

EDUCATION AND HUMAN CAPACITY BUILDING

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ABSTRACT

Education is the bedrock for every development that takes place in the society and the answer to the menace of unemployment that plagues the third nations, Nigeria in particular. Education enables high skillfulness of human resource and technological development of an organization that enhances input maximization that brings unquantifiable benefits to individuals in the societies. This paper examines human capacity building as an offshoot of education that enhances the transformation of individuals and the societies. It stresses education as the only builder of human capacity, organizations and societies. Human capacity building is enshrined in education with various systems to solve identified problems of individuals, organizations and societies. The paper sees education as the only tool to human capacity building that can solve all mirage of problems confronting the third world nations. Solution to the problems of human capacity building, especially those that are peculiar to the field of education in the third world is hereby addressed.

Keywords: Education, Capacity Building and Human Capacity Building.

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Introduction

The third world nations are characterized by high rate of unemployment, illiteracy, ignorance, poor infrastructure, political instability, poverty, among others. These nations are predominantly in African, Asia and Latin America. Human capacity building through education is the only viable solution to solve all these challenges. Individual as well as institutions and organizations' capacity need to be built and boost to enhance creativity, high productivity, financial independence and economic boom. Take for instance, entrepreneurship centers are established in tertiary institutions in Nigeria to aid students to acquire skills so as to equip them to be self-employed and contribute their quotas to the economy. Though recognized by the World Bank (World Bank, 2005) as the most populous country in Africa, Nigeria remains one of the poorest countries in the world because of the factors such as high rate of illiteracy, unemployment, poverty and

underdevelopment. Education is made up of various systems that are charged with responsibilities to meet the needs of individuals and society as a whole. Capacity building is the yardstick to implement policies on education at all levels, national transformation and solve economic problems. Unemployment is a plague that is eating deep into the third world nations that can only be solved through human capacity development. A key element of successful policy reform implementation is ensuring that local stakeholders such as policy makers, school leaders, teachers and parents have sufficient capacity to meet this challenge (Organization for Economic Cooperation and Development, OECD 2012). Education is an investment secures returns in the form of skilled manpower that geared to the needs of development, both for accelerating economic development and for improving the quality of the society, noted Yogish (2006) in Ejiogu, Okezie, and Chinedu (2013). Human capacity building should be enhanced through formal education that should metamorphose from theoretically based curriculums into those that can practically meet the pressing needs of the societies, especially in the third world nations. When individuals are empowered to acquire necessary skills, organizations, communities and the nations as a whole will immensely benefit from it. Therefore, the priority must be geared towards it. Michelle (2005) observed that additional skills that enable individuals to participate effectively in public life include discussion and communication skills, problem-solving and decision-making skills as well as the ability to negotiate and work as part of a team.

The Concept of Education

Education is the only weapon to fight poverty, ignorance, epidemic and all sorts of social vices that plague the third world countries. Basically, the researcher views education as the process of teaching and learning that involves the transmission of knowledge from the teacher who is advanced in the subject matter to the students who are learners, with the aim of making permanent change in the latter so as to be useful for themselves and the society. Also, education can be viewed as a learning process which is obtainable through observation and experimentation taught or supervised by a certified teacher in a school system. Audio, visual or audio-visual aids the impartation of knowledge in a classroom setting. Education is everything for everything in anything in every human sphere. The importance of education is enormous and unquantifiable. Without it, human existence would have been unimaginably more difficult, many natural resources like iron ore, crude oil and the like would have still remained untapped. Education influences economic, social and political standard of individuals and societies. By it, humans are refined. Great men and women who rule the world are all products of education. For example, cultures and technologies are created and transmitted from one generation to the other by and through education. A talent without education is like an eye without sight.

There are various definitions of education by scholars and researchers. According to Jekayinfa and Kolawole (2008), the word 'education' was coined from the Latin word 'educare', meaning to bring up, to lead out, to raise up, to educate. To educate originally means acting in order to lead out fully all the potentialities of an individuals. Education is the field of study that deals mainly with methods of teaching and learning in schools (Merriam Webster Dictionary, 2014). Yogish (2006) in Ejiogu, Okezie and Chinedu (2013) define education as an investment secures returns in the form of skilled manpower that geared to the needs of development, both for accelerating economic development and for improving the quality of the society. Ihebereme and Maduwesi (2008) equally see education as a panacea for a vast task of society and the bedrock for national development. Education at all levels must positively respond continuously to social changes that enables human capacity development and transformation. Frankenna (1965) in Jekayinfa and Kolawole (2008) defined education in four ways as:

- i. What parents, teachers and schools do, or in other words, the activity of educating the young.
- ii. What goes on in the child, or the process of being educated;
- iii. The result, or what the child acquires, or has in the end, namely 'an education;
- iv. The discipline that studies i-iii above. The field that reflects on all of the above to build up a body of knowledge is education; roughly, what is studied and taught in schools of education.

