

Education and Human Development Situation in the Informal Settlements of Phase 1 Federal Capital City, Abuja, Nigeria

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Abstract

This study assessed the educational status in the dwellers of informal settlements and human development in Phase I in the Federal Capital City, Abuja. Spatial data were generated through Google earth to show the study area. Land area coverage was also got from the Federal Capital Development Agency (FCDA). Thirty (30) participants of a sample frame of five informal settlements sub-grouped into three due to jurisdictional similarities. Qualitative and quantitative data were collected, coded, transcript and triangulated. Bayesian one-way ANOVA was used to analyse data from groups. Frequency tables mean and standard deviations were also used for descriptive discussions. The study revealed, among others that all the sub-groups had same attitudinal reaction to education and affordability. In addition, over 80% of the urban informal dwellers were not interested in attaining formal education as a means to improve their livelihood or improve resources for decent standard of living. It was therefore, recommended, amongst others, that government and NGOs should assist in equipping adult education and skill acquisition centres in order to promote literacy and appropriate skill acquisition.

Key words: Education, Human Development, Informal settlements, Land use, Urban.

Introduction

Education is arguably an essential aspect of human development as it provides an avenue for people to grow logically and economically, and also widen their understanding of cultural and social practices in society (Girtalk, 2019). Education can further be referred to as a process that provides sets of instructions for instilling good morals, a positive attitude to life, ethical behaviour and good cultural norms, and the adaptation of skills in a given society (Moses, 2016).

In recent times, most cities in Africa have witnessed a high influx of people without adequate plans for human empowerment and housing. This has significantly contributed to the development and growth of informal communities. The UN-Habitat (2015) predicted that by the year 2050, two third of the world population would live in urban areas. By implication, more pressure is expected to be put on urban infrastructure, facilities, services and resources, including educational facilities. In addition, rural-urban

migration involves the vacation of previous abodes without prior knowledge and understanding of economic stability, productivity and human development. This is so because the quest for a better life blindfolds the migrants. However, previous studies by the UN-Habitat (2012; 2013; 2014; 2015) revealed the presence of under employment, un-employment, slums, poor living conditions, environmental hazards and pollution in most informal settlements of the low-income developing world. These consequently, reduce the productivity and resourcefulness of urban informal residents. Therefore, the urgent need to study the above mentioned fast-growing phenomenon especially on educational and human empowerment can be overemphasized, as over 60% of urban population in African cities are attributed to slums and informal settlements (UN-Habitat, 2015)

Abuja being a Federal Capital City is planned. Larger parts of Phase I have modern housing units, characterised by well-arranged and adequately provided social amenities (Ezeamaka, 2015). However, perceived weak mechanisms of development control by the Planning Authority had allowed the growth of informal settlements that distorted the planned districts. Therefore, an assessment of how the communities' access educational services become imperative since the informal settlements were not originally planned for in the FCT Master plan. This would help to further reveal the inherent cultural and social coping strategies and awareness of the residents inhabiting these communities in creating an inclusive engagement to sustainable cities and communities.

The Study Area

The Abuja Municipal Area Council (AMAC) is located in the central part of the Federal Capital Territory, Abuja (Ezeamaka, 2015). It lies between latitude $7^{\circ} 49'$ and $8^{\circ} 49'$ north of the equator and $7^{\circ} 07'$ and $7^{\circ} 33'$ east of the Greenwich meridian (Alhassan and Ujoh, 2012). It is also known as the Central Business District where administrative functions take place. AMAC is known to have indigenous people who occupy some parcels of land which date back before the Federal Capital Territory was conceived (Jubril, 2006). These areas are characterised by some informal settlements, with customary authorities recognising their existence by including them in programmes of settlement upgrade and inclusive growth plans of the Federal Capital Territory.

The spatial scope of the study area is the Phase I of the Federal Capital City. The Phase I comprises the Abuja Central (City's Principal Administrative Zone which includes the National Assembly, State House and the Supreme Court Complex), the City Hall, National Cultural Institutes, and other government-related offices such as Garki, Wuse, Maitama (an Exclusive location of European Embassies) and Asokoro. There are ten (10) districts in Phase I, namely: Central Business District, Garki, Wuse, Garki II, Asokoro, Maitama, Maitama II, Wuse, Wuse II and Guzape. Phase I is predominantly developed in terms of functional parks, recreation centres and structural infrastructural development, with the inclusion of the Central Business District (CBD) that serves as the nerve centre of the Capital City, where majority of administrative headquarters are situated.



