

EMERGENT GLOBAL CHANGES, LITERACY AREAS, SKILLS AND VALUES IN EDUCATION, POWER AND EMPLOYMENT FOR CHANGING COMMUNITIES

Dr. Cordelia Ego Uzoezie

Introduction

The term “community” refers to a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage (www.dictionary.com/browse/community). It is also defined as self-organized network of people with common agenda, cause, or interest, who collaborate by sharing ideas, information, and other resources for their common good. By community in this paper, I mean people who live in a common place or experience, and has a particular characteristic (such as language) in common, and share common attitudes, interests, and goals. It could be a kindred, clan, settlement, village, town, country or organization. It could even be the whole world which is presently referred to as a global community.

Communities around the globe are facing tremendous changes in globalization, information, technological, education, economic, climatic, political, social and health issues. Power structures are changing in favour of democracies and individual empowerment. In the field of employment, new patterns of work and new business practices have developed, and, as a result, new kinds of workers, with new and different skills, are emerging. Changes in social attitudes, behavior, customs, habits, manners, relations and value of people, in social institutions and structures, in the ways or styles of living, are also evident. In times of changes the major institutions of a community such as education, organizations, government, and the family undergo sometimes drastic modifications, even restructuring.

The sea of changes occurring more generally today in communities have once again made the idea of changing communities an issue of critical importance. Recently, we have seen an increase in conferences, speeches, and papers encouraging us to reform, regenerate, refocus, reengineer, innovate as well as think globally and prepare our students for a world where success may be dictated by one's ability to navigate varying cultures, languages, and practices. All of these calls are targeted towards changing communities from their present status to a future status. And this importance discourse forms the auspicious theme of this conference which is “Education, Power and Employment for Changing Communities”. It is apparent that the conference organizers acknowledge that the notion of changing communities requires corresponding changes in education, power and employment. So this conference invites all of us present here to brainstorm, assess, critique, design, propose and generate brilliant ideas on how education, power and employment could be maximized to meet the challenges of changing communities. So I say a very warm welcome to you all for what promises to be an incredibly exciting and inspiring conference.

This paper takes the stand that there are some emergent literacy areas, skills and values that are required for changing communities. Hence its title is “Emergent Literacy Areas, Skills and Values in Education, Power and Employment for Changing Communities”. The forces impelling the embrace of this title can be

grouped into two overarching themes: 1) growing recognition that there are emergent challenges that have dire consequences for communities. And 2) the increasing need for adapt emergent global literacy areas, skills and values to position education, power and employment to become more capable of changing communities. It is not possible in this short paper to examine in detail these emergent issues, but the paper compiles a panorama of mutually beneficial clarifications of education, power and employment. It sieves some literacy areas, skills and values from across the globe that could be emphasized in education, power and employment for changing societies. The paper steers our thoughts through four basic discourses:

1. The concepts of education, power and employment.
2. What are the emergent global changes that require changing communities?
3. In the light of the challenges and their consequences, what global literacy areas, skills and values are required for education, power and employment for changing societies?
4. What are the matters arising for brainstorming in this conference?

The Concepts of Education, Power and Employment Education

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It is the process of facilitating learning, **or** the acquisition of knowledge, skills, values, beliefs, and habits for trades or professions, as well as mental, moral and aesthetic development. It seeks to nourish the good qualities in man and draw out the best in every individual in understanding the deeper things in life, the complex human relations, and the cause and effect relationship. Education helps a person to get some skills in writing, speaking, calculating, drawing, operating

some equipment as well as develop some interests in and attitudes towards social work, democratic living, co-operative management and so on. The photo below best describes education.



The caption on that photo says “Education is Power” and that is the stand that this paper takes. When nations ensure that a good education is accessible to all citizens throughout their lives, education becomes the engine of power and employment -economic, social, moral and cultural. The power of education to change lives is something that unites the globe. What then is power?

Power

Power is the ability to influence or control the behavior of people. It is the capacity or ability to direct or influence the behavior of others or the course of events. It comes in many forms: Wealth, political authority, organizational authority, military capability, resources, relationships with powerful people, beauty, fame, physical strength or ability, talent, creativity, knowledge, skill, experience, drive, character strength, charisma, leadership ability. The more of these things one has, the more powerful one is. It is the ability to both

understand and use one's potentials well to influence others.

