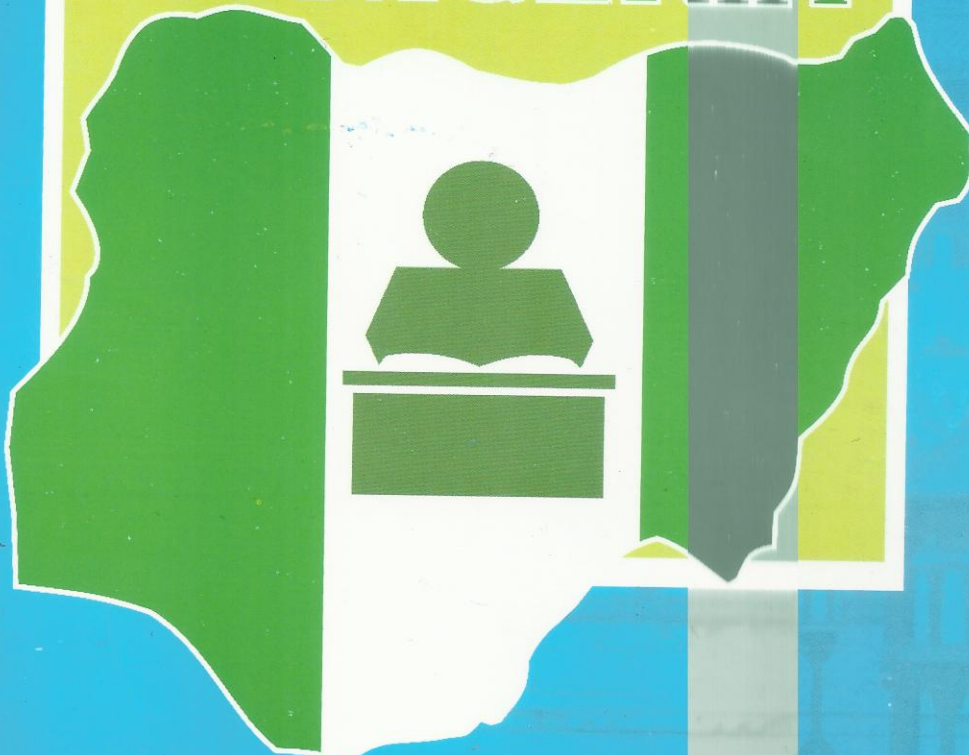


PERSPECTIVE ON THE HISTORY OF EDUCATION IN NIGERIA



EDITED BY

**PROF. J. O. O. ABIRI,
PROF. A. A. JEKAYINFA &
PROF. O. E. ABDULLAHI**

Revised Edition

PERSPECTIVE ON THE HISTORY OF EDUCATION IN NIGERIA

(Revised Edition 2018)

Edited by:

**PROF. J. O. O. ABIRI, PROF. A.A. JEKAYINFA
&
PROF. O.E. ABDULLAHI**

Edited by:

J. O. O. ABIRI, Ph.D, A.A. JEKAYINFA, Ph.D
& PROF. O.E. ABDULLAHI

Fist Published in June, 2003

Reprinted in 2005

Revised in 2008

Reprinted in 2010

Re-issued 2016

Revised 2018

All rights reserved.

No part of this publication, may be reproduced, stored in a retrieval system, transmitted or Utilized in any form or by any means: electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from the copyright owners.

Department of Arts and Social Sciences Education, University of Ilorin.

ISBN: 978-006-411-7.

Printed by

Haytee Press and Publishing Co. Nig. Ltd

No 2, Mejindadi street, Oja-Iya

Area off Taiwo Road, Ilorin Kwara State

Mobile: 08038282074

email: tayo_haytee@yahoo.com

Editorial

The history of Education in Nigeria is the subject of this work. It is presented in thirty chapters contributed by twenty-six scholars in Education. Each chapter treats a topic or an issue adjudged to be of particular significance in the subject. The first five chapters deal with background issues including the role of Christian missions and the setting up of certain commissions whose effects have tended to colour and pervade the subsequent fabric of education in the country from the dates of their respective incidences. The next five chapters are concerned with the history of the different levels of formal education beginning from the opening of the first primary school in 1842 and running through the subsequent development of education at every level till the year 2000. Following on these are three chapters dealing with certain other aspects that are of special relevance in the country, namely; Islamic, Nomadic and Special Education. Next, the formulation of the National Policy on Education, current issues and problems of Education, as well as the Nigerian Philosophy of Education are considered in historical perspective in three chapters.