Figure 1: Phases in the Federal Capital City, Abuja Municipal Area Council
Source: Researchgate.net, 2020.

Table 1: Land Budgeted and Planned Population for Districts in Phase I

S/no	District (Cad Zone)	Land Budget (Ha)	Planned Population
1	Central Area (A00)	1,658	30,000
2	Garki (A01)	550	25,000
3	Wuse (A02)	450	20,000
4	Garki II (A03)	315	35,000
5	Asokoro (A04)	897	30,000
6	Maitama (A05)	450	15,020
7	Maitama (A06)	600	19,980
8	Wuse II (A07)	570	23,000
9	Wuse II (A08)	510	25,700
10	Guzape (A09)	940	75,000

Source: Ezeamaka, 2015.

Table 1 showed the names of the district within Phase I of the Federal Capital City with the land budget for each district and their planned population as designed and provided in the master plan of Abuja. The Central Area has the highest land area due to its projected aspirations of accommodating most of the administrative, commercial and partly residential land use of the FCT while, the least land budget is Garki II (a residential neighbourhood).

Informal settlements within the Phase I of the Federal Capital City exist in Garki II and Guzape Districts. Urban development in Phase I districts is largely guided and controlled

by the mechanisms of the Abuja master-plan, thereby inhibiting chances of available open spaces/ vacant land for informal settlements to spring up in the District. The informal settlements in Garki II District are as a result of the policy changes which happened from 1978 to 2003 that allowed the integration of the informal settlement (Garki village) and the City Capital, guided by the principle of the fundamental right of the early or indigenous settlers' entitlement to urban space (Plate 1).

Plate 1: Informal Settlement within Garki II District of Phase I

Source: Google Earth, 2020

The locational attributes of the Garki Village such as proximity are advantageous to residents' access to modern social infrastructure. But this does not guaranty the quality of life, resources for decent standard of living, human security, freedom of action and expression, participation and political, social and economic freedom. Therefore, the ability to afford quality education depends on the economic or income level of residents of this community and the presence of educational services in the area and the adjoining settlements.

Gazupe District exhibits contrasting character in comparism with Garki District due to the expansion of the District by the Federal Capital Development Agency. In recent times, social amenities and infrastructures are provided, it has become the most recent that had experienced an appreciable physical development in the Phase I of the Federal Capital City. A physical observation during a pilot survey of the study revealed the following: completion of a mass housing scheme with luxurious estates and apartments for high class and middle-class residents. Guzape District has a notable number of informal communities within it (see plate 2). And the indigenous people or early settlers still operate ownership of space with titles of 'Zaki' that stands as the customary head of these communities.

Plate 2: Informal Communities within Phase I of the Federal Capital City, Abuja.
Source: Google Earth, 2020.

Methods

Data were generated from the archives of the Federal Capital Development Authority (FCDA) and base maps from Google earth (2020). Online and hard copy journals helped in conceptualising the study's enquiry. Physical observation and measurement were carried out where necessary to obtain information on general environmental conditions. Focus group interviews were conducted on thirty (30) residents of Garki and Guzape Districts, and their adjoining informal settlements were the target group and sample frame, respectively. The target population comprised three sub-groups namely: males, females and both (males and females) of Garki II and Guzape Districts of Phase I. Fifteen (15) participants were interviewed in each of the study's sampled areas mentioned earlier. The data collected were transcribed, coded and triangulated using close-ended, open-ended, recall and hypothetical questions. The data were analysed and discussed qualitatively and quantitatively. Bayesian one-way repeated measures of ANOVA statistics was used to test for Analysis of Variance (ANOVA) within groups. Descriptive summaries and percentages aided the discussion of results.

Results and Discussions

Table 2: Informal Settlements in Phase I of the Federal Capital City

District	Hectares	Informal Settlements	Hectares	Percentage
Garki II	315			
		Garki Village	19.19	6.10%
Guzape	940			
		Kaduma I	43.19	4.60%
		Kaduma II	74.84	7.96%
		Kaduma III	30.9	3.29%
		Kobi Makaranta	87.41	9.30%
		Guzape Extension	20.14	2.10%
				27.25%

Source: Author's Work, 2020

Table 2 showed the two Districts' informal settlements and the land area they cover. Kobi Makaranta has the highest urban informal settlement land area coverage while Guzape Extension and Garki Village accounted for the least land coverage due to the expanded development to surrounding lands. Perhaps, the earlier the settlement, the higher the spatial extent of coverage since the least land area seems to be the most recent in existence.

