrial detention
- e. Rape
- f. Torture
- g. Kidnapping of innocent citizens
- h. Inhuman or degrading treatment of persons
- i. Human trafficking for the purpose of prostitution and forced labour
- j. Child abuse and child labour and child
- k. Sexual exploitation;

- l. Female genital mutilation(FGm)
- m. Discrimination based on sex, ethnicity, religion and region
- n. Infringement of privacy rights abridgement of the right of citizens to change the government;
- o. Torturing and killing of children accused of witchcraft and
- p. Abduction (Wikipedia 2010)

Sample Application for Leave/Oral Arguments

An applicant or lawyer seeking a favorable consideration of a case before a judge must show very clearly that a violation of rights has occurred, is occurring or threatening to occur. In seeking to prove either of this circumstance(s), the applicant or his lawyer needs to argue convincingly to a judge in other to justify the making of the order sought. A sample application for leave based on the facts provided below is stated hereunder.

IN THE FEDERAL HIGH COURT – NIGERIA

Suit No
File/Between

..... Applicant

And

..... Respondents

Order
Upon this motion on notice dated and filed on day of, praying for the following reliefs:-

- Declaration that the arrest of the applicant on the..... day of and day of by officers and men under the command of the Respondents is illegal, unconstitutional and against the rules of natural justice and is therefore null and void.
- Declaration that the detention of the Applicant on Day of and At various locations under the control of the Respondents by officers and men under the command of the Respondents is illegal, unconstitutional and against the rules of natural justice and is therefore null and void.
- Declaration that the arrest and detention of the Applicant by officers and men under the command of the Respondents for offence(s) that were not disclosed to the Applicant and without trial is illegal, unconstitutional and therefore null and void.
- # Naira Damages for the unlawful and unconstitutional arrest of the applicant.
- #..... Naira Damages for the unlawful; and unconstitutional detention of the applicant
- Injunction restraining the Respondents, their officers and men from further tampering with the constitutional rights of the Applicant to his personal liberty and freedom of movement.

AND AFTER READING the Affidavit in support of the Motion sworn to by name
....., gender....., religion....., citizen....., address..... and filed at this Court Registry.

AND AFTER HEARING Barrister (name) Esquire of Counsel for the Applicant move in terms of the Motion and Respondents absent and not represented.

And the court having granted the reliefs sought in the following terms.
IT IS HEREBY ORDERED AS FOLLOWS:-

- That the arrest and detention of the Applicant by agents and servants of the Respondents on month..... Year and day..... month..... Year was a violation of the Applicant’s fundamental rights guaranteed by the Nigerian Constitution.
- That the detention of the Applicant on the day, month, year at various location under the control of the Respondents by officers and men under the command of the respondents is illegal, unconstitutional and against the rules of natural justice and is therefore null and void
- That the arrest and detention of the Applicant by officers and men under the command of the Respondents for offence(s) that were not disclosed to the Applicant and without trial was illegal, unconstitutional and therefore null and void.
- That the Respondents are directed jointly and severally to pay the Applicant general and compensatory damages in the sum of #520,000.00 (Five Hundred and Twenty Thousand Naira.
- That the Respondents, their officers and men are restricted from further temping with the constitutional right of the Applicant to his personal liberty and freedom of movement.

ISSUED AT(Town) under the seal of the Court and the Head of Presiding Judge this day,
month, year.

Registrar

Source: Federal High Court, Ilorin, Nigeria

Figure 1. Sample Application for Leave

Enforcement Procedure

Enforcement procedure is the procedural avenues to be pursued when a violation of fundamental right has been, is being or is likely to be infringed. Violation of fundamental human right occurs when any of the right guaranteed him/her under the provision of the constitution is violated. The enforcement procedures are as follows:

- a. Establishment of violation of human right
- b. Ascertain the appropriate forum in which to bring the case. Section 42 of the Fundamental Human Rights made provision to High Court, Federal High Court's jurisdiction.
- c. Application for leave- the applicant must file an ex-parte motion for leave to apply for enforcement of rights. The application for leave must be accompanied by a statement on: the name (s) and description (s) of the applicant(s)
- d. A restatement of the relief(s) sought from the court as well as a more detailed statement of the grounds relief.
- e. file an affidavit
- f. Application for Notice of Motion/Originating Summons.
- g. Provision for Amendments and Additional Affidavits.
- h. Application to quash proceedings.
- i. Application for production and release of detained persons.
- j. Right of any person or body to be heard.
- k. Order which the court can make and effect of disobedience. (Oloyede, 2001)

Strategies for Assuring Human Rights and Quality Education

- a. Construction of high quality test items.
- b. Instruments to be used for assessment.
- c. Conduct of the examinations.
- d. Security of examination materials
- e. Proper scoring of students' response
- f. Processing of result
- g. Moderation of examination question, marking schemes, continuous assessment scores.
- h. Adequate feedback system

Other strategies include:

- a. Adequate provision of computers to universities.
- b. regular payment of university staff and settlement of all disputes to avoid incessant strike actions
- c. Adequate funding of the universities by government.
- d. Provision of adequate infrastructures to take care of the ever-increasing student population.
- e. Handling of examination matters by only lecturers of high integrity.
- f. Fighting against gender stereotype in curriculum
- g. Removing all forms of cultural differences affecting teaching and learning and consequently educational assessment.
- h. Making lecturers' assessment of students form part of the criteria for promotion and certification of students.
- i. Ensuring that continuous assessment scores are properly moderated by appropriate authorities.
- j. Using open-book assessment technique to supplement the usual closed assessment technique.