Capacity building begins with education and ends with it. Invariably, when there is no education there would not be capacity building because education is the life of capacity building. Particularly, education increases the life span of capacity building.

Purpose of Education

Education is expected to produce skilful, knowledgeable and refined citizens who will be useful both to themselves, the society and the entire world. The National Policy on Education in Nigeria spells out the nature and purpose of education as "an instrument par excellence" "for effecting national development: to use education as a tool to achieve its national objectives, to make education relevant to the needs of the individual and set its goals in terms of the kind of society desired in relation to the environment and realities of the modern world, and rapid social changes" (Federal Republic of Nigeria, 1981).

To achieve the purpose of education in the third world nations highly requires human capacity building, using all levels and systems of education as necessary tools. That means education must be financed and teachers must be trained. United Nations Development Programmes (UNDP, 1991) views capacity

building as the creation of an enabling environment with appropriate policy and legal frameworks; institutional development, including community participation (of women in particular); human resources development and strengthening of managerial systems. Human capacity building is the only means of achieving the purpose of education in the third world nations.

Aims of Education in Developing Countries

Perspectives on the History of Education (2008) itemized the aims of education in developing countries as:

1. To promote national unity and international understanding.
2. To remove social inequalities, poverty, violent crimes, hunger, disease, squalor, illiteracy, ignorance, superstition, pride and fear.
3. To provide individual happiness and pleasure, self-realization, public morality and aesthetic development.
4. To train for good citizenship, health improvement, vocational competence, industrial and commercial developments, and adult literacy.
5. To produce adequate manpower for economic development, so that there could be less dependence on expatriates.
6. To create a society with high moral standards.
7. To eradicate the problem of economic and technological dependence on the advanced countries of the world.
8. To provide public enlightenment and civilized behaviour.

Human capacity building will hopefully help the aims of education to be achieved in the third world nations.

The Concept of Human Capacity Building

The word 'capacity' is the ability required for a given task, while 'building' is the act of developing or growing something. The terms capacity building, capacity development and community capacity building are all relative terms, referring to one meaning which is the development of human, organization and community such that they can easily solve personal and societal problems that can result to sustainable development or transformation. Specifically, capacity building is the empowerment of individuals or units within a system to strengthen their potentials so as to contribute their quotas immensely to the attainment of the set goal or vision. Authors have divergence views on the subject matter. For instance, Michelle (2005) notes that building capacity involves skills transfer, training, human resource management, organizational development, and the strengthening of communities and social networks. According to Wikipedia (2014), community capacity building often refers to strengthening the skills, competencies and abilities of people and communities in developing societies so they can overcome the causes of their exclusion and suffering. In the words of World Customs Organization (WCO, 2011), capacity building is the activities

which strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way. UNDP (2013) defines capacity building as a long-term continual process of development that involves all stakeholders; including ministries, local authorities, non-governmental organizations, professionals, community members, academics and more. Capacity building uses a country's human, scientific, technological, organizational, and institutional and resource capabilities. The goal of capacity building is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned. Capacity building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the country concerned (UNCED, 1992).

Capacity Building is much more than training. In particular, it includes:

1. Human resource development - the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
2. Organizational development - the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
3. Institutional and legal framework development - making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

In its broadest interpretation, capacity building encompasses human resource development (HRD) as an essential part of development. It is based on the concept that education and training lie at the heart of development efforts and that without HRD most development interventions will be ineffective. It focuses on a series of actions directed at helping participants in the development process to increase their knowledge, skills and understandings and to develop the attitudes needed to bring about the desired developmental change (Food and Agricultural Organization, 2014).