Table 2 further showed the landmass coverage of these informal communities in each district. Garki II District has 6.10% of its landmass with its slum condition and stands in the nerve of the District, surrounded with formal structures with development designs arranged in line with development control mandates. On the other hand, Guzape District had about five informal communities across the District. Landmass coverage of these informal settlements accounts for about 27% of the total land coverage of the Districts which is significant enough for developmental progression of the district. This phenomenon was possible because the District was the last to be opened up by the Federal Capital Development Authority.

The magnitude of these settlements encouraged the evaluation and assessment of the residents of these communities, giving the authority the inclusive engagement of the subjects of its geographical space. Education examination and evaluation of the dwellers of these informal settlements were carried out to determine the literacy level of the occupants of these communities and also ascertain the access of children and wards to educational services within and across the communities. Educational services refer to the form of exposure an individual gets to co-exist within a society which depends on the available forms of enlightenment. In this case, the available educational services within the informal communities were either formal or informal education.

The former represents the western education widely practised to be able to attain a professional career level and the latter gives technical and psychomotor skills to individuals in order to be creative and innovative with the mindset of having a means of livelihood. Garki II informal settlement has 88% of its resident exposed to formal education and Guzape informal settlements with 66% of its residents provide this type of

educational services. This indicates the high level of formal educational services in these communities. Seventy- five percent (75%) of the informal dwellers appreciate the importance of western education in the society of emerging urban cities and structural developmental spaces. However, within these settlements, some of the residents engage in basic education that does not involve the use of classrooms and writing of papers to pass instructions.

Table 3: Education within Urban Informal Settlement in Phase I of Federal Capital City

CHARACTERISTICS / DISTRICTS	GARKI II	GUZAPE	TOTAL
Educational Services			
Formal Education	88%	66%	77%
Informal Education	12%	34%	23%
Formal (Western Education			
Private	40%	50%	45%
Public	60%	50%	55%
Informal Education			
Skill Acquisition Centers	61%	34%	47.50%
Independent Training	33%	66%	49.50%
Vocational Centers	6%		3%
Educational Qualifications			
No Education	12%	6%	9%
Primary Certification	12%	12%	12%
Secondary Certification	76%	76%	76%
Higher Certification	-	6%	3%
Views on Education & Income			
Agree	12%	28%	20%
Disagree	88%	72%	80%

Source: Fieldwork, 2020.

In Garki informal settlement, 12% of the residents did not attend formal education and within Guzape informal communities, the number went higher with 34% of the residents getting their exposure to the informal educational angle. This is possible because most communities in this District are occupied by the earlier settlers of Abuja, who still practise cultural activities till date and older residents who practise cultivation and extraction of raw materials with techniques and skills passed down to their wards and some of the migrated urban dwellers who come within the urban city without formal education . 23% of these informal residents engage in informal educational services across these communities. This phenomenon does not necessarily mean that they are not exposed to formal education but that they choose to be more inclined to the informal educational services of technical engagement.

Formal educational services seem to be the dominant mode of education within these informal settlements. This fact helped the study to identify the forms of western education (formal) available to the wards and children of the communities. Public schools represent the provision of educational services by the government and private schools stand for privately owned institutions. In Garki, 60% of the wards in Garki Village attend

government owned institutions close to them, while 40% of these wards are enrolled in private schools. On the other hand, Guzape informal communities have an equal number of wards in both private and public educational institutions.

In addressing the forms of formal or western education across informal settlements of Garki and Guzape Districts, about 55% of the children were in public schools. It showed that the present Universal Basic Education (UBE) services within the Phase I of the Federal Capital City had a high accessibility rate to urban informal dwellers. However, the range of 55% attendance showed that a significant number of households and residents could not meet up with the little charges being demanded by these institutions thus causing them to provide an alternative source of schooling. Close to half of these informal settlements' wards try to get education from privately owned schools in their communities in order to be able to read and write in the early stage of education. The private schools make up about 45% of the services available to the communities, with no standard followed. The schools, most times, do not have guidelines or syllabi necessary for learning.

Informal educational services also witness a significant service provision in these informal settlements. The services are divided into three groups, namely; skill acquisition centres, independent training and vocational centres. Skill acquisition and independent training have almost similar representations within the communities. Over 47% of the informal educational trainees engage in skill acquisition, deliberate apprenticeship and mentorship training of an individual in handy craft and creative psycho-motive skills. At the end of the developmental stage, an apprentice gets a form of freedom from the master and becomes independent, and also provides same services to upcoming youths.