CONCLUSION

Human rights are "those reciprocal universally accepted principles and norms that must govern the actions of individuals, communities and institutions if human dignity is to be preserved and justice, progress and peace are to be promoted. "(Tyler & Berry, 2001). They represent a common standard of achievement for all peoples and all nations (Castelle, 1990, p.3). Human rights violations occur in our homes, institutions and communities. Many people for example, take for granted the right to education and therefore do not examine the ramifications of this in the exercise of this right (Henay, 2001). Education is a human right but education as has been practiced has not been able to ensure the protection of the human rights for all people. For example, it is estimated that approximately 600,000

children have no access to primary education in the country. At the same time a large number of adults lack the basic education required for operating functionally in the society. So many children are suffering from poverty, abuse, exploitation, and gender inequity. A right approach to education, that is, HRE based on the provisions of international human rights conventions and treaties. It is also needed in ensuring quality education. Teachers need to be cognizant about the implications of these conventions for their students and need to find ways of informing them about their rights and responsibilities (Swiniarski & Breitborde, 2003, p.43).

REFERENCES

- Adams, P., (1972). *Children's right towards the liberation of the child*. New York: Praeger.
- Adekunle Ademola Aminu Esq. Legal Practitioner, Muritala Mohammed Way, Ilorin.
- African Charter (1990). Ratification and enforcement Act CAP 10. Nigeria. Federal.
- Aggarwal, J.C. (1995). *Teacher and education in a developing society*, India: Vikas.
- Akande, J.O (1982). *Introduction to the Nigeria Constitution*. London: Maxwell
- Federal Republic of Nigeria. (1990). *African Charter on human and people's right (ratification and enforcement)* Act. Lagos. Ministry of judiciary.
- Ameah, G.Y., (1988). *Groundwork of government for West Africa*. Ilorin: Gbele.
- Amoah, E., (2006). Human rights in traditional Africa. In Introduction to Human Rights Education. Edited Flolu, J., & Awoyemi, M., Accra-University of Education, Winneba.
- Anamoah-Mensah J. & Obeleau, A.A. (2006). *Introduction to human rights education*. Accra: Black Mask.
- Awoyemi, M.O. (2006). *Quality control assurance in higher education*. Accra; Adwinsa.
- Ayua, I.A & Okagbue, I.E. (1996). *The rights of the child in Nigeria*. Lagos: Nigeria Institute of Advance Legal Studies.
- Bluwery, G.R., (2002). *Political Science: An introduction* Accra: Yamens.
- Cohen, H., (1980). *Equal rights for African Children*. Towata: Little held
- Cottrijse, L., (2000). Children's right and education: The right to, in and through Education: three interrelated imperatives. In Verhellen, E.(ed). *Understanding Children's Rights*. Collected pipe. Belgium: University of Chent.
- Ehinder, O (1991). *The constitutional development of Nigeria 1849-1989*. Jos :Ehinder
- Federal Republic of Nigeria (1999). *Constitution of the Federal Republic of Nigeria 1999*. Lagos: Federal Government.
- Federal Government of Nigeria.(1999). *Constitution of the federal republic of Nigeria 1999*. Lagos: Federal Government Press.
- Finnis, J.M. (1980). *Natural law and national rights*. London: Oxford.
- Flolu, J., & Awoyemi, M., (2005). *Introduction to human rights education*. Accra: Black Mask.
- Hart, H.L.A. (1983). *Essays in jurisprudence and philosophy*. London: Oxford.
- Human Right Watch .(2004). About HWR, <http://www.hre.org/about/>. <http://www.sendfoundation.org>.
- Lewis, O. & Ige, T. (1999). *Human rights made easy*. lagos: Legal Research and resources Development Centre.
- Mensah, J.A., & Agu, A.O., (2002). *The Imperatives of human rights and educations*. In Introduction to Human Rights Education and by Flolu, J., and Awoyeni, M., Accra- University of Education, Wanneba.

- Mensah, C.C., (2001). *Essentials of human right education*. Accra: Chrismec.
- Nnaemeka-Agu Phillip (1992). The role of lawyers in the protection and advancement of human rights. Paper presented during the law week celebration of the Nigeria Bar Association, Imo state p 21
- Nwankwo, C (1994). *Guide to human rights litigation in Nigeria*. Lagos : Constitutional Rights Project (CRP).
- Oloyede, P.A.O.(2001). *Constitutional law in Nigeria*. Ibadan: Evans Bothers
- UNDP (2001). *Human development: past, present and future*. New York: Oxford University.
- UNESCO (2003). *Ministerial round table in quality education*.
- UNESCO. [http:// portal.unesco.org/education/em/eu.php](http://portal.unesco.org/education/em/eu.php).URL
- Siddiqi, F. &Patrionos, H.A. (2001). *Child labour, issue, causes and interventions*. Washington: World bank.
- Sofoluwe, A.O (2005). *The constitution and management of university education in Nigeria*. In salihu, H.A (Eds) Nigeria under Democratic Rule 1999-2003 (2) 164-179. published by the Dept of political Science, FBSS. Ilorin. Unilorin.
- Schaefer, R.T. (2006). *Sociology* (9th edition). New-York: McGraw Hill.
- Wallace, R. (1997). *International human rights*. London: Sweet and Maxwell
- Wikipedia (2010). *Human rights in Nigeria*. Retrieved 5/3/2010 from: <http://en.wikipedia.org/wiki>