

# ACHIEVING SIX GOALS OF EDUCATION FOR ALL THROUGH ZAKAT AND WAQF IN GOMBE STATE NIGERIA: AN OPPORTUNITY FOR PEOPLE WITH DISABILITIES

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## ABSTRACT

This paper attempts to highlight and examine the six goals of Education for All in Nigerian context and the relevance of zakat and waqf for achieving the six goals of EFA program in Gombe state as well as the possible opportunities for people with disabilities in Gombe state Nigeria. To find an everlasting solution to this problem in the study area, the study employed a qualitative research method that involved review of relevant literature and interview serves as the main methods of data collection in the research using semi-structured interview approach for its validity and effectiveness of examining participants' experiences and perspectives as well, and documentation analysis to analyze the data. The study recommends that Muslim scholars should conduct numerous lectures and awareness on the Islamic position toward disability, justice, opportunity for All, relevance of zakat and waqf bodies as well as outlining how Shariah and society treat people with mental, physical, and sensory disabilities in order to lessen the challenges faced by students with disabilities as well as their opportunities in the contemporary education system in Gombe state Nigeria. Government and policy makers should provides more special packages for the disabled students and less privileged across the state.

**Keywords:** Education for All, Gombe State, People with Disabilities, Waqf, Zakat.

## INTRODUCTION

The Education for All (EFA) movement is a business for all around the globe, its concern is for all human species, its failure is a disaster that affect all spheres of human life either directly or indirectly. The Education for All movement started at the World Conference on Education for All in Jomtien, Thailand, in 1990 when representatives from 155 countries and 150 organizations pledged to provide education for all by the year 2000. Since then, governments, non-governmental organizations, civil societies, bilateral and multilateral donor agencies and the media have taken up the cause of providing basic education for all children, youth and adults in respects of their abilities or disabilities (Mercer, 2014).

Both developed, emerging and poor countries none of them scaled the challenges and consequences of improper implementation of education for all agender since its declaration, the establishment of the Dakar Framework for Action in 2000 and other recent global, regional and sectional declarations, several attempts were made to strengthen the inclusive education for all classes (Faul & Packer, 2015). Despite the existing challenges, some progress has been achieved globally, and the pace of change has quickened with more children entering schools and completing their education to a certain level. Yet, there have been notable failures as a result of many factors which include negligence, corruption, and poverty (Joe & Tony, 2001).

On the continental level the quest for education led to the conference of African Ministers of Education held in 1961 at Addis Ababa. The conference set 1980 as the target year for all African Nations to achieve Universal Primary Education (UNESCO, 1961). Parliamentarians from 45 African countries have decided to join forces on behalf of education in Africa so as to achieve Education for All by 2015. This is one of the objectives set by the World Forum on Education that met in Dakar, Senegal in 2000 (Oumar, 2003).

The past decade has seen some progress made towards the achievement of Education for All. But one of the reasons why this achievement is being stalled is armed conflicts that are destroying school infrastructure and the lives of innocent girls and boys in many parts of the world. The systematic attacks on schools, students and teachers, including sexual violence against girls and women, and the recruitment of child-soldiers, continue unabated in far too many parts of the globe (Joe & Tony, 2001). The consequence is an increased fear among children about attending school, reluctance among parents to send their children to school, and a perennial fear among teachers about the repercussions of delivering their lessons.

Educational development opportunities continue to be unequally shared and handled among the targeted audience more especially in African communities. Disadvantaged children still lag behind the upper class, the situation that make children from the poorest families in low income countries were not completing primary school. By the year 2010 the percentage raised to five times as high as that of children from the richest family, a gap that has increased compared to 2000. Hundreds of millions of adults, especially women, are denied their right to literacy and numeracy (UIS & UNICEF, 2015).

## **LITERATURE REVIEW**

Education for all need best innovative experiences and a wide range of stakeholder's support for the success of Education for All Agenda. Regard to this, the United Nations organized an Innovation Fair which ends by promoting broad multi-stakeholder engagement in the work of the Council; sharing innovative solutions and best practices in the area of education; demonstrating the strong links between education and the internationally agreed development goals (IADGs)/ Millennium Development Goals (MDGs); and encouraging interaction among participants in the Fair and Member States, which could possibly lead to the replication of projects (Akash, 2009).

