

ISSUES IN LITERACY EDUCATION TOWARDS INTEGRATING VICTIMS OF HUMAN TRAFFICKING IN NIGERIA

Apuega Righteous Arikawei and Paul Binaebi Igbongidi

Abstract

Human trafficking according to the United States Senate Resolution NO 82 of 1998 involves all acts in the recruitment or transportation of persons within or across borders involving deception, coercion or force, abuse of authority, debt bondage or fraud, for the purpose of placing a person in situations of abuse or exploitation of such as forced prostitution, battering and extreme cruelty, sweatshop labour or exploitative domestic servitude. Its menace constitutes an abuse (if the fundamental human rights of the individual and a violation of the constitution of the Federal Republic of Nigeria. The trend has continued to assume an alarming proportion and portends a perennial danger to human capital development. The enactment of both national and international legislation to stem the tide notwithstanding, the daunting and ugly image of the scourge has continued to persist over the years. It is against this unsavory backdrop that this article takes a critical look at (he issues of literacy education as a fundamental tool to educate the victims and perpetrators of the act. The paper advocates the adoption of literacy education as a viable option and a means of proffering enduring solutions to curb the ugly tide of human trafficking in Nigeria.

Introduction

In any given society, literacy education remains a vital precept for the improvement of human activities in a dynamic world. This assertion is fundamentally accepted given the overwhelming accomplishment that literacy education plays in fulfilling various aspects of man's survival. Voltaire, a renowned world leader and philosopher in his days, posed for himself the question of who was to lead mankind, and he remarked "Those who know how to read and write". Similarly, a one time president of the United States of America Thomas Jefferson once wrote "people who can read can be free because reading banishes ignorance and superstition" National Open University of Nigeria (NOUN, 2006). For any individual to function effectively therefore, he must acquire a minimum level of literacy to enable him perform and manipulate some given operations. It is for this reason that UNESCO, in Aderinoye (2004), has described a literate person as one who has acquired the knowledge and the skills indispensable to the performance of all activities for which literacy is necessary in order to play an effective part in his group and his community and whose achievements in reading, writing and arithmetic are such that (hey enable him to contribute to the development of the community and to participate actively in the life of his community. In his view, Mbuagbaw, in Zuofa(2006), stated that literacy is the ability to function better in one's social context as it aims at enlightening one's understanding of the society in which one is required to assume a functional role. Meanwhile, at the conceptual level, literacy is seen as a tool with which a society can be democratized and the people able to enlist into popular participation in the decision making process.

For any meaningful development to be possible in a society, the citizenry must be able to comprehend with the skills of basic literacy as necessary tool. The value of literacy education is therefore, a primary means for self realization and the basis for human contribution to his immediate community. Thus, Okedara and Adepoju (2001), conceptualized literacy education as a unique instrument to realize the rich potentials of the inner man, his feeding of joy, trust, love and caring and of the rich feeding which gave life its fullness.

No nation the world over, either the developed or developing countries can ignore the contributions of literacy education in its quest for meaningful development. In recognition of this important role, the Nigerian Government accepted that sustainable national development will be an illusion when literacy education is not provided to all its citizens. Hence, in section 7 subsection 52b of the national policy on education KRN (2004), Government intended to "provide functional and remedial education for those young people who prematurely dropped out of the formal school system". The aim was to use literacy education to bridge and encourage the Nigerian citizens especially the disadvantaged groups towards their self improvement and contribution to the immediate environment.

Aspects and Forms of Literacy Education

Literacy education entails a variety of human development training and activities. However, consideration is limited to the following;

1. Functional Literacy

This is the ability to apply the basic skills of reading, writing and numeracy in the individuals' daily living. It involves putting into practice the knowledge acquired towards the improvement of one's socio-economic status in the areas of health care, hygiene, farming or trading. Reuben (2003), identified work

and socio-cultural dimension as basic aspects of functional literacy. He says that, work-oriented functional literacy teaches the individual to acquire artisan skills to improve his level of productivity, while socio-cultural literacy on the other hand, is concerned with issues in family life, sanitation, nutrition, religion and civic education. Functional literacy enables the individual to be less dependent on others to solve one's problems.

