

**Universal Periodic Review
(17th session, from 21 October – 1 November 2013)**

Contribution of UNESCO

(The countries to be reviewed are, in this order: China, Jordan, Mauritius, Mexico, Nigeria, Saudi Arabia, Senegal, Belize, Central African Republic, Chad, Republic of Congo, Malaysia, Malta, and Monaco. Each submission should refer to one country only)

Nigeria

I. BACKGROUND AND FRAMEWORK

1. Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

| <i>Title</i> | <i>Date of ratification, accession or succession</i> | <i>Declarations /reservations</i> | <i>Recognition of specific competences of treaty bodies</i> | <i>Reference to the rights within UNESCO's fields of competence</i> |
|--|--|---|---|---|
| Convention against Discrimination in Education (1960) | Acceptance 18/11/1969 | <i>Reservations to this Convention shall not be permitted</i> | | Right to education |
| Convention on Technical and Vocational Education. (1989) | Not state party to this Convention | | | Right to education |
| Convention concerning the Protection of the World Cultural and Natural Heritage (1972) | Ratified 23/10/1974 | | | Right to take part in cultural life |
| Convention for the Safeguarding of the Intangible Cultural Heritage (2003) | Ratified 21/10/2005 | | | Right to take part in cultural life |
| Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005) | Ratified 21/01/2008 | | | Right to take part in cultural life |

II. Promotion and protection of human rights on the ground

1. Right to education¹

Normative Framework:

Constitutional framework:

2. The Constitution of Nigeria of 29 May 1999² does not literally enshrine the right to education but it provides in Article 18 that "(1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels. (2) Government shall promote science and technology (3) 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; and (d) free adult literacy programme."

3. Moreover, with regard to religion and education, Article 38 states that "(2) No person attending any place of education shall be required to receive religious instruction or to take part in or attend any religious ceremony or observance if such instruction ceremony or observance relates to a religion other than his own, or religion not approved by his parent or guardian. (3) No religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any place of education maintained wholly by that community or denomination."

4. Article 15 enshrines the principle of non-discrimination by stating that "(2) Accordingly, national integration shall be actively encouraged, whilst discrimination on the grounds of place of origin, sex, religion, status, ethnic or linguistic association or ties shall be prohibited" and Article 17 adds that "(1) The State social order is founded on ideals of Freedom, Equality and Justice. (2) In furtherance of the social order- (a) every citizen shall have equality of rights, obligations and opportunities before the law."

5. Article 17 of the African Charter also provides that every individual shall have the right to education. The African Charter has been domesticated in Nigeria and therefore has the full force of the law as it is enshrined in section 59 of the 1999 Nigerian Constitution.

¹ Sources:

² <http://www.nigeria-law.org/ConstitutionOfTheFederalRepublicOfNigeria.htm>

Legislative framework:

6. The National Policy on Education was enacted in 1977 and has since undergone three revisions, the most recent one in 2004. Since 1981, a number of decrees have been passed providing the legal framework for education in the country.

7. Decree No. 16 of 1985 places special emphasis on the education of gifted and talented children within the National Policy on Education.

8. The National Commission for Mass Literacy, Adult and Non-Formal Education, which was established by Decree No. 17 of 26 June 1990 was formally inaugurated on 5 July 1991.

9. Decree No. 96 of 1993 re-established the National Primary Education Commission (NPEC). It also provides for the country's primary education funding arrangements.

10. The Education National minimum Standards and Establishment of Institutions Act No. 16 of 1985, together with the 1999 Constitution, empowers the MoE to ensure that minimum standards are set, maintained and constantly improved in all schools of the federation. This responsibility, aimed at ensuring uniformity of standards, is delegated to the Federal Inspectorate Service (FIS) Department and other bodies by the MoE and carried out through inspection and monitoring of educational provision in schools and colleges. In 1993, the National Minimum Standards and Establishments of Institution Amendments Decree No. 9 was promulgated. It provides for religious bodies, non-governmental organizations and private individuals to participate in the provision of tertiary education.