Education has been noted as the bedrock for any meaningful and sustainable development hence the need for continuous emphasis on its attainment as a tool through which country's socio-economic, scientific and technological development is achieved. It is also an opportunity through which both individual, group or any nation is economically, socially, culturally and technologically empowered (Uju, 2019).

Education is the instrument for empowering young people with knowledge and skills which provide them access to productive employment (NPC, 2013). In recognition of the need for education, the Nigerian National Policy on Education (2004) noted that education is that process concerned with the transmission of worthwhile values; skills, and knowledge suitable for developing learners' potentials for national development. The policy statement further emphasised that education is the most important instrument for change (FRN, 2004). Emphasizing on the role of education Lawal & Wahab, (2011) noted that education is the most important instrument to enhance human capabilities and to achieve the desired objectives of socio and economic development.

Over the years, Nigerian governments have taken some measures in ensuring an improvement in education. In the year 1976 the Universal Primary Education (UPE) was launched. Also in 1990 Nigeria joined other countries, agencies and organisations such as UNESCO, UNDP, UNFPA (United Nations Population Fund), UNICEF and the World Bank in adopting Education For All (EFA). Nigerian governments did not stop at this. In order to be in line with the recommendations of EFA, the Universal Basic Education (UBE) programme was launched by the federal government in 1999. UBE was launched to provide access to quality education for all, regardless of gender, ethnic or social background and geographical location. All these policies are in a bid to ensure that every citizen is literate and useful to the society (Anaduaka & Okafor, 2013).

However, the attainment of these policies is not without challenges especially as regards EFA. These challenges are obvious considering the Nigeria's heterogeneous Geo-political, socio-economic and cultural setting. Primarily, Nigeria is a very large country of about 160 million with majority of the inhabitants residing in rural areas. Hence, it is not easy to create educational opportunities in some of these rural areas with equal education unfriendly environment (UNESCO, 2005).

A series of reports published in the 1970s, including One Million Children: A National Study of Canadian Children with Emotional and Learning Disorders (Roberts & Lazure, 1970) and Standards for Education of Exceptional Children in Canada (Hardy, McLeod, Minto, Perkins, & Quance, 1971), encouraged parents and educators alike to begin questioning the value of special education programs that isolated students from regular education programs. Public support grew for the inclusion of children with exceptionalities into the regular classroom.

Inclusion of all sexes, all with any special need and all despite their ages in to learning environment means cooperative learning system which emphasizes small-group work. The teacher puts students with different abilities and talents into a small group and assigns that group a specific task, with the requirement that the students work together to achieve this goal (Clarke, Widerman, & Eadie, 1992; Howden & Kopiec, 1999; Howden & Martin, 1997; Perrenoud, 1998a). The teacher needs to structure the task so that no member of the team can complete it on his or her own (Arcand, 2004; Clarke, et al.; Howden & Kopiec; Howden & Martin).

Students normally use their social interactions within the group to verbalize and reformulate their ideas, confront each other with new ideas, and discuss and compare their ways of learning. As a result, they are able to clarify and better understand important concepts. They learn to listen to one another, help and provide constructive criticism to one another in a courteous manner, and encourage others to express themselves (Gamble, 2002; Arcand, 2004).

## **RESEARCH METHOD**

To find an everlasting solution to this problem in the study area, the current study intends to employ a qualitative research method that involved review of relevant literature and interview serves as the main methods of data collection in the research using semi-structured interview approach for its validity and effectiveness of examining participants' experiences and perspectives as well, and documentation analysis to analyze the data. Among the three senatorial districts found in the state, six (6) communities with poor education performance were selected to receive serious attention in the research. The selected communities include Kashere in Akko LGA, Dadin Kowa in Yamaltu Deba LGA, Bojude in Kwami LGA, Bambam in Balanga LGA, Tudu in Billiri LGA and Filiya in Shongom LGA of Gombe state. The participants in the interview involved Parents, Teachers, Traditional Rulers, Government officials, and Religious Scholars. The participants were coded as PR, TC, TR, GO, and RS.