2. Vocational Literacy

This form of literacy prepares the individual for the acquisition of relevant skills in business and for employment purposes. It assists (he individual to acquire occupational training for entrepreneurship development. Vocational training is organized either in the formal or informal programmes in various fields such as carpentry, tailoring, art, welding and so on. Vocational training is directed towards providing sellable skills for job provision to solve basic socio-economic problems. It is also useful in preparing workers to acquire additional skills to gain employment in completely different fields. In vocational literacy, the client is equipped with basic apprenticeship skills in craft, trade, agriculture for food and animal production and in the industry. Vocational literacy can be acquired from (he National Directorate of Employment (NDE), craft, trade and skills acquisition centre, continuing education for the workers, farmers extension training or through the technical colleges.

3. Computer Literacy

The information age through the Information Communication Technology (ICT) has made the use of computer literacy inevitable. By computer literacy, it means the knowledge and ability (to use the computer and its component technology efficiently (Wikipedia, 2007). The computer itself is an electronic machine capable of processing data to provide and communicate usable information through the use of appropriate internal programmes (Ikwunne, 2004 as quoted in Akpama, Bisong and Anthony 2006). Essentially, computer literacy therefore, entails the level which some one has in operating the computer programmes and other applications that are associated with it. The usefulness of the computer is very important to yield result in the following areas;

- a. access to information through telecommunication and on-line service and
- b. access to telephone, television, internet, video programmes with multimedia, access to e-mail and C.D.Roms.

Individuals who are computer literate are often referred to as power users. The significance of computer literacy are quite enormous that Mamu (1996), cited by Aderinoye and Adepoju (2001), maintains that "anyone who choose to integrate computer into their classrooms need to be aware that computer have the potential to be a tool of power and control". Modern day technology demands tin-use of computer literacy in all spheres of life, be it in the homes, in the office, in the school, hospitals or military formations.

4. Women and Gender Literacy

This type of literacy entails the education of the women folk. Literacy is very important to women not only as a means of improving their status but to fulfill their role as full members of the society. In Africa and indeed Nigeria, Fedeiye (2005), observed that:

Women are confronted with unaccountable cultural barriers, prejudices, retrogressive traditional practices and conspicuous discriminations which (end to undermine and restrict them from benefiting from their male peers.

In some instances, women are usually subjected to physical and mental torture either by their husbands, uncles, brothers or fathers, in other quarter, they are often reduced to chattels that could be bought and sold at will. Their role is often limited to child bearing, housekeeping and doing menial jobs in the social setting. However, it is on record that women have contributed enormously to the development of the society in Nigeria. Notable among them are Queen Amina of Zaria, Prof (Mrs.) Grace Alele Williams, Chief (Mrs.) I.L Amaseirnogha to mention a few.

Hence, the education of women should be given adequate attention through relevant bodies. The executive Director of unicef Bellang (2007), in his assessment concerning the girl child education noted that; "there can be no significant or sustainable transformation in societies and no reduction in poverty until girls receive the quality basic education they need to take their rightful place as equal partners in development". It behooves therefore, that the role, of women is very important in the development of society be it at the community. State or National level. Specifically, women education is essential in the following areas;

- a) gender equality, human right and civic education.

- b) environmental management and conservation of natural resources.
- c) micro credit and women empowerment
- d) HIV/AIDS prevention and awareness.
- e) family health, population and reproductive education.

Any nation that does not take (he education of women seriously does so at its perils, as women constitute a sizeable segment of the world's population.

A fairly detailed examination was given to literacy education in order to expatriate its importance. However, despite the opportunity provided by literacy education, many Nigerians have not sufficiently utilized the gains derived from it, hence, the society has continued to witness an unprecedented decay of social maledictions in the past. One area that has bedeviled our society with lots of social vices is human trafficking. Human trafficking therefore exposes the victim to different forms of violence which have colossal damage not only on the social and psychological aspect of the human person but for the overall development of the society.

Meaning and History of Human Trafficking

The practice of human trafficking is an illegal act and a crime against humanity. According to the Oxford Advanced Learner's Dictionary, it described trafficking as the buying and selling of something illegally. Therefore, human trafficking is the transaction involving the buying and selling of persons with human beings as the commodity and article of trade. A comprehensive and a workable definition is the one provided by the United States Senate Resolution No. 82 introduced in 1998 which according to Jyothi (1998), describe human trafficking as:

All acts involved in the recruitment or transportation of persons within or across borders involving deception, coercion, or force, abuse of authority, debt bondage or fraud, for the purpose of placing person in situation of abuse or exploitation such as forced prostitution, battering and extreme cruelty ,sweatshop labour or domestic servitude.