11. Another decree provides that, all companies operating in Nigeria which have up to 100 employees on their payroll shall contribute 2% of their pre-tax earnings to the Education Tax Fund for the funding of education.

12. The most crucial strategy for sustainable education development in Nigeria is the Universal Basic Education (UBE) Scheme, which was launched in 1999. In May 2004, the Nigerian Legislature passed the UBE bill into law as part of the measures taken to address the barriers to the right of every Nigerian child to education. The UBE Act of 2004 underscores the political will of the Nigerian government to intervene where necessary to ensure inclusive, uniform, and qualitative Education for All based on the rights of a child. In effect, part 1 paragraph 2 of the Act states that:

- *"Every government (Federal, State and Local) shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age";*
- *"Every parent should ensure that his child or ward attends and completes:*
 - o *Primary school Education and*
 - o *Junior secondary school Education";*

13. The Act establishes the Universal Basic Education Commission (UBEC) to coordinate and regulate the implementation of the provisions of the UBE Act. The Act makes the denial of access to education or discrimination to Education for any child, no matter the circumstances, a punishable offence.

14. The UBE program started in 1999 while the UBE Act was signed into law in 2004 at the Federal level. This has been domesticated in all the states of the federation for effective ownership and delivery.

15. The stakeholders in education in a Local Government Area shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him under section 2 (2) of this Act. Penalties are also prescribed for erring parents.

16. The Universal Basic Education Commission (UBEC) is mandated not only to establish appropriate minimum standards and mechanisms to ensure the success of Basic Education in the country, but also to review the processes involved in getting qualitative products at the end of the 9-year uninterrupted free and compulsory basic education for children from primary through junior Secondary School age (6 to 15 years). In order to ensure qualitative delivery of the Basic Education mandate, UBEC has, through its Quality Assurance Department, been carrying out whole school evaluation and other quality assurance practices to assure access, equity and quality in Basic Education for all.

17. The UBE Act of 2004 provides for the utilization of a minimum of 2% of the Consolidated Revenue Fund (CRF) as Intervention Fund for Basic Education delivery. FGN-UBE 18. Intervention is allocated based on the following formula, as approved by the Federal Executive Council:

- 50% for Matching Grant;
- 14% for Educational imbalance;
- 15% for procurement of Instructional Materials;
- 10% for Teacher Professional Development;
- 5% for good performance by states;
- 2% for Special Education;
- 2% for UBE monitoring funds; and
- 2% for UBE implementation.

18. The Free Universal Basic Education Act of 2004 represents the most significant reform and addresses comprehensively the lapses of the Universal Primary Education (UPE) and the issues of access, equality, equity, inclusiveness, affordability and quality.

19. The Education Reform Act 2007³ abrogated the 2004 Act and aims to give effect to the reforms in the education sector in Nigeria; enacting enabling legislations establishing certain bodies; amending, repealing, and consolidating the provisions of other existing education related legislations to achieve the purpose of the education sector reforms, and connected purposes. Article 5 provides that "The main purposes of this [...] Act are to – (a) repeal the Compulsory, Free Universal Basic Act, 2004 and the Education (National Minimum Standard and Establishment of Institutions) Act and all the amendments to the Act; (b) consolidate the functions of the Universal Basic Education Commission and the Federal Inspectorate Service of the Federal Ministry of Education now under the name Basic and Secondary Education Commission; (c) strengthen and empowered the Basic and Secondary Commission to perform its regulatory responsibility more effectively; and (d) ensure that Government at all levels in Nigeria provide free, compulsory and universal basic education for every child of school age."

³ http://planipolis.iiep.unesco.org/upload/Nigeria/Nigeria%20Education_Sector_Reform_Bill_Draft.pdf

20. Article 7 provides that "(1) Subject to the provisions of this Act, the provisions of section 15 of the Child Rights Act 2003 shall apply in relation to the following –(a) the duty of every government at all levels in Nigeria to provide free and compulsory basic education to every child in Nigeria; b) the duty of every parent or guardian to ensure that his child or ward attends and complete basic education; and (c) the right of every child of school age in Nigeria to receives full-time basic education suitable to his age, ability and aptitude by regular attendance at school."