Furthermore, Group on Earth Observations (GEO-III, 2006) views capacity building in three ways:

1. Human capacity building: This refers to the education and training of individuals to be aware of, access, use and develop Earth observation data and products.
2. Institutional capacity building: It focuses on developing and fostering an environment for the use of Earth observations to enhance decision making. This includes building policies, programmes and organizational structures in governments and organizations aimed at enhancing the understanding of the value of earth observation data and products.
3. Infrastructure capacity building: This relates to the hardware, software and other technology required to access, use and develop Earth observation data and products for decision making.

The above definitions indicate that when employees' capacities are built, there is tendency that their morale would boost to increase production and broaden the horizon of their operation. Capacity building entails provision of necessary tools, training and development, skills acquisition, conducive environment and reengineering in the school system. This is aligned with the words of Michelle (2005) that capacity building aims to strengthen parties' ability to work together for their mutual benefit by providing them with the skills and tools they need to define problems and issues and formulate solutions.

Three Levels of Capacity Building

United Nations Committee of Experts on Public Administration (2006) outlines the three levels at which capacity building takes place:

1. Individual level - Community capacity-building on an individual level requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the process of learning and adapting to change.
2. Institutional level - Community capacity building on an institutional level should involve aiding pre-existing institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control.
3. Societal level - Community capacity building at the societal level should support the establishment of a more interactive public administration that learns equally from its actions and from feedback it receives from the population at large. Community capacity building must be used to develop public administrators that are responsive and accountable.

Poverty, underdevelopment and all sort of social crises often emanate from uneven management of natural resources or endowments. Consequently, people and communities could not be the authors of their own development. Nevertheless, empowerment in terms of capacity building is a panacea to solve this problem. According to Wikipedia (2014), community capacity building is an approach to development based on the fundamental concept that people all have an equal share of the world's resources and they have the right to be "authors of their own development and denial of such right is at the heart of poverty and suffering." Capacity building is the annexation of technology, scientific methods, institutional resources and human resources to attain organizational goal. Human capacity building is a consistent development of individuals within an institution or organization to attain the set goal or solve recurrent problems within the system. It could also be human empowerment to meet national needs. OECD (2012) describes capacity building as the process of helping local actors to acquire and use information relevant to successful policy implementation.

It further defined capacity building as different levels as follow:

1. Individual level: Finding ways to support individuals (parents, teachers, headmasters and local policy makers) as they face the demands of new developments in the local context by building on existing knowledge (human resources and knowledge management).
2. Institutional level: Supporting existing institutions in forming policies, effective organizational structures and good management (this includes building learning organizations).
3. System level: Finding efficient ways to support system level actors (e.g. policy makers, teacher unions) to be able to fulfill their roles in designing, implementing and evaluating educational policies.
4. Societal level: Striving towards more interactive and responsive public administration.

Capacity building strives to find better and more efficient ways for different actors to access and use knowledge in local educational contexts in order to achieve desired outcomes. Target groups for capacity building can be divided into individual, institutional and societal levels, all of which are strongly interrelated (UN, Economic and Social Council, 2006). Each of the above definitions point to capacity building as the empowerment of individuals, institutions, systems and societies to solve identified problems or achieve defined goals. Human capacity building focuses on training of the human resource either as individuals that make up a nation to contribute their developmental quotas or as employees that make input to the attainment of organizational goal within a system. This could be in the form of training/on-the-job training, development and motivation that enhances innovation, creativity, knowledge, skills, human resource development

required by individuals and corporate organizations like schools to contribute their quotas in solving identified problems in the system.

Forms of Capacity Building in Education Sector

For example, there are various forms of institutional capacity building in the Nigerian school systems. They include:

1. TETFund: Tertiary Education Trust Fund (TETFund) was set up by the Federal Government of Nigeria to supervise special projects in Nigerian tertiary institutions. Most Tertiary institutions that are government owned in Nigeria have benefited immensely from various projects of TETFund, especially in the area of infrastructure and transportation.
2. Petroleum Technology Development Fund (PTDF) projects: Federal Government set up PTDF to embark on special projects. Education sector is a beneficiary of PTDF.
3. Government subvention/allocation to education – for example, Federal Government of Nigeria annually grants financial aid to educational institutions as part of its budget. However, government budgets to education in the third world nations have been criticized as far below the UNESCO recommendation of 26% of the total national budget should be accrued to educational sector because of its important role to the nation's economic growth and development.
4. Internal Generated Revenue (IGR): IGR is the ability of an institution to generate income internally in addition to Government subventions.

Fundraising, training centers, exposure visit, office and documentation support, on the job training, learning centers and consultants are all some forms of capacity building (Wikipedia, 2014).