## **RESULTS AND DISCUSSION**

Discussions of research findings will be touched on Achieving the Six Goals of Education For All (EFA) through Zakat and Waqf in Gombe State Nigeria: The Best Opportunity For People With Disabilities, but segmented in to identifying the concept and the six goals of EFA in Nigerian Context and its implementation, the relevance of zakat and waqf for achieving the six goals of EFA program in Gombe state as well as the possible opportunities for people with disabilities in Gombe state Nigeria. . The detail discussions as followed.

### **The Education for All Agenda and its Implementation**

EFA means Education for All. When we hear or say Education for All, what comes to our mind? It means educate every citizen irrespective of tribe, level, status or gender. EFA was an international agreement adopted at the Jomtien World Conference in 1990. The target was to achieve education for all by 2015. The Education

## Conference Paper

for All movement is a global commitment geared towards enabling all children, young people and adults have the human rights to benefit from an education (Uju. 2013).

The Convention on the Rights of the Child, adopted by the United Nations General Assembly in New York in 1989, and the World Declaration on Education for All (EFA) drawn up in 1990 in Jomtien, Thailand, reaffirmed education as a basic human right. These treaties marked a significant shift toward the promise of a new international environment, the realization and belief that human development should be at the core of all development, and quality education is the actual key of all advancement and development historically. (Inter-Agency Commission 1990; Unterhalter 2014).

The EFA agenda rested on the belief that “public policy can radically transform education systems and their relationship to society within a few years, given adequate political will and resources” (UNESCO 2008). Yet, during the 1990s, progress toward EFA was insufficient. Structural adjustment policies severely impeded progress in the poorest countries and participation in pre-primary and primary education barely changed. Two developments in the late 1990s, however, re-energized the global agenda on EFA (OECD, 2012).

Firstly, the International Consultative Forum which is the inter-agency body responsible for EFA monitoring, advocacy, and partnerships outlined an ambitious process of national end-of-decade EFA assessments with support from its Paris-based Secretariat. After 180 countries participated in the assessment exercise, the results of which were combined into a global synthesis and a statistical document (UIS 2000; Skilbeck 2000), the importance of the EFA agenda was re-emphasized.

Secondly, civil society, frustrated with the slow pace of progress toward EFA, placed increased pressure on the international community to act. At the forefront of this movement was the Global Campaign for Education (GCE), whose founding members included Action Aid, Oxfam International, the Global March Against Child Labor, and Education International. GCE was established in October 1999 to “mobilize public pressure on governments to fulfil their promises to provide free, quality education for all people, particularly for women.” In April 2000, in the wake of these developments, more than 1100 members of the international community met in Dakar, Senegal, at the World Education Forum. At this meeting, representatives from regional groups, international organizations, donor agencies, non-government organizations (NGOs), civil society groups, and 164 national governments developed the Dakar Framework for Action to deliver on EFA promises (Karen, et.al 2016).

The Framework consisted of two key elements: six wide-ranging education goals and associated targets to be achieved by all countries by 2015, with one target which is gender parity at primary and secondary education level to be achieved by 2005; and 12 strategies for all stakeholders to contribute in their different capacities as the scope of donor support for education extends to humanitarian aid, and supporting the provision of education in conflict-affected countries remains a priority for donors (OECD-DAC 2014).

Three years after the World Education Forum toward education for all in Dakar, analysis of the progress achieved shows that African is experiencing serious difficulties in meeting the Dakar goals [see the article by John Daniel on the EFA report published by UNESCO (Burnett, 2010)].

The goal of universal enrollment faces many obstacles in Gombe state Nigeria, some of which include insufficient or mismanagement of financial resources, wars and conflicts. Despite the call and declarations by relevant bodies that the attainment of basic literacy and numeracy skills have been identified repeatedly as the most significant factor in reducing poverty and increasing participation by individuals in the economic, political and cultural life of their societies (OECD, 2011).

Despite these obstacles, national policies must take up the challenge of EFA, which is regarded as an unconditional necessity and an indispensable condition for sustainable development of human race especially the people with disabilities (Nwani, 2006).

### **The six goals of EFA that addressed set of global education challenges**

It is worthy of note that education serves the needs of the individual and that of the society. Education provides the individual with the opportunity to realize his potential goals and abilities in life. If these good values are achieved, he will be a happy and a useful citizen in the society.