21. Article 12 adds the following: "(1) The implementation of the Federal Government Universal Basic Education program shall be financed from - (a) money received from Education Trust Fund; (b) contributions from States and the Federal Capital Territory; (c) donations from local and international donors, Grant-in-Aid, gifts, etc. (2) The funding of the Universal Basic Education program shall be based on counterpart funding between the Federal and State Government. (3) For a State to qualify for the Federal Government intervention fund under subsection 1(1) of this section, the State shall contribute half (50%) 9 of the total cost of projects to be executed in the State as its own commitment in the execution of the projects. (4) The administration and disbursement of funds under the Universal Basic Education program shall be through the State Basic and Secondary Education Board or any equivalent body in the State."

22. The Child Rights Act 2003 mandates parents, guardians, institutions and authorities in whose care children are placed, to provide the necessary guidance, education and training to enable the children to live up to these responsibilities. Section 15 of the Child Rights Act guarantees "female students the opportunity to complete their education should they become pregnant, while in school" and section 15(6) prescribes punishment for parents or guardians who prevent a child from attending and completing his/her education

23. To facilitate adult and non-formal education, the Federal Government established the National Commission for Mass Literacy, Adult and Non-Formal Education, by Decree 17 of 1990. This agency is charged with the responsibility of making those who cannot read or write functionally literate. In this regard, it is to develop policies and strategies aimed at eradicating illiteracy in Nigeria, monitor and standardize implementation of Mass literacy delivery in Nigeria and to network with local and International Stakeholders to produce neo-literates that are self-reliant through skills acquisition and functional literacy.

Policy measures:

24. Since 2004, Nigeria has evolved several policies geared towards addressing specific needs and challenges of inclusive education. This reform is all embracing and covers a wide range of issues and challenges in Early Childhood/Pre-school, basic, post-basic and secondary; tertiary, including open and distance learning; special needs education including the nomadic cattle rearing or fishing communities; the gifted and the challenged; and the disadvantaged youths, including women and girls. All these plans, policies, guidelines, enactments and implementation agencies are deliberate actions by the government with full political backing targeted at the easily discriminated groups such as the disabled, the disadvantaged, the gifted and talented, women, orphans/abandoned children and children living with HIV/AIDS. The main thrust of these policies and guidelines is to focus on de-segregation, anti-discrimination and enforcing the fundamental human rights of these special needs groups. These include:

- The National Policy on HIV and AIDS for the Education sector in Nigeria (2005);
- The National Policy for Integrated Early Childhood Development in Nigeria (2007),

- The National Policy on Gender in Basic Education (2007);
- The Guidelines for the Identification of Gifted Children (2006);
- The Implementation Plan for Special Needs Education Strategy (2007);
- The Minimum Standards for Basic Education in Nigeria (2010);
- Guidelines for Quality Assurance in Basic Education in Nigeria;
- The National Policy on Education (2004);
- The Universal Basic Education Act (2004);
- The National Action Plan and the 10-year Strategic plan (2007).
- The signing by Nigeria of Articles 24,2 d of the 1st United Nations Millennium Convention on the rights of persons with Disabilities (2006);
- The implementation of the decisions of the 53rd and 54th meeting of the National Council on Education in terms of the mandatory establishment of the School-Based Management Committee (SMBC) by 2007 in all the 36 states of the Federation and the Federal Capital Territory, Abuja.

25. Some of the strategies and programmes being implemented to ensure the right to education include:

- The enlightenment of parents, and communities by the Social Mobilization Department of UBEC on the aims and objectives of the UBE programme;
- The introduction of *Almajiri* education programme to promote level of literacy amongst the *Almajirai*
- The introduction of Nomadic Education to promote level of literacy amongst the cattle rearers and migrant fishermen;
- The UBE stakeholders played an effective role to ensure the successful delivery of Basic Education in Nigeria;
- The introduction of Community-Initiated Self-Help projects has also enhanced the successful implementation of the UBE Act in ensuring non-discrimination in Education for all Nigerians.