Human trafficking in today's world has become a multitudinous phenomenon. It is a global problem affecting virtually every continent and a great number of countries especially in Africa. Historically, the act of human trafficking in Africa dales back to the late 15th century as Ololobou (2004) observed that large vessels financed and crewed by Europeans came into the shores of Africa for the purpose of recruiting and exploiting able-bodied men and women (slaves)overseas to be involved in farm labour on plantations and estates. According to her, the transportation of these slaves was done in a very crude and humiliating manner which destroys human dignity and women were also made to satisfy the sexual urges of their slave masters.

Tracing the origin of women and children trafficking, Fadeiye (2005), stated that the practice of slavery had been in the traditional African societies before the emergence of slave trade. He noted that, the Arabs who traded with West Africa through the trans-Saharan trade routes were the first set of people to export slaves from the West to North Africa. This was before the Europeans discovered the New World (America and the West Indies) which was suitable for the cultivation of cotton, tobacco, sugarcane and wheat. This experience according to Fadeiye, made the slave trade to flourish throughout the period of the 16th to the early 19th century when it was eventually abolished in the British Empire in 1833 and throughout the whole world.

In modern times, human slave trade has assumed a different dimension in its modus operandi taking its form as trafficking. The magnitude is so alarming that the United Nations has estimated that about 4 Million people (both men and women) are trafficked annually, resulting in profits to criminal groups of up to 7 billion (Jyothi 1998).The reasons for human trafficking varies but it is a widely accepted fact that perpetrators have formed a major aspects of organized crime, netting its Barons large sums of money. The ranking is seen as one of the most lucrative forms of international crime.

Among many forms of trafficking, the most visible and widespread is the trafficking of women and children for commercial and sexual exploitation. This practice is however, one of the worst and bizarre forms of abuses of the fundamental human rights and the dignity of the human person. It goes against the United Nations Universal Declaration of Human Rights adopted by the General Assembly on December 10, 1948 and the Convention on the Elimination of all Forms of Discrimination Against Women and Rights of the Child adopted on November 20,1989. These global declarations reaffirm faith in the fundamental human rights ,dignity and worth of the human person and also, in the equality of rights of men and women alike.

Similarly, in Section 34 of the 1999 Constitution of the Federal Republic of Nigeria, it is entrenched that every individual is entitled to respect for the dignity of his person, which accordingly, stated that no individual shall be subjected to torture or to inhuman or degrading treatment like slavery, forced or

compulsory labour or any act that degrades the human person. This is because the buying, selling and pedaling of human commodity is a dehumanizing practice that should be condemned by all.

Types of Human Trafficking

There are basically two types of human trafficking namely;

- > Internal or domestic trafficking and
- > External or cross border trafficking

1. Internal or Domestic Trafficking: This type of human racketing is carried out within the borders of ones own country. Perpetrators usually organize and adopt whatever means possible to take the victim from one part of the country to another. The motive some times, is orchestrated by cheap labor in the form of domestic servants, storekeepers, hawkers, house helps or as commercial sex workers is the brothels. Another reason for domestic trafficking as advanced by Limlin in IR1N(2005), was that "Nigeria tend to prefer to employ Nigerian children because they can trace where they come from in case of any theft of household property.

2. External or Cross Border Trafficking: This occurs when the victim is moved beyond the shores of his country. In this case, the victim is usually enticed and lured to another country with the hope of giving him a better living. On arrival, the victims are obliged to accept menial job as nannies, maids, dancers, factory workers, hostesses etc in condition akin to slavery. The women are usually subjected to various forms of sexual exploitation in the form of violence, rape, battery and extreme cruelty as well as other forms of pressure and coercion. Victims often end up as illegal immigrant with the worst intolerable conditions without means of escape from their exploiters.

Causes of Human Trafficking

The menace of human trafficking is caused by various factors especially in Nigeria. Important among them is the level of poverty and lack of access to societal resources. Families who are denied with the basic necessities of life due to poor income and unemployment ends up becoming vulnerable to trafficking. Such families at times, handover their children to intermediaries without considering the consequences and prices their children have to pay in future. This practice may also be facilitated by local tradition and customs. Children in some cases are ostensibly placed with high income families, friends or relatives. In the process, some of them ended up being increasingly exploited or trafficked in various ways.