The independent training form of informal education is usually referred to the free-styling of knowledge. About 49-50% of residents are involved in rendering the services but with limited technical know-how. This consequently, contributes some levels of education impart, although with a minimal impact. In addition, such informal education service providers do not know their limits, therefore, they can do anything for money. With what Abuja stands for, majority of independent trainees engage in any form of productive services that has a sense of purpose and contributes value to the City. Only about 3% of the individuals who engage in informal educational services operate vocational training centre which involve informal educational services characterised by a bit of writing and tutorial involvement.

Educational qualification helps to determine citizen's level of understanding and cooperation of law and order. The exposure got from being educated helps society in its modification and growth process. The level of education in most developed counties points to this fact. However, the educational qualifications of the people who reside in the urban informal settlements within the Phase I show that secondary school certification dominates with about 75% of the residents passing through secondary schools. It showed that not all the individuals who had secondary school certification had basic credit or merit requirements to proceed to the next level of progression. Also, only about 3% of the informal settlers had any form of higher degree certification. The indices show that majority of the informal settlers did not work within the administrative formal jobs provided by the City Capital.

To determine the flow and concept of the view of the urban informal dwellers on education and income generation. 80% of the them believed that education had no impact

on the means of earning and multiplying ideas and creation of wealth while 20% thought otherwise. The figure further vindicated why the continuation of education was not encouraged in those environments.

Educational Services and Affordability in Phase I

A test was conducted on educational services and affordability and the measurement was coded and classified into values of very affordable as 2, affordable 4, indifferent 6 and not affordable 8. The ordinal scales were got from participatory sessions in the two Districts with, one group from Garki Village and two groups from Guzape because of the magnitude of informal communities in the District. Bayesian one-way repeated measure ANOVA was used to calculate for significance of variation within groups on educational services been affordable in informal settlements in Phase I.

Table 4: Descriptive Statistics of Within-Subject Factor Levels

Dependent Variables	Mean	Std. Deviation	N	Min	Max
Group 1	6.8000	1.68655	10	4.00	8.00
Group 2	6.8000	1.68655	10	4.00	8.00
Group 3	6.6000	1.34990	10	4.00	8.00

Fieldwork, 2020.

Table 5: Bayesian Estimates of the Groups' Means

Dependent Variables	Posterior			95% Credible Interval	
	Mode	Mean	Variance	Lower Bound	Upper Bound
Group 1	6.8000	6.8000	.225	5.8696	7.7304
Group 2	6.8000	6.8000	.225	5.8696	7.7304
Group 3	6.6000	6.6000	.225	5.6696	7.5304

Fieldwork, 2020

Table 5 showed a variance showed of 0.22 which is greater than 0.05. It showed that the educational services were relative to individuals and could be affordable depending on the purchasing power of the individual. With the provision of subsidized tuition fees, it was only normal for dwellers to be able to afford the services of such public and private schools.

Table 6 showed the frequency distribution statistics of the three groups, Tables 7, 8, and 9 showed the distribution of answers to various options provided during the interview

session. Note: very affordable represented 2, affordable 4, indifferent 6 and not affordable was 8.

Table 6: Distribution Statistics

		Group 1	Group 2	Group 3
N	Valid	10	10	10
	Missing	0	0	0

Fieldwork, 2020

Table 7: Group 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	2	20.0	20.0	20.0
	6.00	2	20.0	20.0	40.0
	8.00	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Fieldwork, 2020

Table 8: Group 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	2	20.0	20.0	20.0
	6.00	2	20.0	20.0	40.0
	8.00	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

Fieldwork, 2020

Group 1 and Group 2 showed that no residents accepted that the educational services were very affordable. Only about 20% of each group agreed to its being affordable. Group 3 showed that 50% had an indifferent attitude to the affordability of educational services.

Table 9: Group 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	1	10.0	10.0	10.0
	6.00	5	50.0	50.0	60.0
	8.00	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Fieldwork, 2020

Educational services and affordability were arguably not favourable to urban poor people. The means of earning and the state of employment and empowerment were inversely

proportional to the ability for the parents to afford or send their wards to school, either formal or informal. The reasons for the indifferent opinion was as a result of the subsidy provided by the Abuja Universal Basic Education (AUBE) cutting the cost of school enrolment and expenses incurred by pupils. Even with this gesture, still a sizable number of residents could not make up funds to pay for less than 20% of the cost of the educational services. Figures 2, 3 and 4 further showed the opinions of the residents within urban informal settlements on educational services and affordability.