26. The National Action Plan (2006), reviewed in 2007 and 2011 respectively, has identified priority direction for the attainment of Education for All (EFA), UBE and MDGs based on the following targets:

- Early Childhood Care and Education (ECCE)
- UBE, including adult literacy and non-formal education; and human capacity development;
- Eliminating gender disparities/discriminations through the education of women and girl-child/girls generally
- Quality and relevance of learning.

27. The Roadmap for the Nigerian education sector was launched in April 2009.⁴ Its mission is "To use education as tool for fostering development of all Nigerian citizens to their full potential in the promotion of a strong, democratic, egalitarian, prosperous, indivisible and indissoluble sovereign nation under God". This document dwells on the challenges, proposed

⁴ http://planipolis.iiep.unesco.org/upload/Nigeria/Nigeria_Roadmap.pdf (Consultative draft)

turn-around strategies and necessary interventions in the sector that would lead to the achievement of the national vision in four priority areas:

(a) Access and Equity;

(b) Standards and Quality Assurance - Infrastructure - Curriculum Content and Relevance – Teacher Development, Motivation and Retention - Learner Support Services - Information and Communications Technologies (ICT);

(c) Technical and Vocational Education and Training;

(d) Funding, Resource Mobilization and Utilization.

28. This document presents a roadmap for educational reform and outlines a plan for implementing reform in the four priority areas in each of the three subsectors (Basic Education, post-basic education and tertiary education). The document also addresses cross cutting issues within the system that need to be addressed in order to sustain the improvement. These areas include: - Planning, Policy Implementation and Management - Establishing an effective Education Management Information Systems (EMIS) - Legislative Review and Reform - Strengthening Stakeholders' Partnership and Collaboration.

Financing of Education

29. Despite revenues from oil, Nigeria feels the financial crisis. Over the past decade, Nigeria has made limited progress towards universal basic education. In 2007, it had 8.7 million children out of school—which is equivalent to 12% of the world total. Budget pressures could now hamper efforts to achieve a breakthrough. In 2009, as the global recession lowered oil prices, revenue fell by 35% in real terms. The government was able to increase spending by drawing on a fund used to hold oil revenues generated during periods of high prices. This partial buffer protected the education sector from the steep drop in government revenue in 2009. However, the planned budget for 2010 points to lower education spending. Further reductions in overall government spending were planned in 2011. Though it is unclear where the cuts will fall, there is a real risk that the already underfunded education sector will be starved of resources. This would damage education access and quality and exacerbate disparities between regions and social groups.⁵

Early childhood Education

30. The National Policy for Integrated Early Childhood Development in Nigeria was launched in 2007. It provides for inter-sectorial interventions on children aged 0-5 years and a framework within the universal basic education scheme and goal I of EFA, aims to enable the Nigerian child to appropriate all its rights as stipulated in the Conventions on the Rights of the Child to which Nigeria subscribes as well as ensure improved care and support for the growing child thereby giving it a good head start in life.⁶ Since then, Local and States Governments have assumed more visible roles in driving the UBE process and providing effective

⁵ EFA Global Monitoring Report 2011, p. 116, <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>

⁶ The development of education, National Report of Nigeria, 48th session of the International Conference on Education, 2008, http://www.ibe.unesco.org/National_Reports/ICE_2008/nigeria_NR08.pdf

partnership with the Federal Government agencies charged with the responsibilities of coordinating the delivery Basic Education in Nigeria.