The education for all initiative is an international initiative which was designed to provide quality basic education for all children, youth and adults by the year 2015. The international community targeted to universalize primary education and massively reduce illiteracy by the year 2015. At the declaration of Education for All, the objectives which EFA seeks to attain include:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
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.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
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.
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 (Uju, 2013).

## **Achieving the Six goals of Education for All in Gombe State Nigeria through Zakat and Waqf**

Despite improvements in the global health and education sector, there is high number of children suffer from ill health and weak education policies in Nigeria and Gombe state in particular. Between 1990 and 2000, global child mortality fell from 90 deaths per 1,000 live births to 76, and it fell further to 46 in 2013, the 2015 target of 30 deaths per 1,000 live births is partially met in some of East Asia, Pacific and Latin America as well as the Caribbean countries but sub-Saharan Africa and Nigeria in particular is not, and its child mortality rate is expected to be above the global average, despite progress accelerating after 2015 (UNICEF et al. 2014).

The guiding principle of the EFA program in Nigeria at large and Gombe state in particular is the spirit of equipping of every citizen with such knowledge, skills, attitudes and values that will enable them be useful to the society by contributing their own quota to the development of the community. To ensure its attainment, Nigeria embarked upon sensitization drive through mass media, and involvement of advisory bodies in education such as the Joint Consultative Council on Education and National Council on Education. Despite these and more efforts made for education attainment in Nigeria, the question is, is education really for all in Nigeria? If Yes, to what extent, what are the challenges and if No, why? Several reactions on this were collected from different audience.

*“If we are talking about the reality not on paper, education is not for all in Nigeria, even though Education for All (EFA) now is a Worldwide accepted agenda for contemporary education system in developed and emerging countries, it has been established as a significant policy with respect to children with disabilities and less privileged for including them in the systematic schools, this need an independent and collective human and financial support which is not properly moving in Nigeria, look at how education is today, almost more than 60% of our primary schools are private schools own my individuals for commercial purpose, they are not meant for poor and disabled students, the public schools are not equipped with material that support people with special need, that is why to education is not for all in Nigerian context for now” (TR).*

The expanded vision of EFA continues to require more relevant and reliable indicators and more efficient and user-friendly information services for monitoring and assessment of system performance and the decision-makers need reliable, accurate, and up-to date information in order to assess the impact of past decisions and sources of funding, the present levels of demand and supply, and the potential impact of alternative options in order to succeed in the implementation of the identified goals (ADEA Newsletter, 2003).

*“The readiness for proper implementation of the six goals of EFA varies across countries of the world. Developed countries with strong economic background and low rate of literacy have gone beyond categorical provisions to full implementation. Africa in general and Nigeria in particular, are still*

*struggling with the problem of making provisions for children with special needs, poverty, corruption, sentiment and negligence as well as lack of governance are among the key factors hindering the success of the program” (GO).*

Since 2000, Early childhood education services have expanded considerably. The global pre-primary education gross enrolment ratio increased from 27 % in 1990 to 33 % in 1999 to 54 % in 2012, to 58 % in 2015. However, there are wide differences in ratio among regions. For example, it is 74 % in Latin America and the Caribbean and 89 % in North America and Europe in 2012, it was only 20 % in sub-Saharan Africa and 25 % in the Arab States. Gaps exist also within the same country in Africa and in Nigeria particularly between rural and urban areas, rich and poor families (Kishore, 2002).

*“As education is gaining acceptance as a fundamental human right and it is essential for development of both individual and the society, but part of the reasons why not achieved in Nigerian context and Gombe state in particular are insufficient resources and mismanagement of the provided fund and resources from the stakeholders, high rate of poverty and awareness, this can be addressed by looking in to alternate sources which zakat and waqf are in the right position”(TC)*

The independent Report commissioned by UNESCO finds that girls continue to face sharp discrimination in access to schooling in a majority of developing countries (UNESCO, 1961).

*“More than 40% of the world’s out of school children are in Sub-Saharan Africa and more than half of them are girls, gender parity remains a distant prospect in 16 countries of the region, where girls’ enrolment is fall only on three quarters that of boys. This report reconfirms the Forum’s diagnosis that almost one third of the world’s population live in countries where achieving the EFA goals remains a dream” (TC).*

The reactions of respondents helped in analyzing the multiple barriers that continue to hold girls back in attending schools in many rural areas.