Power is vital to the future health of global and national economies. It gives people the building blocks for a successful financial future. It empowers consumers with knowledge and tools to improve their political, social and economic well being. Power is an important goal for a democratic society that relies heavily on informed citizens and sound decision-making. People that have power are capable of building more stable neighborhoods and communities. Education is power and power has the capacity to change everything. Lack of power equals the lack of ability to make changes that our world needs.

Employment

Employment is having a job; being paid to provide a product or a service on behalf of oneself, another individual or company. Employment is paid interaction whereby one person provides certain services to another in return for compensation. Persons can be employed by others (paid employment) and by themselves (self-employment). Each person who wants to become and stay employed needs to find and interact with an environment that meets his or her needs for autonomy, direction, empowerment, and satisfaction.

The concepts of education, power and employment are interrelated and have education as the core. Education provides people with power for employment. Employment provides people with resources they need to meet their financial needs, be productive, to continue to learn, to solve problems, to be creative, and to live together and with nature in peace and harmony. Being employed gives people the power for survival, economic political development, democracy and social justice even in the face of emergent global changes.

Emergent Global Changes That Require Changing Communities

All over the world, societies, businesses and technologies are changing rapidly. New systems for food, water, energy, education, health, economics, and global governance continue to evolve. Some of these changes include: increasingly complex neoliberal globalization, changes in intercultural relations at the global level, climate change, poverty, rapid urbanization, the ICTs revolution, breakthroughs in artificial intelligence, the emergence of knowledge societies, the evolution of gender and intergenerational relations, the evolution of spirituality and of the status and the role of religion in modern societies, the emergence of a multi-polar world and the phenomenon of emerging powers of the South are some of the realities of our world that are widely and extensively discussed by both academics and policy-makers (Council for the Development of Social Science Research in Africa, 2011; Marope, 2015; Sofo, 2014; World Economic Forum, 2015). There are changing patterns of technological advancement, media, political climate, health and economy.

Significant changes and progress have also been made in achieving Millennium Development Goals (MDGs). According to the United Nations (2015a), poverty was decreasing in all regions of the world, at least until the onset of the global financial crisis, underpinned by strong economic growth in developing countries and emerging economics. As a result, the first target of the Millennium Development Goals-halving the proportion of people living in extreme poverty globally - has already been met. Literatures indicate that

1. There are changes in international collaboration and partnerships for fighting international crimes and enhancing international development. Sustainable

progress against Transnational Organized Crimes (TOC) is being tackled with increasing emphasis on political commitment and effective law enforcement and criminal justice capacities on a worldwide basis (Obama, 2016; United Nations, 2015b). Models and strategies for initiating, managing, and sustaining a range of international linkages are emerging (Barnes, 2011). The world is now a global village.

2. Climate changes and sustainable development efforts are improving leaders are really mitigating the effects of diseases such as HIV/AIDS (United Nations Office for Partnerships, 2016).
3. Growth in science and Information and communications technologies have also made the diffusion of information easier, and have facilitated better access by developing countries to the global scientific knowledge pool. There has been a great increase in recent years in policy and programmatic initiatives to promote the diffusion of technology. The effective deployment of technology has been associated with industrial competitiveness, productivity and efficiency, economic development, business growth, business flexibility, quality, the maintenance of high-wage jobs, and the support of further rounds of innovation (Glenn & Florescu, 2015).
4. In developed countries, the outsourcing and off-shoring of jobs requiring mid-level skills-facilitated by changes in global production patterns and technological changes - have led to a hollowing out of labour markets from the middle and may be partly responsible for stagnating wages for low-skilled workers (Abel & Deitz, 2014).
5. Improvements in education, school enrolment rates and learning outcomes demonstrate similar progress in the dimension of social development. This also revolves around what Knight (2008) and Egron-Polak and

Hudson (2010) accurately describe as the now tumultuous global arena of education, with its jumble of confusing, often conflicting trends, including global rankings, new patterns of student mobility, the increasing reach of distance education, the emergence of regional networks and education hubs, financial restructuring, international patterns of brain drain and gain, and the myriad ways in which teaching and learning enhance, and even transform, the institutions that participate in them, aiding in long-term goals of educational internationalization and preparing learners for entry into the global workforce.