Steps to Building Organizational Capacity

According to Kaplan (2000), steps to building organizational capacity involve:

- Developing a conceptual framework
- Establishing an organizational attitude
- Developing a vision and strategy
- Developing an organizational structure
- Acquiring skills and resources

He stressed that organizations that focus on developing a conceptual framework, an organizational attitude, vision and strategy are more adept at being self-reflective and critical – the two qualities that enable more effective capacity building. According to Michelle (2005), human development and organizing training sessions develop people's knowledge and skills.

Capacity Building in Relation to School Systems

The provision of education for all citizens by the year 2015 is the aim of a comprehensive strategy of Education for All (EFA), adopted by the World Education Forum held in Dakar (April, 2000) and based on six overarching goals. Of a particular importance is the consensus that has emerged that education must be central to the international fight against poverty and exclusion. Each year, the EFA Global Monitoring Report assesses where the world stands on its commitment to provide a basic education to all children, youths and adults by 2015 (UNESCO, 2006). According to UNESCO (2000), every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. By implication, capacity building cannot be isolated from the school system. School systems must be empowered and its employees as the basis for human capacity building.

Goals of Education for All

Six internationally agreed education goals aim to meet the learning needs of all children, youths and adults by 2015 are:

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

However, these brilliant goals have not been maximally achieved in the third world nations. Take Nigeria for instance. The kidnap of more than 200 secondary

school girls of Government College in Chibok, Bornu State, has been one of the notable challenge to female children education.

Problems of Human Capacity Building in Educational System in Developing Countries

Education in the developing nations, Nigeria in particular, is plagued with a legion of challenges, such as:

1. Political factor
2. Incessant industrial strike
3. Unemployment
4. Unemployable/half-baked graduates
5. Admission problems
6. Private universities mushroomed with skyrocket school fees that are unaffordable for the children of common people
7. Commercialized education. For instance, Pre-Degree programmes in many universities in Nigeria are as expensive as N 200, 000 or more.
8. Terrorism. The activities of Boko Harams insurgents in Nigerian is a typical example.
9. Corruption
10. Power epileptic
11. Poor infrastructure
12. Poor funding of education: Annual budget for education in Nigeria is far below 26% of the total budget recommended by UNESCO.
13. Brain drain: Brain drain that takes place in developing countries. Often, young people who develop skills and capacities that can allow for sustainable development leave their local origins (Michelle, 2005).
14. Epidemic and endemic: E.g. AIDS, Ebola.
15. Misplacement of priority.
16. Overdependence on foreign goods.

In addition, Group on Earth Observations (GEO-III, 2006) further identifies the following problems of capacity building in developing countries:

1. Limited access to capacity building resources;
2. Lack of e-science infrastructure for Earth observation education and training;
3. Need for criteria and standards for Earth observation capacity building;
4. Gaps between Earth observation research and operational application;
5. Connectivity inefficiency between providers and users of Earth observation systems;
6. Need for cooperation within and between developed and developing countries and regions;
7. Lack of awareness about the value of Earth observations among decision makers; and

8. Duplication of Earth observation capacity building efforts.

Viable educational policy must be instituted on the local level. OECD (2012) noted two most difficult challenges of human capacity building as:

1. Raising teachers' awareness and acceptance of proposed reforms, and
2. Helping school leaders to understand what kind of feedback they should gather from parents and teachers that will be most useful when forwarded to higher levels of educational governance – and how to do this. This last element, capacity building, is a necessary and crucial step that cannot be overlooked.

Recommendations

For effective capacity building in the third world nations, the following recommendations are made:

- Efficient use of limited resources.
- Human resource training by technocrats
- Home-made products/Industrialization.
- Infrastructural development: Michelle (2005) notes that societies also need to have some sort of basic infrastructure in place that includes roads, electricity, hospitals, schools, and rule of law. If no such infrastructure is in place, it is unlikely that institutions, governments, and organizations will be very effective at solving the problems that society faces.
- Adequate funding of education.
- Institution, economic and community development: It is a matter of development at all levels of society and includes institutional development, community development, and economic development. Some of the central assets that individuals, organizations, communities, and governments need in order to achieve their full potential include knowledge and technical skills, institutional and organizational capacity, and the ability to prevent, manage, and resolve conflicts (Michelle, 2005).

The above recommendations will obviously enhance effective capacity building if adopted.

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