*“In our community, several factors were observed as multiple parameters which incudes, early marriage, school fees, HIV/AIDS, conflict and unfriendly school environment, gender stereotypes. To our own perceptions, there is no single solution to the existing challenges that include scholarships, school-feeding programs and income-support schemes” (TR).*

Another respondent reiterates that removing the gender gaps in education is not only a matter of human rights, but is also strongly in the social and economic interest of all states and peoples.

*“Students with special need are not many in our school despite its position as mother of schools in the community, but they lack a lot of support in different angles as highlighted by our friends, to avert the vices government and the general public need to join hands and reduce the or eliminate the idea of gender disparity among the able and disable sexes, we need to view education as beyond a human right issue” (TC).*



## Conference Paper

A number of interview results and experiences also shows that both education systems and society as a whole possess latent resources for achieving the EFA goals and its target in Gombe state Nigeria, but number of challenges setback the success in rural areas where people with disabilities are grouped without much concern.

*“It is possible, at little or no additional cost, to find alternative source of funding where zakat and waqf found more relevant to the task as applicable in different countries more especially in Arabs and Asian Muslim countries where teachers are to be mobilized and deployed more efficiently, to optimize teaching and learning profession, to capitalize on school-based systems for cooperation and mutual assistance, to motivate pupils and parents and get them involved in both management and educational processes, and to seek the participation of communities, civil societies, NGOs, the private sector, religious and other groups for the actualization of the target” (RS).*

Islam as a comprehensive religion that covers all aspects of human life including educational system, economic system and political system viewed Zakat and Waqf, as the strong economic instruments that helped various nations for achieving several targets that needs financial support for the development of general citizens.

*“Zakat and waqf have been in use as a source of human sustainable development such as building of mosques, educational institutions, libraries, travelers’ lodges, clearance of medical bills and many more. Their benefits are not restricted to the Muslim community alone rather goes beyond religious, cultural and regional boundaries” (RS).*

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*“A combination of factors has made the achievement of EFA goals in Nigeria impossible as of now, e.g. access to education, inadequate funding, shortage of qualified teachers, poor infrastructural facilities in schools, inadequate supervision and inspection, poor learning environment and curriculum implementation among others” (GO).*

Among the key objectives of Zakat and waqf in Islam is to lessen the rate of poverty in any society, and provide the basic needs of poor Muslims more especially the households in order to enable them to be financially independent for catering their daily needs. In Islam, all charitable activities are considered worshipful engagements that will be rewarded by Almighty Allah (Adamu et.al, 2021).

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The biggest foundational principle of Islam is Rahman (mercy) to all mankind. It is upon this principle that Islam incorporates different programs that will make life comfortable for all mankind. These kinds of programs include Zakat and waqf collection and distribution, which is well known and available as well as practicable in almost all Muslim communities where Nigerian communities are not excluded for bridging the socio-economic gap between rich and poor. Among its special features is that, it is a permanent and irrevocable while its benefits also go from one person to another and from one generation to another (Adamu et.al, 2021).

Therefore, the following are to be considered for the improvement quality inclusive EFA in Nigeria:

- EFA policies must take up the challenge of quality and give consideration to equity issues, including gender issues.
- A “culture of quality”, rooted in a shared vision of teaching and learning and for which the country’s leaders take personal responsibility of a central component of sustainable policies.
- If quality education is to be improved, it is necessary to recognize that schools are the units which drive change, and will offer learning opportunities drawn from experience.
- Successful learning for all requires well-prepared students, schools that provide favorable learning conditions, competent teachers, course content that reflects real needs, effective teaching processes and regular monitoring of students’ progress.
- Quality improvement is largely dependent on management methods, on increased financing and on capacity-building strategies that encompass the entire school system.
- New partnerships with civil society, local communities and development agencies are needed to strengthen capacity and ensure lasting support for quality policies.
- The challenge of learning is not restricted to the education sector, but requires solutions to the problems arising from social angles like conflicts, health issues, poverty, inequality and other forms of discrimination.

