

Child Friendly Pedagogy for Sustainable Human Capacity Development in Nigerian Primary Schools

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Abstract

The study investigated Child Friendly Pedagogy as a strategy for sustainable human capacity development of a child. The population of the study was all the primary school teachers in Anambra state numbering 10,470. Stratified simple random sampling technique was used in selecting 10% of the population, numbering 1,045 teachers. Three research questions were formulated and two hypotheses tested at 0.05 level of significance guided the study. Researcher-developed questionnaire instrument named “Child Friendly Pedagogy and sustainable human capacity development” was used for data collection. Data collected were analyzed using mean and ranking. The instrument was validated by two experts while reliability of the instrument was done using Cronbach alpha statistic. The reliability index of 0.82 gotten indicated that the instrument was reliable. Findings revealed among others, that Child Friendly Pedagogy model plays a very significant role in sustainable human capacity development of a child, most teachers in both rural and urban areas do not apply all the attributes of this model in teaching and learning etc. It was recommended that government should organize seminars, workshops and conferences for teachers on the importance of Child Friendly Pedagogy in the capacity development of a child etc.

Keywords: child friendly pedagogy, strategy, sustainable, human capacity development..

INTRODUCTION

Education is a vital instrument for individual's sustainable development. This is acknowledged by the Nigerian Government when it stated in its National Policy on Education (2004), that Education is an Instrument “par excellence” for effecting national development. This is the reason developed nations of the world appropriate a sizable portion of their gross national income to the development of education sector. They also observed that education is not an end in itself but an investment and a pre-requisite for sustainable human capacity development. Education is the best legacy any nation can offer to her citizens. This is based on the fact that the development of any nation depends to a large extent on the quality of education offered by such country. No wonder, Odogbor (2007) added that education is a lifelong learning, both formal and informal, which aims at equipping the individual effectively with acceptable skills, knowledge, attitudes, beliefs, facts and competencies that will enable him cope favourably with the problems of the society. Through quality education, especially at primary school

level, a child is meant to acquaint himself with the basic and fundamental skills that will see him through his life. The principle of catching them young educationally will go a long way in focusing the principles and ideologies of a child.

Basic education provides the foundation for all future education and as it contributes to sustainable human capacity development. One of its goals is to produce children who are happy with themselves and others, who find learning exciting and develop inquiring minds, who begin to build up a storehouse of knowledge about the world and more importantly, an approach to seeking knowledge they can use and develop throughout their lives.

In realizing the above, UNICEF in collaboration with the Federal Government came up with Child Friendly School (CFS) Model. The modalities of CFS should be such that will enhance the acquisition of lifelong skills, wealth creation and poverty alleviation. It is geared towards making the educational sector at any level

responsible for the development of appropriate human capacity skill that will sustain the individual.

Abetega (2003), opined that human capacity development is the development of human capabilities towards enhancement of innovative ideas for creating and generating jobs. In this write up, human capacity development will be seen as building up in learners a storehouse of knowledge, skills, ideas, values and attitudes that will make them be productive and live a meaningful life in the society. When a child gets this kind of quality education, the totality of the child's mind and thinking will change meaningfully.

Child Friendly School (CFS) Model according to UNICEF (2000) report, is a school "where the learning environment is conducive, the staff are friendly to the children, and the health and safety needs of children are adequately met. The school is community-based, recognizes the right of all children, irrespective of gender, religions and ethnic differences, family status, physical and mental abilities/disabilities. The report also stated that a child –friendly school must ensure quality education and positive learning for the child. UNICEF (2009) also concluded that CFS model is not a rigid, blue print or a final destination at which schools arrive, recognizing that there is no "one – size – fits – all" solution for improving quality education in schools. The model is rather a pathway to foster the progressive realization of children's right to a quality education. Each country is expected to fashion its own standard according to its peculiar needs and circumstances, while not deviating too much from the stipulated standards.

In CFS model, the pedagogy of instruction is called Child Friendly Knowledge Pedagogy (CFP) delivery. Some of the characteristics of the pedagogy according to UNICEF (2009) are:

Inclusiveness of children:

- i. It does not exclude, discriminate or stereotype on the basis of differences
- ii. It respects diversity and ensures equality of learning for all children. (eg girls, children of ethnic minorities, and affected by HIV/AIDS, children with disabilities, victims of exploitation and violence)
- iii. It responds to diversity by meeting the differing circumstances and needs of children (eg based on gender, social class, ethnicity, ability level).