6. Institutions are rethinking their reasons for pursuing international partnership and the processes by which they form them. The result is a fascinating, constantly changing landscape of new partnership forms, policies, and procedures (United Nations Office for Partnerships, 2016).

In addition to these global changes, there are also some specific changes in the Nigerian scenario. Nigeria's long term aspiration is to be among the top 20 economies in the world by the year 2020 (Vision 20:2020). Nigeria is presently regarded as a middle income, mixed economy, and an emerging market with expanding financial, service, telecommunication, and entertainment sectors (United Nations, 2015). Since the return to democratic governance in 1999, Nigeria has witnessed successful changes in government through the electoral process. The African Development Barik group (2013) reported that economic and trade growth in Nigeria has been quite robust over the past decade, with rates among the highest in Sub-Saharan Africa. Mobile phones and ICT is being increasing used in all sectors and infrastructures are being improved. Trade balance is changing due to

increased export earnings and lower imports. Today, people are having more accesses to health care, more children are going to school and more people have access to adult literacy, clean water and basic sanitation.

There are changes due to well-conceived structural reforms, which involved bank consolidations, recapitalization and managerial changes at some banks, and portfolio clean-ups, a solution to the banking crisis that Nigeria experienced few years ago has been largely obtained, and the soundness in the banking sector restored. The Government is aware of the high vulnerability of the country to poverty, health, terrorism and climate change (Rufai, 2013). Some efforts are put in place to address these. The educational policy, enrolment and completion trends have improved (Federal Ministry of Education, 2011). Further, Nigeria has had a gender policy since 2006 which clearly stipulates various actions to ensure gender equality and empowerment. It focuses on vulnerable groups to help them reduce their child mortality and morbidity rates; works on girl-child education; and provide assistance to displaced children (Uzozie, 2004; 2009; 2015). In terms of women's empowerment, the Ministry of Women Affairs mobilizes women's groups through small loans and micro-credit. In addition, it assists women in agriculture through farm materials and inputs.

The fact remains that Nigeria has made some progress in meeting global changes; the progress has not been significant and rapid efforts are needed. While the global and Nigerian changes are desirable changes, many undesirables abound. Specifically in the context of Nigeria, it is well known that whereas Nigeria has both strengths and opportunities to realize its aspirations, including abundant resource endowments, it is also faced with many weaknesses and challenges that are impeding progress. These include mismanagement of oil resources, poor life expectancy, high mortality rates, an infrastructure deficit, urbanization,

leadership tussles, injustice from courts and police, more slum dwellers, limited capacity for policy formulation and implementation, rising food prices, high unemployment, high poverty level, and non-inclusive growth (African Development Bank group, 2013; Obanya, 2009; Rufai, 2013). In a related development, the World Bank (2014) identified terrorism, poor quality of education, inflation, conflicts, ethnic and religious and infrastructure deficit, particularly the erratic supply of power, as the most binding constraint on real sector growth. Today's employability skill shortages are extremely broad and deep, cutting across industry sectors. This problem coupled with other issues like; illiteracy, violence, crimes, teenage pregnancy, HIV/AIDS, poverty, brain drain and lack of skilled people are crippling the nation.

The changes are challenging everything from the ways people work, live and the ways they communicate with each other as well as how to spend their leisure time. Sustaining and improving them pose tremendous challenges to educators to rethink their basic tenets, to deploy the new technologies in creative and productive ways, and to restructure schooling to respond constructively and progressively to the technological and social changes currently underway. They have led to a host of educational reform proposals aimed at innovation. For example, the New Commission on the Skills of the American Workforce of the National Center on Education and the Economy (2006) recommended massive educational reform that would refocus the U.S. educational system on learning for creative work. Additionally, the Partnership for 21st Century Skills (P21) (2005) argued that technological, economic, informational, demographic, and political changes require that schools reconsider how they prepare young people for civic, economic, and social life. Nigeria is redoubling its efforts to tackle critical development challenges and is committing

itself to lift major constraints that are hindering it from achieving broad-based, inclusive science, technology, vocational, information and economic growth and poverty reduction goals (Federal Ministry of Education, 2009, 2011). Nigeria's Vision-20-20 made it clear that if Nigeria is to achieve her dream of being among the top 20 economies in the world by 2020, it needs to refocus her systems, strategies and knowledge and skill base (Rufai, 2013).