Higher Education

31. In 2011 the Nigerian Federal Executive Council (NEC) approved the establishment of 13 universities in the country in order to improve higher education access.⁷

Curriculum

32. The Federal Nigerian government and the Education development and Research Council finished their works to launch a new education program for General Secondary Education in September. This new curriculum is part of the strategy which aims at revitalizing education and better adapts to business.⁸

Teachers' status

33. The Federal Government, having identified the teacher as the key actor in the education delivery process, and recognised that no educational system surpasses the quality of its teachers. It therefore mounted aggressive programmes to enhance the status, raise the moral and welfare of teachers through improved salary structure, training and re-training as well as professionalisation of teaching.

Inclusive Education

34. The Federal Ministry of Education has introduced guidelines for inclusive education, including an implementation plan for the special needs Education Strategy (short-term, medium-term and long-term), while the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) has positioned its State Agencies to enhance access and quality of basic literacy, continuing education/extra-mural studies and vocational education.

Gender equality

35. Any international ranking of opportunity in education would place Hausa girls in northern Nigeria near the bottom of the scale. In 2003, half of primary school age girls in Kano state were out of school and in Jigawa state the figure was 89%. Being poor and living in a rural area compounds the disadvantage—in this category, over 90% of Hausa women aged 17 to 22 have fewer than two years of education. Northern states such as Jigawa, Kaduna and Kano are among the poorest in Nigeria. There is evidence that household deprivation hurts girls' education in particular, as poverty intersects with social and cultural practices, beliefs and attitudes. Some parents attach limited value to girls' education. As one research report put it, 'from birth' a girl 'may be considered as a costly guest in her own home. Her schooling is likely to be considered a waste of time and money, and she is diligently trained to be home as a bearer of many children and a free source of labour'. Hausa girls who go to school tend to start late. Around one-quarter of girls aged 6 to 14 in school in Kaduna and Kano were over the usual age for their grade. To compound the problem, marriage at 14 or even younger is common and typically signals the end

⁷ Press Agency (4/03/2011)

⁸ Press Agency (10/08/2011)

of education. Northern Nigeria is predominantly Muslim. Many parents send their daughters to Islamic schools out of distrust for formal public education, concern over the quality of government schools or the distance to them, or fear of sexual harassment in school or on the way there. Yet the quality of Islamic schooling is highly variable and the education many young girls receive there is both limited and short-lived. The experience of Hausa girls illustrates some of the wider challenges involved in reaching those on the margins of education. There are public policy measures that can make a difference, such as building classrooms closer to communities, eliminating informal school fees, integrating Islamic schools that meet quality standards into the government system and improving quality through better teacher training. But in northern Nigeria the most tenacious barriers to girls' education are often embedded in parental and community attitudes and gender practices. Removing those obstacles requires more equitable education policies, including wide-ranging incentives for girls' education, backed by social and political dialogue to change attitudes.⁹

36. The National Policy on Gender in Basic Education was launched in 2007. The highpoints of the policy are its four objectives:

- equal access and participation in basic education;
- promotion of high level of retention, completion, performance;
- advocacy to attract the support of all key stakeholders in resource mobilization and partnership;
- creation of a favorable environment to actualize the policy.¹⁰

ICT in Education

37. The study "Reviewing Science Education Curriculum through the Integration of ICT Practices: Implication for Scientific Literacy"¹¹ points out that the revision of science education curriculum through the integration of ICT practices would produce individuals who would be knowledgeable and have understanding of natural phenomena. This study highlights the fact that a worthwhile curriculum is never static. It is dynamic, when analyzed, the intended objectives, the learning experiences, the methods of evaluation, all parts of or steps in curriculum development would have continued to change. The wake of the millennium has witnessed a mismatch between the education the learners received in Nigerian schools and the life activities they are expected to engage in. The need to integrate Information and Communication Technology (ICT) to science education curriculum should not be over emphasized. The world today is becoming a global village due to this new trend of innovation of ICT. The National Policy on Education (2004) states that science education shall emphasize the teaching and

⁹ EFA Global Monitoring Report 2010, p. 167, <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>

¹⁰ http://www.ibe.unesco.org/National_Reports/ICE_2008/nigeria_NR08.pdf

¹¹ Reviewing Science Education Curriculum through the Integration of ICT Practices: Implication for Scientific Literacy, <http://jeteraps.scholarlinkresearch.org/articles/Reviewing%20Science%20Education%20Curriculum%20through%20the.pdf>

learning of science process and principles. This will lead to fundamental and applied research in the sciences at all levels of education. The policy further states that the goals of science education shall be to:

- Cultivate inquiring, knowing and rational mind for the conduct of a good life and democracy;
- Produce scientists for national development;
- Service studies in technology and the cause of technological development; and
- Provide knowledge and understanding of the complexity of physical world, the forms and the conduct of life.