Effectiveness of learning:

- ❖ It promotes good quality teaching and learning processes with individualized instruction appropriate to each child's developmental level,

abilities, learning style and with active cooperative and democratic learning methods,

- ❖ It promotes structural content and good quality material and resources,
- ❖ It enhances teacher capacity, morale, commitment, status and income and their own recognition of child's right.
- ❖ It promotes quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn

Gender – Sensitiveness:

- It promotes gender equality in enrolment and achievement
- It eliminates gender stereotypes
- It guarantees girl – friendly facilities, curricula, text books, and teaching learning processes
- It socializes girls and boys in a non – violent environment, and
- Encourages respect for each other's right, dignity and equality.

(<http://www.unicef.org/french/lifeskills/index>)

In Nigeria context, CFS model came into existence in the year 2000. It was piloted with 8 schools in the Northern part of the country at the initial stage and later introduced to all the 36 states and FCT with the support of UNICEF, in collaboration with the government.

Child Friendly Pedagogy (CFP) model is related to Vygotsky (1975) theory of social constructivism which stressed that learners are expected to acquire knowledge through active interaction with teachers, instruction and peers in order to form concept that should be learned. The way children respond to a teacher's instruction depends to a large extent on how the teacher steers the learners to learn. Children came from different socio-economic backgrounds and learn at different rates. Hence teachers must implore a strategy that will not only motivate learners to learn but instigate active participation in teaching and learning activities. No wonder Obanya (2013) concluded that teaching and learning practices become qualitative when they are learner – centred, activity-based, and interactive, with emphasis on teaching for mastery by all learners. In a related view, Ekemezie (2013) added that no teaching method is the best on its own, rather the best is the one a teacher will use and all the learners in the class will participate actively and the objective will be achieved at the end. In order to encourage the acquisition of knowledge, skills and attitudes required for sustainable human capacity development, teachers should employ effective knowledge delivery strategy that are child's friendly. When a child is ready for school early in life, he learns better, acquires the desired skills and knowledge that will build his person. The child will

form a concept that will focus his attention on the reality of being somebody in life. When a child's capacity is developed early in life, the nation's capacity development will be sustained because most misinformed children from low socio economic homes, etc, will realise themselves in time. This is in line with Emmer, Evertson, Clement & worsham (1997), who stated in their study on the effect of classroom management on students' achievement, observed that when children are taught principles, rules and procedures by a friendly teacher, they develop fewer problems in later years. Parents will also be glad because the quality of their childrens' education is assured which leads to sustainable capacity development of children thus the nations' capacity development at large.

PROBLEM OF THE STUDY

In Nigerian context, access to quality education as practiced by CFS model is still a mirage. Teachers of today are faced with the challenge of organizing instruction in such a way as to facilitate learning for most of the learners so as to enhance sustainable human capacity development. Mkpa (2005), Dimson (2007) and Onasanya (2007) concluded that many practicing teachers do not know the appropriate teaching and assessment techniques that democratize and enhance learning. Agwagah (2000) also noted that there has been a continuous search for ways and means of improving children's performance in the subjects in schools. Agwagah regretted that as the search continues, childrens' performance in the subject got worst especially in primary schools. Despite the fact that sustainable human capacity development can only be achieved through quality education, it has been observed in recent times that education industry in Nigeria is suffering from so many odds or irregularities such as poor provision of quality and access education, defect in the implementation of methods, etc, thus leading to non realization of CFS model goal. However, inspite of the need and importance of CFP model and the unrelented efforts of Government in collaboration with UNICEF, it seems CFP model has not been properly implemented in Nigerian educational system. Teachers still use the traditional teacher-centered approach in schools despite the clarion call for the need of the former, for better and mastery of learning. This paper therefore seeks to find out the following; roles of CFP model in sustainable human capacity development of a child, the extent of applicability of CFP model in schools and the challenges faced by teachers in successful implementation of CFP model in schools.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What is the role of CFP model in sustainable human capacity development of a child in Anambra state primary schools?
2. What is the extent of applicability of CFP model by teachers in Anambra state primary schools?
3. What are the challenges faced by teachers in successful implementation of CFP model in Anambra state primary schools?

HYPOTHESIS

The following null hypotheses were tested at 0.05 level of significance guided the study.

HO₁: There is no significance difference between the mean response of urban and rural teachers on the roles of CFP model in sustainable human capacity development of a child.

HO₂: There is no significance difference between the mean response of urban and rural teachers on the extent of applicability of CFP model by teachers in schools.