The dynamic of change is not mere rhetoric. It calls for actions. It calls for changing communities by providing citizens with the emergent literacy, skills and values to enable them to succeed and participate in an ever more complex and changing world. Today's students and learners must have opportunities to learn in different ways from those of previous generations. Educators need to cultivate multiple literacy areas, skills and values for contemporary technological and multicultural issues to meet the challenge of restructuring education for a hi-tech, multicultural society, and global culture. In particular, by introducing multiple literacy areas with their emergent skills and values to empower individuals and groups, education and other institutions could be reconstructed to make it more responsive to the challenges of challenging committees.

Emergent Literacy Areas and Skills in Education, Power and Employment for Changing Communities

The common definition of literacy is the ability to write. However, since there are several emergent changes that people contend with, it is essential that our educational system evolves to support a new definition of what it means to be literate in the 21st century. Literacy in this paper can be defined as a person's ability to read, write, speak, and compute and solve problems at levels necessary to function in employment and in society; exercise one's power to achieve one's goals and develop one's knowledge and potential.

Skill is the ability to do something or perform a task efficiently. The power of literacy lies not only in the ability to read and write, but rather in an individual's capacity to put those skills to work in shaping the course of his or her own life.

There are various literacy areas and skills required for changing communities. In a ground breaking framework, the Partnership for 21st Century Skills (P21) as cited in Pacific Policy Research Center (2010) provides a global picture of potential literacy areas and skills that students must master to succeed in work and life. Proposing to "bridge the gap between how students live and how they learn" (p. 4), P21 has identified five key literacy elements for 21st century education including core skills. These are global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy and environmental literacy. Subsequent authors have critically assessed these areas and enriched them with useful insights (Anglia University, 2016; Obanya, 2009; Pacific Policy Research Center, 2010; Silva, 2008; United Nations, 2015b). These elements with their emergent skills are served as the basis for the current paper because I believe that these literacy areas and skills can also apply to other people who are not students because learning is a life-long process. These literacy areas with their corresponding skills are subsequently discussed.

Global Awareness: Changing communities require knowledge and understanding of how the globe works. The global awareness literacy is the need for students to be able to learn from and work collaboratively with individuals from diverse cultures, religions, ideologies, and lifestyles in an environment of openness and mutual respect. It also references the ways in which students utilize 21st century skills to understand and engage with global issues and

Emergent Global Changes, Literacy Areas, Skills and Values in Education, Power and Employment for Changing Communities

diverse learning communities. With a quickly globalizing world, more consideration should be given to tolerance and understanding of different cultures. Religions themselves will be under increasing threats, and most other basic beliefs will have to be reconsidered among countries.

Emergent Skills: These include having the ability to do the following:

1. seek knowledge to understand and address global issues.
2. learn from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
3. understand other nations and cultures, including languages and religion.
4. listen effectively to decipher meaning, including knowledge, values, attitudes and intentions of others around the globe.
5. cultivate opportunities for growth through different kinds of people.

Financial, Economic, Business, and Entrepreneurial Literacy

This refers to knowledge and understanding that individuals need to make informed economic decisions. It is the process of discovering new ways of combining resources for financial, economic, business, and entrepreneurial benefits. It involves knowing how to make appropriate personal financial and economic choices. Knowledge of creatively identifying market opportunities, assuming accountability roles in business, maximizing resources in small or medium scale enterprises, are part of it. An individual that has financial, economic, business, and entrepreneurial literacy is able to organize, manage, and assume the risks of a business or enterprise. That individual has the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a-profit (Fayolle & Gailly, 2015;

Rauch & Hulsink, 2016). Such persons are needed to fuel the economy by providing employment, engaging in industrialization, producing goods and services for export and local consumptions thereby reducing imports.

Emergent Skills: These are the skills that empower everyone to succeed in business and drive the economy by the following abilities:

1. maximizing financial resources to create wealth and financial independence
2. decision-making, teamwork, marketing, management, supervision and accountability skills
3. having achievement drive, commitment and being optimistic
4. taking initiative and being ready to act on opportunities
5. being comfortable and flexible in handling change
6. generating and utilizing novel ideas, approaches, and new information
7. understanding the role of the financial savings and economy in society
8. using financial management skills to enhance workplace productivity and career options
9. Anticipating, recognizing, and meeting customer's needs

Civic Literacy: Changing communities requires a convergence of skills, knowledge, dispositions, and understanding of democratic practices, principles, and concepts. Civic Literacy is the knowledge of how to actively participate and initiate change in your family, community and the greater society. Civic literacy addresses the skills needed for functional family relationships, security consciousness and citizenship. Emergent skills: Civic Literacy entails possessing the skills for:

1. awareness of the understanding of the family as the basic institution in communities.