Adult Education

38. The Adult Education Program is solely funded by the Federal Government, in collaboration with the States and Local Governments. The start-up of the program has been encouraging from its inception. Many adults still see this as an opportunity to learn, and be literate. There is a great improvement in the level of their learning and literacy.

Private Education

39. A private educational system is permitted in Nigeria ranging from primary, secondary to tertiary institutions, through to registration and obtaining licenses. The private education system is managed by the owners based on the standards set by the National Policy on Education. As of today, Nigeria has many private institutions that operate side by side with those owned by the government.

HIV and Education

40. The National policy on HIV and Aids for the Education Sector in Nigeria was launched in 2005. The main objectives are the following:

- promote awareness and educate on HIV and AIDS and other sexually transmitted infections (STIs);
- develop strategies and intervention that support behaviour change;
- create a supportive work and learning environment for infected staff and learners.¹²

Cooperation:

41. Nigeria is party to UNESCO's Convention against Discrimination in Education (1960) since 1969 but did not report to UNESCO within the framework of the seventh consultation of Member States on the measures taken for its implementation (covering the period 2000-2005).

¹² A.U. _wanekezi, Bruno Onyekuru and A.A. Oragwu, The development of education, National Report of Nigeria, 48th session of the International Conference on Education, 2008, Journal of Emerging Trends in Educational Research and Policy Studies, Scholarlink Research Institute Journals, 2011, http://www.ibe.unesco.org/National_Reports/ICE_2008/nigeria_NR08.pdf

42. Nigeria is not party to UNESCO's Convention on Technical and Vocational Education (1989).

43. Nigeria did not report within the framework of the fourth consultation of Member States the measures taken for the implementation of the UNESCO's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008).

44. Nigeria submitted a national report for the Eighth Consultation on the measures taken for the implementation of the Convention and Recommendation against Discrimination in Education (covering the period 2006-2011).

Freedom of opinion and expression

Achievements, best practices, challenges and constraints

Legislative framework

45. Article 39 of the Constitution of the Federal Republic of Nigeria provides for "*freedom of expression, including freedom to hold opinions and to receive and impart ideas and information without interference.*"

46. Article 29 of the Constitution provides for the freedom of information. A Freedom of Information Bill was signed by Nigerian President Goodluck Jonathan in 2011.

47. Blasphemy and defamation are criminalized in Nigeria under Article 204 and Article 373 of the Nigerian Criminal Code with possible prison terms of up to two years¹³.

Media self-regulation

48. While media self-regulatory mechanisms exist through such entities as the Nigerian Press Council and the Nigerian Guild of Editors, they remain weak.

Safety of journalists

49. UNESCO's Director-General condemned five killings of journalists and media workers in Nigeria between 2008 and 2012 including Eneche Akogwu (2012); Nansok Sallah (2012); Zakariya Isa (2011); Bayo Ohu (2009) and Paul Abayomi Ogundeji (2008). The Director-General also called on the authorities for a thorough investigation of the deaths¹⁴. According to the UNESCO's Director-General 2012 Report on The Safety of Journalists and the Issue of

¹³ Nigerian Criminal Code Act <http://www.nigeria-law.org/Criminal%20Code%20Act-PartIII-IV.htm#Chapter%2019>

¹⁴ <http://www.unesco.org/webworld/en/condemnation>

Impunity¹⁵, the Government of Nigeria had by December 2012 not yet provided information on the judicial follow-up of these killings.