Another serious cause of trafficking is the unequal balance of power between men and women in most Africa societies. This is reinforced by break-up of traditional family structure and decadence in moral standards. Gender inequality exposes women to a subordinate status in the society and this is a source which easily engrossed them to the vagaries of trafficking. Also, family rivalry, single parenthood and the death of one's parent can breed social collusion and expose children to the forces of trafficking.

Furthermore, during political crises and natural disaster, there is the tendency for children to be nipped in the mask of trafficking. In times of war, communal conflict, earthquakes, famine or tsunami disaster, communication is usually lost. Some children during difficult circumstances of disaster with its attendant hazards sometimes, ended up being trafficked by perpetrators.

Finally, illiteracy and lack of education is another principle factor permeating the scourge of human trafficking. A person's inability to acquire basic education is a barrier towards his emancipation from ignorance and disease. This is a critical factor, which undermines the individual's ability to think, act and take independent decisions on matters that may affect his future destiny. Ultimately, such ignorant persons may not only end up under a psychological bondage but may be physically enslaved as a trafficking victim.

Trends and Some Cases of Trafficking in Nigeria

The syndrome and magnitude of human trafficking in Nigeria is multidimensional. Nigeria, does not only serve as a source and destination of trafficking in person but a transit point for the illicit business. The adverse effects of trafficking are nonetheless traumatizing and psychologically dehumanizing. According to the Executive Secretary of National Agency for the Prohibition of Trafficking in Person (NAPTIP) Mrs. Carol Ndaguba (2007), as corroborated by former Special Assistant to the President on Human Trafficking and Child Labor Mr. Dayo Akinwoye (2006), noted that "child trafficking activities have been identified as an un remedied sources of exposure to infections related to HIV, traumatic and psychiatric diseases and illness in children. Also, Daramola (1994), noted that one of the problems of girl-child and women education is unwanted pregnancies and early marriage. Girls who are trafficked are

exposed to the dangers of forced marriage, unwanted pregnancies, rape, Sexually transmitted Diseases (STD) and their education will be eventually compromised and jeopardized.

In Nigeria, notable States involved in the nefarious act according to Mrs. Akinwoye (2006), are Edo, Delta, Akwa-Ibom, Ondo, Rivers, Cross Rivers, and Lagos. While the destination countries are Italy, Holland, Belgium, Saudi Arabia, Germany, United States of America (USA) France, Spain and the United Kingdom.

In a study in 2003, conducted by the International Labour Organization with the Nigerian Office for Statistics, revealed that at least 15 million children are engaged in child labor and other related issues of trafficking in the country (iRIN, 2005). This notorious activity of trafficking has continued to assume an alarming proportion despite the associated evils,

In March 2005, for instance, the police intercepted and pulled a truck of babies en-route to the commercial city of Lagos. The vehicle was designed for the transporting offish but packed inside were 67 children, aged between 1 to 14 years (IR1N, 2004). The children were stacked in an unventilated container, bought from different parts of the country for the obnoxious business of trafficking. Similarly, the immigration authorities in their assignment stopped a truck suspected to be carrying household materials but packed inside were 52 Togolese children trafficked into Nigeria to be used for different forms of child labour (IR1N, 2005).

In a different case, a police raid of an orphanage in Lagos led to the discovery of charred baby bones in a rubbish dump. The police detectives confirmed that the owner of the orphanage lured teenagers with unwanted pregnancies to her orphanage to give birth and the babies later sold to buyers for N250,000.00 (Two Hundred and Fifty Thousand Naira i.e US \$ 1,8000 dollars) each (IRIN, 2005). These cases are indicative that children especially women are illegally recruited either as commodities for cheap and forced labor used either as commercial handlers, prostitutes or for ritual purpose(s).

Need for Literacy Education for Trafficking Victims

The need to adopt literacy education as a means to integrate and train victims of human trafficking cannot be over emphasized. Importantly, literacy education has the ability to make one function adequately in a sustainable manner. Through literacy education, trafficking victims will have the opportunity to develop the knowledge and skills in reading and basic numeracy. This is a precondition for the individual's expansion of his sense of judgment. When victims are able to function effectively, it will result to proper behavioural changes towards the cherished goals of societal norms and values. This will then promote social stability in the country.