2. engaging responsibly in promoting family communication, coherence, acceptance and problem-solving.
3. participating effectively in civic life through knowing how to stay informed and understanding governmental processes.
4. combating violence and conflicts, enhancing peace as well as being crime and terrorism conscious through due vigilance, reporting and avoidance of same.
5. exercising the rights and obligations of citizenship at local, state, national and global levels.
6. understanding the local and global implication of civic decisions.

Health Literacy: Health literacy is the degree to which people have the capacity to obtain, process, and understand basic information and services needed to make appropriate health decisions (Eberle, 2013, World Health Organisation, 2009). It also recognizes the issue of power and how power relations affect access to health information and its uses, as has been seen in the case of promoting women's sexual and reproductive health. It is vital for achieving internationally agreed health goals as well as the emerging threats such as from pandemic influenza, HIV/AIDs, climate change and non-communicable diseases. By improving people's access to health Information and capacity to use it effectively, health literacy is critical to education, power employment for changing communities.

Emergent Skills: These include:

1. the ability to understand instructions on prescription drug bottles, appointment slips, medical education brochures, doctor's directions and consent forms, and the ability to negotiate complex health care systems
2. having a working knowledge of ways to access health information and services

- and a working knowledge of preventative health measures.
3. obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing.
4. protecting their health and those of others by health compliant practices especially in deadly disease like HIV/AIDS.
5. avoiding harmful traditional practices and, drug abuse as well as encouraging others to do so
6. understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
7. using available information to make appropriate health-related decisions
8. establishing and monitoring personal and family health goals
9. understanding national and international public health and safety issues

Environmental Literacy: Environmental literacy is about practices, activities, and feelings grounded in familiarity and sound knowledge. Environmentally literate individuals that would contribute to changing their communities will need to be able to understand and discuss both man-made and natural environmental issues and propose or debate alternative solutions to these problems.

Emergent Skills: This requires acquiring the skills that would help people to be able to:

1. understand complex environmental issues
2. assess environmental risk including climate change,
3. evaluate proposed environmental plans and
4. understand how individual decisions affect the environment at local and global scales.

Core Values in Education, Power and Literacy areas for Changing Communities

Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong. Values are also seen as the ideals that give significance to our lives that are reflected through the priorities we choose, which we act on consistently (Bolarin & Oluwatobi, 2014; Uzoezie, 2015).

The United Nations Millennium Declaration (2000) stated certain fundamental values that are essential to international relations in the twenty-first century. If we must change communities, we must inculcate the following values: .

- **Freedom:** Men and women have the right to live their lives and raise their children in dignity, free from hunger and from fear of violence, oppression or injustice. Democratic and participatory governance based on the will of the people best assure these rights.
- **Equality:** No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured.
- **Solidarity:** Global challenges must be managed in a way that distributes the costs and burdens fairly in accordance with basic principles of equity and social justice. Those who suffer or who benefit least deserve help from those who benefit most.
- **Tolerance:** Human beings must respect one another, in all their diversity of belief, culture and language. Differences within and between societies should be neither feared nor repressed, but cherished as a precious asset of humanity. A culture of peace and dialogue among all civilizations should be actively promoted.
- **Respect for Nature:** Prudence must be shown in the management of all living

species and natural resources, in accordance with the precepts of sustainable development. Only in this way can the immeasurable riches provided to us by nature be preserved and passed on to our descendants.

- **Shared Responsibility:** Responsibility for managing worldwide economic and social development, as well as threats to international peace and security, must be shared among the nations of the world and should be exercised multilaterally.

These international values are subsumed in Nigeria national values stipulated by our national educational goals in the National policy on Education (Federal Republic of Nigeria, 2004, p.8):

- the inculcation of national consciousness and national unity;
- the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- the training of the mind in the understanding of the world; and
- the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for individuals to live in and contribute to the development of the society.