METHODOLOGY AND PROCEDURES

This research adopted survey design. The study was conducted in Anambra State. The population of the study comprised of 10,470 primary school teachers in 21 local government area and 5 educational zones in Anambra state. Stratified simple random sampling technique was used in selecting 10% of the entire population, a sample of 740 urban teachers and 307 rural teachers were used. The instrument for data collection was a researcher- developed questionnaire named "Child Friendly Pedagogy for sustainable human capacity development". It was a 30 item questionnaire structured on a 4 point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was validated by two experts in Educational Foundations and Administration of University of Nigeria, Nsukka: Crombach Alpha statistic was used in testing the reliability of the instrument. The index coefficient value of 0.82 yielded indicated that the instrument is reliable. A total of 1047 questionnaire were distributed through the help of two research assistants and 1045 were returned and used for the study. Data analysis was done using mean (\bar{x}) and rank order. Items with mean scores of 2.50 and above were regarded as agreed while items with mean scores below 2.50 were regarded as disagree. Z-test statistic was used in analyzing the hypotheses at 0.05 level of significance.

PRESENTATION OF RESULTS

Research Question One: What is the role of CFP model in sustainable human capacity development of a child in Anambra state primary schools

Table I: Mean and ranking of urban and rural teachers’ response on roles of CFP model in sustainable human capacity development of a child in Anambra state primary schools.

S/N	Items	Urban teachers N =740			Rural teachers N =305		
		X	Rank	Dec	X	Rank	Dec
1	It promotes good quality teaching and learning processes with individualized instruction suitable to each child’s developmental level	3.90	1 st	A	3.92	1 st	A
2	It provides structured content and good quality materials and resources capable of developing the child’s human capacity	3.45	4 th	A	3.40	3 rd	A
3	It enhances teachers’ capacity development, hence inculcating the desired skills, attitudes and values in learners	2.59	5 th	A	2.56	5 th	A
4	Places learners at the centre of instructional process, thereby making the learner the centre of attraction by all the stakeholders.	3.61	3 rd	A	3.30	4 th	A
5	It takes care of learner’s readiness, interest and learning profile thereby bringing out the best in the learner.	3.85	2 nd	A	3.71	2 nd	A
	Aggregate Mean	3.48			3.38		

In table I, all items on the responses of both urban and rural teachers on the role CFP model plays in sustainable human capacity development of a child recorded above 2.50 which means that they are all accepted as roles CFP model plays in the development of a child’s capacity. For urban teachers, the order of ranking goes thus: item 1 = 1st, 5 = 2nd, 4 = 3rd, 2 = 4th while 3 ranked 5th. For rural teachers, item 1 = 1st, 5 =

2nd, 2 = 3rd, 4 = 4th while 3 = 5th respectively. From the aggregate mean of both urban and rural teachers’ response, 3.48 and 3.38 respectively indicated agreed.

Research Question Two: What is the extent of applicability of CFP model by teachers in Anambra state primary schools?

Table II: Mean and ranking of urban and rural teachers’ response on the applicability of CFP model by teachers in Anambra state primary schools.

S/N	Items	Urban teachers N =740			Rural teachers N =305		
		X	Rank	Dec	x	Rank	Dec
6	Teachers work closely/in collaboration with the parents/guardians of the children	2.41	14 th	D	2.23	14 th	D
7	Teachers are seen as facilitators and not instructors	2.47	10 th	D	2.45	10 th	D
8	Teachers saw learners as individuals that have some innate potentials and not dunce	2.48	11 th	D	2.32	12 th	D
9	Teachers sought learners opinion during lesson all the time	2.45	12 th	D	2.30	13 th	D
10	Teachers protected the child against all forms of discrimination	2.70	5 th	A	2.65	5 th	A
11	Teachers encouraged active participation of all the class members by using participatory/collaboratory method of teaching.	2.44	13 th	D	2.41	11 th	D
12	Teachers eliminated gender stereotypes of any kind.	2.58	8 th	A	2.58	8 th	A
13	Teachers were resourceful and improvised in order to make learning meaningful to learners	2.80	4 th	A	2.76	2 nd	A
14	Teachers made the learning environment conducive at all time	2.88	2 nd	A	2.75	3 rd	A
15	Teachers socialized boys/girls and motivated them alike to learn.	2.62	6 th	A	2.50	9 th	A
16	Teachers encouraged respect for each others’ right, dignity and equality	2.52	9 th	A	2.56	7 th	A
17	Teachers were friendly all the time	2.90	1 st	A	2.72	4 th	A
18	Teachers were ready to meet the health and safety needs of the children.	2.81	3 rd	A	2.80	1 st	A
19.	Teachers tolerated the children at all time	2.60	7 th	A	2.62	6 th	A
	Aggregate mean	2.62			2.55		