Trafficking victims who missed out-of-school or want to pursue occupational and vocational career will find literacy education as an indispensable tool. School dropout through the influence of trafficking will be able to secure a second chance of acquiring needed skills for personal self development, Umar (2006), in her view has established a link between literacy and skills acquisition as she noted that:

There is a mutual connection between education and skills acquisition. For it is when a person becomes literate and consequently educated, that the person gains ability to master certain crafts. Education is needed to be able to read out instruction to craft. Most crafts have what is called a manual, a written account of how one could carry out a craft with the use of machines or some simpler apparatus. It is therefore, very necessary for those who are interested in learning a trade to be educated.

Apparently, literacy education is vital for trafficking victims to master the choice of any skill be it in hair dressing, tailoring, computer education, welding, carpentry, farming and so on. The knowledge and skills so acquired in any of these trades will be useful for the empowerment in artisan, micro-credit and income generating for gainful and self employment. Invariably, this will lead to poverty reduction and will significantly eliminate the tendency of trafficking. This fact was acknowledged by Azubogu (2005), as he told the Integrated Regional Information Network (IRIN), a unit office of the United Nations (UN) that;

The Government cannot fight child trafficking successfully unless widespread poverty is reduced and all children are given basic education and then, the bait with which these children are taken away will be neutralized.

Similarly, Bellamy (2007), advocated a strategic means to break barriers and to give women a basic literacy. She opined that educating girls is the best way to ensure that they will have a healthier, fuller life and countries will develop. It is the most effective tool to tackle such problems as infant and maternal mortality, HIV/AIDS, child trafficking and exploitation. This will strengthen one's family size and equally reduce the propensity of producing children that will later become abused and eventually end up being trafficked.

Access to literacy will equally increase the level of civic awareness particularly among the women folk. Women will be seen as equal partners in the society and will be given opportunity to acquire equal education as their male counterpart. This will increase their overall socio-economic status and contribute meaningfully to societal development. Crowder (1996) acknowledged his fact as he highlighted that; "literacy is a precondition for women's access to knowledge and skills, both through informal sources such as extension training and advanced formal education which improves their overall socio-economic status and especially, their contribution to agricultural and rural development." Importantly, women education is very vital and indispensable as Marope (1994) and Crowder (1996), corroborated that "education for women is therefore, the most important and powerful tool to promote women's productive efficiency and to break their economic and psycho-social dependence on men. Thus, Osokoya (2004), advanced and corroborated that female and girl-child education would not only move West African countries forward economically, politically and technologically, it would go a long way to liberate (the womenfolk from their natural state of dependency, inferiority and other shackles that impede national development.

Conclusion and Way Forward

This paper has examined the effectiveness of using literacy education to solve the problems associated with trafficking in Nigeria. Although, human trafficking and child abuse is not a new phenomenon, the magnitude, impact and dimension has continued to assume an unprecedented rate. This brings to the fore, the need to mobilize forces to fully exploit all and sundry to ensure the protection of not only the children and women, but the dignity of the human person.

Fortunately, Adult and Literacy education has emerged as an interdisciplinary field in the scope of the educational enterprise. It possesses all the potentialities to facilitate behavioral changes in the human being. Thus, it is required that all relevant bodies (the family, community, non-government organizations NCOS, Government, law enforcement agents and the international community) should effectively apply the gains of literacy education to raise people's awareness on the dangers of the scourge of trafficking. This will help to motivate and integrate victims of trafficking into becoming useful members of the society.

Importantly, the media in the form of radio, television, news paper and the local town crier should intensify their campaigns against this devilish practice of human trafficking that is fast becoming endemic in the Nigerian society. Also, parents, religious bodies and the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) should seek for intervention in rescuing victims by providing moral instructions, rehabilitation homes, care, counseling and the implementation of the full weight of the law to restore the dignity of the human person. Further, the curriculum of the nation's education should incorporate trafficking education into all levels of out-educational system, especially under the context of the Universal Basic Education (UBE). This will help to create consciousness especially in youths and promote human rectitude in the society. These measures no doubt, will go a long way in promoting social cohesion, foster mutual understanding and yield positive result in the fight against human trafficking and other forms of human abuses.