A further clarification of the requisite values is anchored on Schwarz's (2012) ten core values which to my mind could be used in changing communities across individuals and cultures. The values are universalism, self-direction, stimulation, achievement, power, security, conformity, hedonism, tradition and benevolence. Let us now look at the specifics of each value.

- **Self-Direction:** Independent thought and action-choosing, creating, exploring, creativity, freedom, choosing own goals, curious, independent, self-respect, intelligent and privacy.

- **Stimulation:** Excitement, novelty, daring, a varied life, and adjusting to challenges in life.
- **Hedonism:** Pleasure, sensuous gratification for oneself, enjoying life, self-indulgent.
- **Achievement:** Being ambitious, successful, influential, intelligent, self-respect, social recognition and personal success through demonstrating competence according to social standards and prevailing cultural standards, thereby obtaining social approval.
- **Power:** Social status and prestige, control or dominance over people and resources. Also involves authority, wealth, social power, preserving public image, and social recognition.
- **Security:** Safety, harmony, and stability of society, of relationships, and of self. Security values derive from basic individual and group requirements and may include: social order, family security, national security, clean, reciprocation of favors, healthy, moderate, sense of belonging.
- **Conformity:** Obedience, subordination, self-discipline, politeness, honoring parents and elders, loyalty, sense of responsibility and restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
- **Tradition:** Respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides. Manifest in respect for tradition, being humble, devout, accepting one's portion in life, moderate, spiritual life.
- **Benevolence:** Voluntary concern for others' welfare such as being helpful, honest, forgiving, responsible, loyal, true friendship, mature love, showing sense of belonging, meaning in life, leading a spiritual life and supportive social relations.
- **Universalism:** Understanding, broadmindedness, social justice, equality, world at peace, world of beauty, unity with

nature, wisdom, protecting the environment, inner harmony, a spiritual life appreciation, tolerance, and protection for the welfare of all people and for nature.

Matters Arising

You will agree with me that the discourse in this paper is a broad and informative one. I do not claim to have exhausted the emergent issues and to find solutions are not easy and cannot be resolved immediately. I must point out some matters arising from the presentation which require further brilliant insights from all conferees. Perhaps education has a major role to play in this regard. This is why I urge all of us to let us then ponder on the following questions:

1. Is our education system effective or capable enough to address these emergent literacy areas, skills and values for changing communities?
2. Can the Nigerian education system compete or match the quality of education that is offered in the most advanced and industrialized countries?
3. How do we produce enough skilled, powerful and employable people who can change their communities and transform this country into a modern industrialised nation?
4. How do we intensify the inculcation and teaching of morals, routine measurement of characteristics other than intelligence (e.g. emotional intelligence) into schools and work?
5. How do we place increased emphasis on the need to learn how to learn; not merely the acquisition of new facts and inputs, but the capacity to discard the unnecessary and to transform the useful information into effective and productive realities?
6. How can cross-cultural and cross-religious teachings be made more available, if only to enable young minds to build their

Emergent Global Changes, Literacy Areas, Skills and Values in Education, Power and Employment for Changing Communities

- own opinions and make their personal decisions in these crucially “formative” areas?
7. To what extent would training in rational scientific thinking and entrepreneurship start right from basic education and continue throughout life?
 8. How do we take issues like the teaching of leadership and responsibility, emotional intelligence and wisdom much more seriously?
 9. How do we make governments and proprietors to recognize the status of teachers and pay them more because they act as mentors and source of inspiration for life and learning for changing communities?
 10. How do we increase emphasis on literacy areas, skills and values, which are perceived as relevant to lifelong learning, employment and social participation?
 11. How do we by our words and actions, encourage a more integrated view of how the world operates and how change in communities does (or does not) occur?
 12. How do we make students more critically aware of how their actions, individually and collectively, hinder or help the world to meet future challenges; and
 13. How do we make it possible to help to mobilize and empower people with the technological and digital knowledge and skills to participate more actively, more democratically, and more collectively in the development process for changing communities?