In II, for urban teachers, 9 out of 14 items on the responses of teachers on the applicability of CFP model in teaching and learning recorded above 2.50 and were

accepted as the practices done in their schools. The items and their ranking order are; items 17=1st,14=2nd,18=3rd,13=4th,10=5th,15=6th,19=7th,12=8th

and 16=9th respectively. It means that urban teachers accepted 9 items out of 14 as what are practicable in their various schools while the following items and their ranking order were rejected as not being practicable in their schools. They are item 7=10th, 8=11th, 9=12th, 11=13th and 6=14th respectively. For rural teachers, 9 out of 14 items on the response of teachers were recorded from 2.50 and above which means agree while 5 items recorded below 2.50 which means disagree. The items and their ranks are, item 18=1st, 13=2nd, 14=3rd, 17=4th, 10=5th, 19=6th, 16=7th, 12

=8th, 15=9th, 7=10th, 11=11th, 8=12th, 9=13th while 6=14th respectively. The difference in the responses of both urban and rural teacher's response was in ranking, which means that the same practices are obtainable in both urban and rural schools but the difference was the degree or extent to which it is practiced.

Research Question III: What are the challenges faced by teachers in successful implementation of CFP model in Anambra state primary schools?

Table III: Mean and ranking of urban and rural teacher's response on the challenges of successful implementation of CFP model in Anambra state schools

S/N	Items	Urban Teachers			Rural Teachers		
		X	Rank	Dec	X	Rank	Dec
20	Access to basic education	3.85	1 st	A	3.90	2 nd	A
21	Low socio economic status	3.82	2 nd	A	3.96	1 st	A
22	Poor infrastructural facilities	3.76	3 rd	A	3.82	3 rd	A
23	Poor knowledge of teachers on the best approach to teaching.	2.57	6 th	A	2.68	3 rd	A
24	Gender sensitivity	2.48	9 th	D	2.51	9 th	A
25	Cultural background	2.42	10 th	D	2.56	8 th	A
26	Poor motivational strategies on the part of teachers.	2.56	7 th	A	2.57	6 th	A
27	Population explosion	2.60	4 th	A	2.45	11 th	D
28	Poor supervisory services	2.52	8 th	A	2.58	7 th	A
29	Misappropriation of resources	2.59	5 th	A	2.50	10 th	A
30	Level of parental exposure	2.41	11 th	D	2.60	5 th	A
	Aggregate mean	2.87			2.92		

In table III, for urban teachers, 8 out of 11 items on the challenges faced by teachers in successful implementation of CFP model in Anambra state recorded above 2.50 and were accepted as challenges faced by teachers while 3 of the items-; (items 24,25 &30) recorded below 2.50 and were rejected as not among their challenges. The items and their rank order are item 20=1st, 21=2nd, 22=3rd, 27=4th, 29=5th, 23=6th, 26=7th, 28=8th, 24=9th, 25=10th, 30=11th respectively. For rural teachers, 10 out of 11 items recorded above 2.50 and were accepted as major

challenges they faced in the successful implementation of CFP in their schools. Only (item 27 on population explosion) was rejected because it scored below 2.50. The items and their rank order are; items 21=1st, 20=2nd, 22=3rd, 23=4th, 30=5th, 26=6th, 28=7th, 25=8th, 24=9th, 29=10th, while 27=11th respectively. Also for urban and rural teachers, there were differing opinions on their responses in the order of ranking which means that most a times, what possessed as challenge in urban may not be for rural teachers

Table IV; Z – test analysis of the mean responses of urban and rural teachers on the roles of CFP model on sustainable human capacity development

Variables	N	X	SD	Df	t-cal	t-cri	Level of sign.	Dec
Urban teachers	740	3.48	0.42	1043	1.27	1.96	0.05	A
Rural teachers	305	3.38	0.37					

t- cal < t - cri=Accept

Table IV shows that the calculated value of Z at 1043 degree of freedom and 0.05 level of significance is 1.27. This is less than the critical value of Z (1.96). It means that the null hypothesis that says that there is no significance difference between the mean responses of

urban and rural teachers on the role of CFP model to sustainable human capacity development is accepted. This therefore means that teachers in both urban and rural areas see CFP model as a strategy for building the capacity of a Nigerian child

Table V: Z- test analysis of the mean response of urban and rural teachers on the extent of applicability of CFP model in Anambra state primary schools.

Variable	N	X	SD	Df	t-cal	t-cri	Level of Sign.	Dec
Urban teachers	740	2.62	0.51	1043	-306	1.96	0.05	Accept
Rural teachers	305	2.55	0.42					

t- cal < t- cri = Accept

Table V shows that the calculated value of Z at 1043 degree of freedom and 0.05 level of significance is -306. This is less than the critical value of Z (1.96). It means that the null hypothesis that says that there is no significance difference between the responses of urban and rural teachers on the extent of applicability of CFP model in Anambra state is accepted. It therefore means that in both urban and rural areas, CFP model has not been fully implemented probably because of some challenges.