The right to enjoy the benefits of scientific progress and its applications (REBSP)¹⁶

Cooperation, Achievements, best practices, challenges and constraints:

50. At the request of the government, an International Advisory Board for the Reform of the Science, Technology and Innovation System of Nigeria was established by UNESCO in October 2004. This was followed by the establishment of the Natural Science Foundation of Nigeria. A core activity of the reform programme is a joint review of investment, industry and innovation in Nigeria involving UNESCO, UNCTAD, UNIDO and WIPO. Other international agencies expected to join the reform programme are the United Nations Economic Commission for Africa, the World Bank and the International Association of Universities.

51. Being vulnerable to coastal floods, the one CSI project in which Nigeria is currently involved in focuses on the mitigation of the impact of floods in Lagos.¹⁷

52. The Federal Ministry of Science and Technology has 25 attached research institutes that focus on cereals, cocoa, lake ecology, horticulture, forestry, livestock, root crops, veterinary medicine, oceanography and marine sciences, oil palms, rubber, and tropical agriculture, among other areas.

53. The Geological Survey of Nigeria, founded in 1919, is concerned with geological mapping, mineral exploration, geophysical and geochemical surveys, and consultation on geological problems.

54. The National Museum branch in Jos, founded in 1989, has zoological and botanical gardens and a transport museum. Obafemi Awolowo University in Ile-Ife has a natural history museum founded in 1948.

55. Nigeria has considerable human potential. It counts 60 universities and colleges, offering courses in basic and applied science, as well as 44 polytechnics and 65 research institutes for a population of 133 million. In 1987–97, science and engineering students accounted for 42% of college and university enrollments. However, there are also deep-rooted problems; these include insufficient funding of research and development, poor management, inadequate macro-level co-ordination and a lack of linkages between industry and research institute or universities.

¹⁵

<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/FED/Safety%20Report%20by%20DG%202012.pdf>

¹⁶http://portal.unesco.org/science/en/ev.php-URL_ID=5635&URL_DO=DO_TOPIC&URL_SECTION=201.html

Sources :

¹⁷ http://portal.unesco.org/science/en/ev.php-URL_ID=5635&URL_DO=DO_TOPIC&URL_SECTION=201.html

56. The Nigerian Academy of Science, founded in 1977, promotes and coordinates scientific and technological activities, trains scientists, advises the government on scientific matters, and organizes symposia and lectures. In 1987–97, research and development expenditures totaled 0.1% of GNP; 76 technicians and 15 scientists and engineers per million people were engaged in research and development.¹⁸

57. Since the transition to civilian rule in 1999, Nigeria has certainly given signs of renewed interest in S&T. In October 2003, it launched a low Earth orbit remote-sensing micro-satellite to monitor the environment and provide information for infrastructure development. This prowess has enabled Nigeria to join a Disaster Monitoring Constellation grouping Algeria, China, the UK and Vietnam.

58. In 2006, President Olusegun Obasanjo of Nigeria announced a US\$5 billion endowment fund for the establishment of a National Science Foundation (NSF). The move reflects the President's commitment to using the 'windfall' generated by current high oil prices to diversify Nigeria's economy by investing in S&T. The proposed NSF would be an independent funding body for competitive research and projects and programmes in innovation. Its main functions would be the provision of grants to research bodies, universities, enterprises and individuals on a competitive basis; the equipping and capitalization of research groups and; the establishment of research universities.¹⁹

Right to take part in cultural life

Normative Framework: constitutional and legislative frameworks

59. The Constitution of Nigeria was adopted on May 29, 1999 and amended in May 2010. Chapter IV of the Constitution enshrines fundamental rights, including the freedoms of association and assembly. Section 39 guarantees the right to receive and impart information. Section 40 guarantees the right to peaceful assembly and association. Section 45 permits these rights to be restricted in the interests of defence, public safety, public order, public morality or public health, or to protect the rights or freedoms of others.²⁰ Nigeria has ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) on 29 July 1993.