### **The possible opportunities for people with disabilities in Gombe state Nigeria in EFA program.**

Looking at the global economic situation more especially in Muslim countries where Nigeria is included in terms of the high rate of unemployment, literacy, lack of good and standard healthcare facilities, inadequate standard and reliable means of transportation facilities, lack of affordable and clean energy, water, and sanitation facilities, the spread of poverty and low level of food production as well as other different challenges necessitated to look at the possible opportunities for people with disabilities in EFA program in Nigeria at large and Gombe state communities in particular.

Even though, it was mentioned in the constitution that education in general and Education for All in particular, is one of the top priorities of three arms of Government in Nigeria, the people with disabilities are already marginalized in Gombe state educational system mostly in rural areas.

## Conference Paper

According to the respondents on the issue of marginalizing the people with disabilities in educational sector, the reactions must be put in to the consideration for more success.

*“In a state with more than 3 million people, over 2,700 Nursery, Primary, Junior and Senior Secondary Schools own by both public and private schools, but there are only 2 schools provided for the students with disabilities which is far below from the target as well as their right” (TC).*

*“I really scared, totally worried and confused with what my eyes saw and ears heard in the meeting that revealed the situation of people with disabilities in the state regarding their opportunities in EFA, we need to think collectively and work hard in order to have an alternative solution to the problem. I really suggested the use of zakat and waqf fund for such serious action” (PR).*

*“To be sure, the reforms in this axis are complex and difficult, but they are necessary in some cases to overcome the obstacles denying increasing educational provision and demand for all more especially the people with disabilities” (GO).*

Some key factors and conditions for its success are:

- Those responsible for reform need to take financial and technical aspects into account as well as development issues, make an effort to build the broadest possible consensus, weigh the political and social consequences of the reform, provide mechanisms and planning to manage the changes, conduct the reform as a learning process and aim for sustainability.
- The commitment of the political leadership is an essential condition for undertaking any qualitative and systematic reform, and policy dialogue at all levels in any democratic environment today.
- Civil society involvement, Association of people with disabilities and community participation can strengthen accountability and enhance both school management and the learning environment fittingness.
- Education sector analysis and a solid research team are also essential to enlightened management of education systems on the serious need for the students with special need, while external and internal partners, including some in other sectors, provide added leverage.

## RECOMMENDATIONS

- Leaders in the region like traditional rulers, government officials, leaders of academic institutions and religious leaders are to double their effort in ensuring the effective administration in the available zakat and waqf institutions to function well and deliver their mandate.
- Scholars, Academic and administrative leaders in higher learning institutions in the region have a collective responsibility to educate citizens on the relevance

- of Zakat and Waqf fund for achieving EFA target in Muslim communities more especially for the case of people with disabilities to access education at all level.
- The lack of adequate knowledge on zakat and waqf from people who are living in rural areas prevents the institutions from receiving maximum support and patronage from the masses more especially the farmers and herders, if corrected the problem will be solved.
  - Pedagogical renewal and teacher development, decentralization and diversification of delivery systems, implementation of basic education reforms and innovations, and relevance of education like adapting curricula and using African languages are to be given careful consideration.
  - The role of the family, school, community, non-governmental organizations and the media in the implementation of education for all toward people with disabilities shall be maximized.
  - Disparities and imbalances of all types regard to people with disabilities shall be eliminated so as to promote regular cooperation during enrollment, particularly with respect to gender or disability.
  - Financial resources toward education for all shall be diversified, alternative sources should be improved, non-formal system shall be adopted as complementary to formal system and monitoring and auditing system shall be developed to obtain timely and reliable information on enrolment, retention, completion and achievement shall be introduced.
  - Management and supervision shall be improved through greater decentralization, participatory governance and accountability across the system.

## CONCLUSION

The study concludes that Zakat and Waqf as an important tool in the Islamic socio-economic and human sustainable development. It played a significant role all through Islamic history where the institutions have provided social welfare services in many places around the globe including education sector. The formation of zakat and waqf institutions all over the Muslim world was indeed the result of kindness and act of religious observance towards God and it resulted in human, social, political and economic sustainability as well as poverty reduction, justice for all, and protection of right in general. Civil society involvement and community participation can strengthen accountability and enhance both school management and the learning environment fittingness. Education sector analysis and a solid research team are also essential to enlightened management of education systems, while external and internal partners, including some in other sectors, provide added leverage.

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