Figure 2: Educational Services and Affordability in Group 1 (Garki II)
Fieldwork, 2020

20% of the residents of Garki Village, agreed that their wards' educational expense or school fees were payable, another 20% were indifferent about the cost of the education of their wards while about 60% were of the view that educational services were not affordable and that parents, most times, had difficulty in paying up the charges in due time.

Guzape District informal settlements' residents complained about the distance they had to travel to access public educational institutions. They argued that distance usually contributed to the low school enrolment in their communities thereby increasing educational apathy and encouraging parents to involve their wards in early engagement in family responsibilities. This action according to them was meant to increase domestic production and also a means to support the household, thus making education secondary in a child's life. Less than 20% of the residents believed that educational services were affordable while the majority of the residents were either indifferent or believed that the educational services were not affordable.

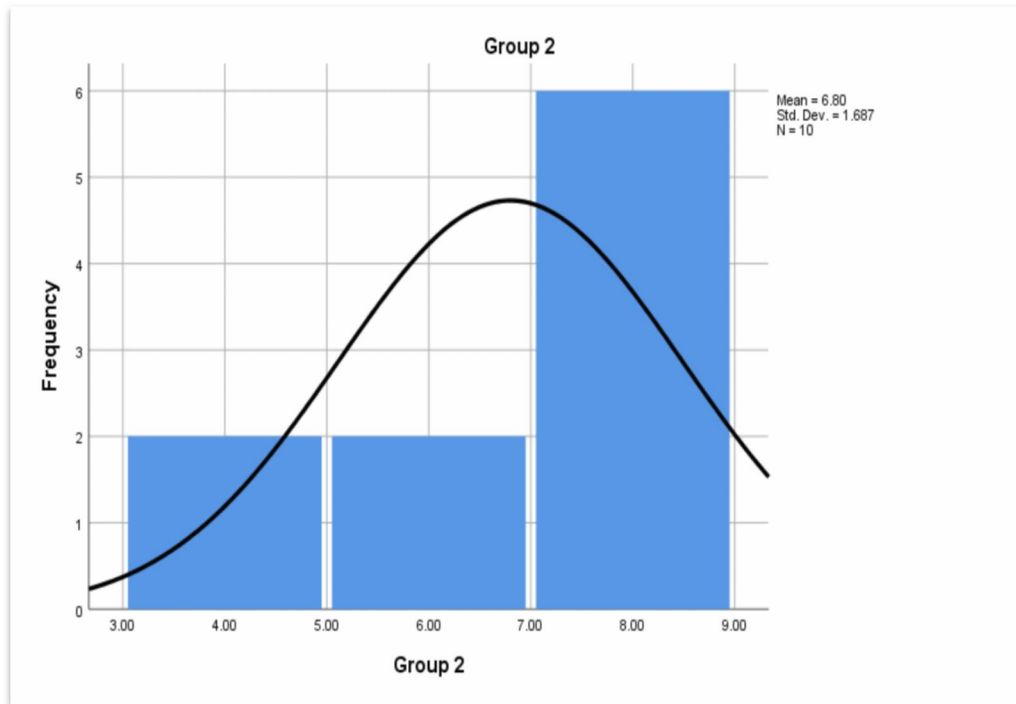


Figure 3: Educational Services and Affordability in Group 2 (Guzape) Fieldwork, 2020