Institutional framework

60. The Federal Ministry of Culture and Tourism came into being in June 1999, following the harmonization of the Culture and Tourism as a Ministry by the present Administration. Its creation represents an important contribution towards the growth of the Culture and Tourism sub-sector. The Federal Ministry of Culture and Tourism is in charge of the overall promotion of

¹⁸ <http://www.nationsencyclopedia.com/Africa/Nigeria-SCIENCE-AND-TECHNOLOGY.html>

¹⁹ <http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/country-studies/nigeria/nigerian-president-pledges-us5-billion-towards-national-science-foundation/>

²⁰ Extracts from <http://www.icnl.org/research/monitor/saudiArabia.html>, January 30, 2013.

Nigeria cultural heritage as a foreign exchange earner, income distributor, major employer of labour, a catalyst for rural development / poverty reduction and fostering peace.²¹

Policy measures

61. Thus, through cultural tourism, the Ministry will undertake practical steps towards harnessing the nation's cultural and tourism potentials with the aim of ensuring that tourism contributes a minimum of 4% of the GDP at any time in point as against the current level of 0.95% of the GDP.²²

Work with civil society:

62. Nigeria is home to a wide variety of civil society and non-governmental organizations. The main laws that relate to CSOs are found in federal legislation. The range of CSOs is as wide and diverse as the country itself, ranging from local 'elites' clubs, traditional age grade associations and town unions in villages and small towns, to national organizations with thousands of members. While it is not necessary that every group or association must be registered, those which wish to enjoy the benefits of having legal personality, or the limited tax advantages that may be available, must be registered or incorporated under the Companies and Allied Matters Act of 1990.²³

III. RECOMMENDATIONS

Right to education

63. Nigeria is encouraged to adopt further measures (e.g. special laws) which aim to combat discrimination in education and promote gender equality in education, reflecting its international commitment under the Convention against Discrimination in Education.

64. Nigeria is encouraged to further elaborate provisions in its legislation and/or report on the justiciability of the right to education in order to increase the potential for the right to education to be respected, protected, fulfilled and monitored.

Freedom of opinion and expression

65. The Government is encouraged to decriminalize blasphemy and defamation and move towards incorporating it into the civil code in accordance with international standards.

66. UNESCO recommends developing the media self-regulatory mechanism.

67. The Government must ensure that journalists and media workers are able to practice in a free and safe environment as part of their fundamental human rights and to therefore investigate all attacks on journalists and media workers and take appropriate steps to prevent impunity.

²¹ Extracts from <http://www.nacd.gov.ng/ministry%20of%20culture%20and%20tourism.htm>; January 30, 2013.

²² Extracts from <http://www.nacd.gov.ng/ministry%20of%20culture%20and%20tourism.htm>; January 30, 2013.

²³ Extracts from <http://www.icnl.org/research/monitor/saudi-arabia.html>, January 30, 2013.

**The right to enjoy the benefits of scientific progress and
its applications (REBSP)**

68. The Government of Nigeria is encouraged to report to UNESCO within the framework of the on-going consultation with Member States on the monitoring of the implementation and a possible revision of the 1974 Recommendation on the Status of Scientific Researchers.

The right to take part in cultural life

69. Nigerian authorities themselves acknowledge that culture is yet to be given adequate recognition and consideration in government planning. They also raise the issue of the effects of globalization on Youth and recommend that incentives be given to promote traditional culture. Whilst Nigeria has long recognized the importance of intangible cultural heritage for the well-being of its people, social cohesion and development, as reflected in its active participation in the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage, its current cultural policy does not yet reflect the provisions required for effective safeguarding. The policies and legal framework that govern the safeguarding of intangible cultural heritage would benefit from revision and better coordination among the different governmental agencies and entities engaged in safeguarding Nigeria's intangible cultural heritage. Furthermore, it is clear that there is an urgent need to build the comprehensive institutional frameworks and competencies required for safeguarding and the effective implementation of the 2003 Convention. As such, greater resources should be allocated towards this end.