References

Aderinoye, (2004). Literacy Education in Nigeria. Ibadan, Ibadan University Press

Aderinoye, and Adepoju, (2001) in Okadara J.T. Anyanwu, C.N and Lanre Omele (ed) Retnking Adult and Non-formal Education: Essay in Memory of Professor Ayo AgunseyehL Ibadan: Stirling-Horden Publishers Ltd.

Akinmoye, (2006). A welcome address on the rights of the child to a bright future. Two day Anti-human trafficking workshop: South, South geopolitical zone. Women development Centre Yenagoa.

Akpama S.I, Bisong C.K and Anthony G.B. (2006). The impact of computer training programmes on unemployment reduction as perceived by computer literate young adults in Calaber Municipality in Cross Rivers State in Okediran Abiodun (ed) Adult, and Non-formal Education in Nigeria. Emerging issues. Papers from the NNCAE annual conference Ibadan. Ibadan Franco-Ola Printers

Bellamy, (2007). Unicef Press Centre. No More broken promises on girls education. Available at www.file\user 15/ Shareddocs\UNICEF- press centre-UNICEF urges no more broken promises on girls. (Retrieved 15 August 2007).

- Crowder, L.V (1996). Enrollment of Women in Agricultural Studies at Intermediate and Higher Levels of Education. Rome, FAO
- Daramola, C.O. (1994). Introduction to Sociology of Education. Ilorin. Mercy Prints
- Fadeiye, J. (2005). A Social Studies Text book for Colleges and Universities. Part One: Ibadan. Akin-Johnson Press and Publishers.
- Federal Republic of Nigeria (1999). Constitution of the Federal Republic of Nigeria: Lagos. NERDC
- Federal Republic of Nigeria (2004). National Policy on Education: Lagos. NHRDC Tress. Hornby, A.S. (Ed) {2000}. Oxford Advanced Learners Dictionary of Current English: New York. Oxford University Press.
- IRIN (2005). Fighting the many heads of the child trafficking beast. Available at [http://www.Irinnews.Org/report.aspx? Reported > = < 53501](http://www.Irinnews.Org/report.aspx?Reported%20=<53501). (Retrieved 8 August, 2007)
- Jyothi Kanics (1998). Trafficking in women global survival Network, file//C:\Document Adminis.wv//local Tern/ CM4VQ/7/k.htm (Retrieved 13 June 2007)
- Morope, P.T.M (1994). Non-formal and Re-entry programs for Girls in Sub-Sahara Africa: Nairobi academy science Publishers.
- National Open University of Nigeria (2006). Language and Literacy in the Early Years: Abuja. The Regent Printing and Publishing LTD
- Ndaguba Carol. Child Trafficking Exposes Children to High Risk Infection. Available at [www.relief.web.int/rw/rwb.NSF/d6900SID/EDIS74CIB8?](http://www.relief.web.int/rw/rwb.NSF/d6900SID/EDIS74CIB8?OpenDocument) Open Document. (Retrieved 8 August 2007)
- Okadara J T and Adepoju T (2001). Philosophical approach to basic and post-Literacy education in Okedera J.T, Anyanwa C.N, and Lanre-Omole M.A.(Ed) Philosophical Foundations of Adult and Non-formal Education. Essays in Honour of Profjessor Emeritus Jones Adelayo Akamhi Akinpelui. Ibadan University press
- Ololobou, C.O(2004). Human trafficking in Bozimo, G (Ed) Current Trends in Social Studies Education: Jos. Academic Trust Fund.
- Osokoya, 1 (2006). in Jakayinfa, A A (Ed) The role of United Nations children fund (Unicef) in-Revitalizing Girls Education in Nigeria. //; African Journal of Historical Sciences in Education', Vol.2 No I, May 2006.
- Reuben, O. A (2003). An Introduction Approach to the Basic and Post Literacy Education._ Enugu, Donsinbad Communications
- Umar, M. F (2006). Integrating vocational trades with education for the Nigerian women; in Okediram Abiodun (ed) (2006) Adult and Non-formal Education in Nigeria: Emerging issues. Papers from (he NNCAE Annual Conference Ibadan._ Ibadan, Franco-Ola Printers.
- Wikipedia, The free Encylopedia. Available at <http://www.en.Wikipedia.Org/Wiki/Computer-literacy>. (Retrieved 20 July, 2004.)
- Zuofa, C C (2006). Issues in women Education in Nigeria: Port Harcourt. Harey Publications.