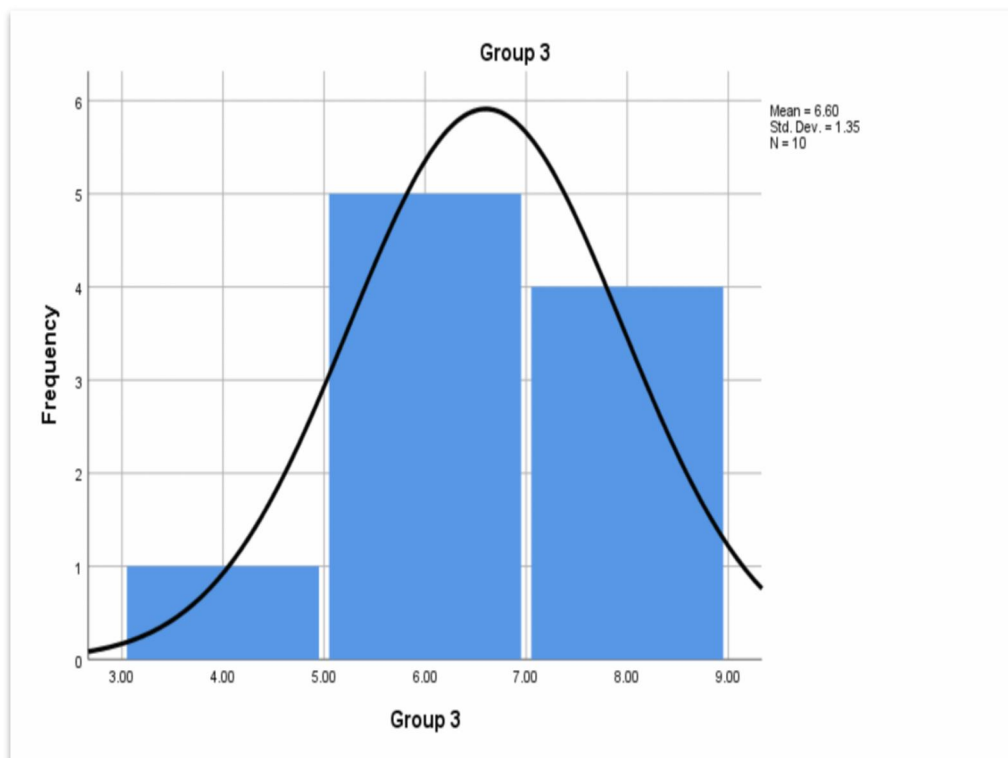


Figure 4: Educational Services and Affordability in Group 3 (Guzape) Fieldwork, 2020.

UN-Habitat's Global Urban Observatory (GUO) (2021) data further revealed that the youths who lived in formal residential areas were twice more likely to attend schools than the youths in informal settlements. Young informal dwellers drop out of school early, enter the job market early, and either work in the informal sector or seek for jobs. They are more likely to have a child marry and continue in the same circle of uncertainty; have low self-esteem; and have improper equity and human right, low dignity and self-actualization of improve human development. As family responsibilities increase, the need to earn an income also grows. With inadequate education, breaking out of the poverty infested lifestyle continues to envelope the generation of this category of people (Abuya, et al, 2018).

Conclusion

Urban informal dwellers are usually faced with early school dropouts and inability of parents and family to meet up with expenses tied with educational services and survival and economic hardship with limited flexibility in terms of productivity. Empowerment of informal dwellers encourages early child job seeking and early child responsibility for family survival. With inadequate knowledge and understanding, early labour-force ends up scratching out a living from marginal, low income and sometimes illegal activities in the informal sector of the economy. Many youths are trapped in a rat race of low earning, insecure jobs, low educational standard, and early family responsibility because of possible early marriage amongst teenagers and youths in the communities and the inability to chase dreams of and aspirations for a better life.

Abuja Municipal Area Council educational services considered proximity and location of public educational amenities in strategic districts within the Phases of the Federal Capital City. That was meant to reduce educational costs and tuitions fees among urban less-privileged parents by subsidizing charges and the cost of schooling. However, this study revealed that urban informal residents benefited from those services but could not meet up with additional charges because parents and guardians could not afford other changes required in the school system such as levies and feeding money. These caused their wards to drop out early and carter for themselves by getting involved in trading and service provision within their communities to assist their parents.

The youths and wards in the informal communities therefore, consider alternative unstructured education which is, most times, not backed with requisite standard and approved curriculum. It can therefore, be concluded that youths in the informal settlements are confronted by limited western education with its associated challenges of unemployment and underemployment in the informal community. Regrettably, young women and men have little opportunities to raise themselves and their families out of poverty. This situation has broader consequences. Youths who have limited job prospects and are frustrated about their future are more at risk of falling into personal and social destructive activities.

Recommendations

In order to improve the quality of life and self-worth of individuals, there must be a deliberate effort towards knowledge acquisition and understanding of societal norms and values. Urban informal settlement dwellers need to engage in proper education and human development. Hence, this study recommended that:

1. Government and NGOs should encourage adult education through the establishment of skill acquisition centres to promote literacy and provide appropriate skills so that the beneficiaries of such non-formal education will gain appropriate training and be well equipped for the world of work.
2. The authorities saddled with the responsibility of education should be able to seek aids and grants on behalf of the urban poor and less-privileged households by giving them scholarships and educational assistance. The Ministry of Humanitarian Affairs may be relevant in this process.

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