Conclusions and Recommendations

Ladies and gentlemen, I believe that that the call for education, power and employment for changing communities is not a superficial one. Education is the core of power and employment for changing communities. There is need to integrate and teach higher order thinking skills, multiple intelligences, technology and

multimedia as well as the multiple literacy of the 21st century into school's curriculum without overloading the curriculum. It is my belief that life-long learning, creativity, Science, Technical and Vocational Education, Mathematics and global citizenship skills should remain a part of curriculum and an interdisciplinary approach to learning would be increasingly encouraged. Educational content and teaching-learning materials should become more functional, diversified, and operational in nature and that an increased emphasis should be placed on relevance, flexibility, needs, and competence in emergent literacy areas, skills and values in changing communities. There is need to ensure that all individuals, rather than just a privileged few, have access to a rich education and supportive family relationships that intentionally help them learn these literacy areas, skills and values. I finally believe that it is our duty as 21st Century Educators to work with business, educators, parents, families, groups and government to ensure that all persons are prepared with the literacy areas, skills and values they need for changing their lives and that of their communities.

References

- Abel, J. R. & Deitz, R. (2014). Do the Benefits of College still outweigh the Costs? *Current Issues in Economics and Finance*, 20 (3), 14-20.
- Anglia University, (2016). *Values and Skills*. Retrieved from www.anglia.ac.uk/global-sustainability-institute-gsi/education-for-sustainability/values-and-skill.
- Bolarin, T. A. & Oluwatobi, P. (2014). Ethics and Values Education in Nigeria. In Nwagwu, N. A. & Iwobi, U.M.O (Eds). *Education in Nigeria: Development and Challenges* (pp. 413-424) Lagos; Foremos Educational Services LTD.

- Cricket F.L. K. (2006). *Civic Literacy and the Civic Mission of Schools*. National Social Studies Supervisors Association Leader, Spring 2006. Retrieved from <http://pubs.cde.ca.gov/tcsii/documentlibrary/civicliteracy.aspx>
- Eberle, M. (2013). *Culture in the Context of Health Literacy Update*. Retrieved from <http://nmlm.gov/outreach/consumer/hlthlit.html>
- Egron-Polak, E., & Hudson, R. (2010). *Internationalization of Higher Education: Global Trends, Regional Perspectives*. Paris: International Association of Universities.
- Fayolle, A. & Gailly, B. (2015). The Impact of Entrepreneurship Education on Entrepreneurial Attitudes and Intention: Hysteresis and Persistence. *Journal of Small Business Management*, 53, 75-93. Doi: 10.1111/jsbm.12065.
- Federal Ministry of Education. (2011). *The State of Education in Nigeria: Beyond Access*. Abuja: Federal Inspectorate Services.
- Federal Ministry of Education (2009). *Roadmap for the Nigerian Education Sector*. Abuja: Federal Ministry of Education.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Abuja: NERDC Press.
- Glenn, J. C. & Florescu, E. (2015). *2015-16 State of the Future*. New York: Millennium Project Team.
- Goleman, D. (1998). *Emotional Intelligence and Social Intelligence: The New Science of Human Relationships*. New York: Bantam Books.
- Knight, J. (2008). *Higher Education in Turmoil: The Changing World of Internationalization*. Rotterdam: Sense Pubs.
- Magashi, S. B. (2015). Education and the Right to Development of the Child in Northern Nigeria: A Proposal for Reforming the Almajiri Institution. *Africa Today*, 61, 64-83.
- Marope, M. (2015). *Keynote Address on Global Challenges in Education Today Presented at the Google Education Symposium 9 to 11 November 2015*. California: Mountain View, California, USA. Retrieved from <http://www.ibe.unesco.Org/ea/video/global-challenges-education-today-ges-2015>
- New Commission on the Skills of the American Workforce. (2006). *Tough Choices, Tough Times*. National Center on Education and the Economy. Retrieved from http://www.skillscommission.org/commission_news.htm
- Obama, B. (2016). *Barack Obama tells Young People that Progress is Possible*. Retrieved from <http://www.theguardian.com/us-news/2016/apr/23/barack-obama-london-visit-young-people-key-to-changing-the-world>.
- Obanya, P.A.I. (2009). *Dreaming, Living and Doing Education*. Ibadan: Educational Research and Study Group.
- Onu, F.M , Asogwa, V.C & Obetta, P. (2013). Emotional Intelligence, Locus of Control and Self-Efficacy as Determinants of Graduates' Self Employment in Agricultural Occupations in South-East, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 4(6), 872-877.
- Pacific Policy Research Center. (2010). *21st Century Skills for Students and Teachers*. Honolulu: Kamehameha Schools, Research & Evaluation Division.