DISCUSSION OF RESULTS

Findings of the study in table one revealed that child friendly pedagogy model of teaching and learning plays a very important and crucial role in the sustainable capacity development of a child. The result was confirmed by the high mean scores of most of the identified roles. This finding is in agreement with UNICEF (2009), who stated that CFS model is not a rigid blue print or a final destination at which schools arrive... but a solution for improving quality education in schools. This findings also concored with Obanya (2013), who concluded that teaching and Learning practices became qualitative when they are learner-centered, activity –based and interactive, with emphasis on teaching for mastery by all learners. Also Onasanya (2007) added that to have the desired result, the teacher must adopt a teaching strategy which is structured with felt needs and interest in mind. And this is what CFP model is all about. The findings in table 4 on Z test analysis of the hypothesis 1 on the role of CFP model plays in sustainable human capacity development also indicated an agreement that CFP model is *sin qua non* to quality education.

In table II, on research question 2, on the extent of applicability of this model, the findings also revealed that though CFP model promotes quality education, most of the characteristics of this model were not fully practiced in the schools in both urban and rural areas. The findings in table V, hypothesis 2 also revealed that both urban and rural teachers accepted the null hypothesis. This was supported by Mkpa (2005), Dimson (2007) and Onasanya (2007) who concluded

that many practicing teachers do not know all the appropriate teaching and assessment techniques that democratized and enhanced learning.

The finding in table III on the challenges of successful implementation of CFP model in Anambra state primary schools.majority of the items were accepted as challenges faced by teachers. This is in line with Mkpa (2014), who stated that despite the fact that sustainable development can only be achieved through quality education, education industry in Nigeria is suffering from so many odds or irregularities like provision of qualities and access education, defect in the implementation of methods and poor facilities, etc. In collaboration with UNESCO (2013), access to quality education is the major hindrance. A glean from demographic and health survey (2008) in Mkpa (2014) also added that 74% of children of school age in urban area attend school as against 57% in rural area. The findings were also in support of Irene (2011) who opined that for any education to function properly, infrastructures such as classroom, library resources, playground, laboratories and staff accommodation are needed. Irene also added that children from low socio economic background lack basic textbooks and conducive learning environment at home.

Irene (2011) and Gwangfogbe (2011) also agreed that the inadequacies of those facilities in the African school situation, is a serious draw back to the proper adoption of learner-centred instructional process. Though the implementation is facing many challenges, nothing good comes easy all the times. An interview with Dr Cream Wright, UNICEF’s chief of Education about the CFS model, confirms that it encourages and supports children’s capacities as learners, by providing a school culture and teaching behaviour that is lifelong. It provides an enriched educational experience through which people can thrive, develop and achieve their full potentials. This type of education will promote the capacity development of a child. Capacity development of a nation cannot be achieved without first of all developing an individual. A nation whose members are incapacitated educationally is in darkness. This is why this pedagogy calls for catching them young. This lends support to what the Bible says in Proverbs 22 verse 6 ‘Train up a child in the way he should go; and when he is old, he will not depart from it’. CFS model provides the quality education that sharpens the understanding and vision of a child and priority set right early in life. Parents and teachers no longer drag and force children to school because children have known the need to be educated. Here, the child acquires a skill and knowledge

that build his person and sustain him for life. This will invariably lead to the national capacity development because a child of today is an adult of tomorrow. This national capacity development is sustained because learning is intrinsic and not extrinsic.

CONCLUSION

Children in the school come from different cultural and socio-economic backgrounds. They learn in different ways and at different rates. This emphasizes that the learning process is not the same for all children. Teachers, being the captain that holds the boat that carries learners, should be abreast with the appropriate innovative teaching approach that will promote quality learning that engenders sustainable human capacity development, not minding all odds.

RECOMMENDATION

Based on the findings of the study, the following recommendations were made:

1. Proper legislation should be instituted by government to force parents/guardians to send their children to school.
2. Government should organize seminars, workshops and conferences on the need for CFP model for teachers and parents.
3. Government should sensitize the public on the need for CFP model.
4. Government should provide as many infrastructural/instructional facilities needed for proper implementation of CFP model in all schools.
5. Teachers should be properly motivated by both government and parents to enable them carry out their duties effectively.
6. Government should consider proper funding of primary education very serious.
7. Government should set up supervisory services to supervise proper implementation of CFP model in all schools etc.

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