Emergent Global Changes, Literacy Areas, Skills and Values in Education, Power and Employment for Changing Communities

- Partnership for 21st Century Skills. (2005). *P21 Backgrounder*. Retrieved from http://www.21stcenturyskills.org/images/stories/ot_herdocs/P21%20Backgrounder%20March%202016.pdf
- Poyntz, S. & Hoechsmann, M. (2011). *Teaching and Learning Media: from Media Literacy 1.0 to Media Literacy 2.0*. Wiley-Blackwell Publishers.
- Ranch, A. & Hulsink, W. (2016). Putting Entrepreneurship Education where the Intention to Act Lies: An Investigation into the Impact of Entrepreneurship Education on Entrepreneurial Behaviour. *Academy of Management Learning Education*, 14(2), 187-204.
- Rotherham, A. & Willingham, D. (2009). 21st Century Skills: The Challenges Ahead. *Teaching for the 21st Century*, 67 (1), 16-21.
- Rufai, R.A., (2013, March). Nigeria's attainment of Vision 20:20 Depends on Massive Vocational and Technical Skills. *Federal Ministry of Education Weekly Bulletin* 2(58), 26.
- Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology- and Culture*, 2(1). <http://dx.doi.org/10.9707/2307-0919.1116>.
- Silva, E. (2008). *Measuring Skills for the 21st Century*. Washington, DC: Education Sector. Available: www.educationsector.org/usr_doc/MeasuringSkills.pdf
- Sofa, F. (2014). *Consequences of Global Change to Human Resource Development*. In *Human Resources and their Development*, Vol. II. UNESCO: Encyclopedia of Life Support Systems. Retrieved from <http://www.eolss.net/Sample-Chapters/C11/E1-10-05.pdf>.
- United Nations (2000). *Resolution Adopted by the General Assembly [without Reference to a Main Committee (A/55/L.2)] 55/2*. United Nations Millennium Declaration. The General Assembly, Retrieved from http://www.un.org/millennium/declaration/a_res552e.htm
- United Nations (2015a). *Human Development Report: Work for Human Development*. New York: United Nations. Retrieved from <http://report.hdr.undp.org/>
- United Nations (2015b). MDG Gap Task Force Report 2015. New York: United Nations.
- Usman, L. (2008). Assessing Universal Basic Education and Koranic Schools' Synergy for Almajiri Street Boys in Nigeria, *International Journal of Educational Management*, 22(1), 62-73.
- Uzoezie C.E (2009). Bridging the Gap: Engendering Gender-Neutrality in Entrepreneurship in Today's Nigeria. In R,U Uzoezie & C:E Uzoezie (Eds). *The Challenged in our Midst...Not Yet the Wretched of the Earth* (pp 16-23). Nimo: Rex Charles & Patrick Publication.
- Uzoezie C.E. (2004). *Hope for a Better Nigeria: Nigerian Church and Nigeria Christians on Rescue Mission*. Awka, CLCN Publications.
- Uzoezie, C.E. (2015). *Regeneration of Values for the Education of the Child: A family Involvement Recipe*. First Inaugural Lecture, Nwafor Orizu College of Education Nsugbe. Onitsha: West and Solomon.
- WHO (2009). WHO. Background Note: Regional Preparatory Meeting on Promoting Health Literacy [Internet]. UN ECOSOC. Retrieved from

Dr. Cordelia Ego Uzoezie

<http://www.who.int/healthpromotion/conferences/7gchp/track2/en/>

World Bank (2014). *Nigeria - Country Partnership Strategy Progress Report for FY2010-FY2013: IEG CPSCR Review*. Washington, DC: World Bank Group. <http://documents.worldbank.org/curated/en/2014/04/19402485/nigeria-country-partnership-strategy-progress-report-fy2010-fy2013-ieg-cpscr-review>

World Economic Forum (2015). *Outlook on Global Agenda 2015*. Retrieved from <http://reports.weforum.org/outlook-global-agenda-2015/>

Dr. Cordelia Ego Uzoezie

Reader in Home Economics Education

and

Provost

Nwafor Orizu College of Education,

Nsugbe.