This approach involving the successful treatment of issues, gives the reader the advantage of viewing fully, each topic or issue as it is identified and traced within the entire time frame of the work and in relation to any other topic/s or issue/s as may be deemed necessary and appropriate by the author/s of the chapter concerned. It also helps to obviate the relative lack of topical focus that is usually associated with treating concurrently, all issues or topics as they arise within each of the chronological sub-frames into which the entire time frame of the work may have been divided to correspond to the series of chapters of the work.

The various chapters contributed by an array of experienced scholars in Education should give the reader due satisfaction, as each chapter focuses attention on a specific topic or issue of interest in the history of Education in Nigeria. Five chapters treat some emergent or burgeoning issues of special interest in Nigerian education. These include the UBE, private Universities and NOUNS, Public Examination Institutions relating to Secondary, Post-Secondary and Tertiary Education and finally Agencies for the Management and Standardization of Tertiary Education in Nigeria.

Five of the last nine chapters in this edition have been added to treat very current issues that challenge the Nigerian education system in one way or the other. These are the issues of girl-child and boy-child education in the Northern and Eastern Nigeria respectively; the education of the internally

displaced persons; impact of Boko-Haram insurgence in the Nigerian education system; issues of mushrooming and standards in private early childhood education; and current developments in the Joint Admissions and Matriculation Board (JAMB) and the National Universities Commission (NUC)

Two of the remaining four chapters deal with some current development in the country's educational system and the New Senior Secondary School's curriculum while the last two chapters look at Nigeria's implementation of some international agreements in education like 'Education for All' and the Millennium/ Sustainable Development Goals' This book is recommended for all stake-holders and every one with interest in the Nigerian Educational enterprise.

*Prof. J. O. O. Abiri, Prof. Alice. A. Jekayinfa
& Prof. O.E. Abdullahi*

TABLE OF CONTENTS

Editorial.....	iii
Chapter One: Conceptual Background to the History of Education in Nigeria- <i>Prof. Alice A. Jekayinfa & Dr. D. O. Kolawole</i>	1
Chapter Two: Foundations of Western Education: The Role of the Jews, the Greeks and the Romans- <i>Dr. H.O. Owolabi</i>	15
Chapter Three: Indigenous African Education – <i>Prof. (Mrs.) Alice A. Jekayinfa</i>	25
Chapter Four: The Role of Commissions in the Development of Education in Nigeria – <i>Prof. J. O. O. Abiri</i>	39
Chapter Five: The Role of Christian Missionaries in the Development of Western Education in Nigeria. <i>Prof. Rotimi Williams Omotoye</i>	58
Chapter Six: Nursery and Primary Education in Nigeria- <i>Dr. D.O. Kolawole</i>	69
Chapter Seven: Secondary Education in Nigeria – <i>Prof. O.E. Abdullahi</i>	89
Chapter Eight: Technical and Vocational Education in Nigeria <i>Prof. H.O. Owolabi</i>	105
Chapter Nine: Teachers Education in Nigeria – <i>Prof. Alice A. Jekayinfa</i>	113
Chapter Ten: Post-Secondary and Higher Education in Nigeria <i>Prof. J.O.O. Abiri</i>	128
Chapter Eleven: Arabic and Islamic Education in Nigeria – <i>Prof. A.G.A.S. Oladosu</i>	150
Chapter Twelve : Nomadic Education in Nigeria - <i>Prof. C.O. Daramola</i>	163
Chapter Thirteen: Special Education in Nigeria – <i>Dr. Bolanle O. Olawuyi</i>	170

Chapter Fourteen: The 1969 National Curriculum Conference and the Nigerian National Policy on Education- <i>Dr. M.O. Olatunji</i>	183
Chapter Fifteen: Some Current Problems of Educational Development in Nigeria – <i>Prof. C.O. Daramola</i>	190
Chapter Sixteen: Historical Evolution of the Nigerian Philosophy of Education – <i>Dr. Samuel A. Amaele</i>	201
Chapter Seventeen: Universal Basic Education in Nigeria <i>Dr. A. Yusuf and Dr. Gbenga Ajere</i>	222
Chapter Eighteen: Emergence of Private Universities and the National Open University of Nigeria (NOUN) - <i>Dr. I.O.O. Amali</i>	230
Chapter Nineteen: Public Examination Institutions for the Certification of Secondary Education in Nigeria; WAEC and NECO <i>Dr. U. A. Ajidagba</i>	243
Chapter Twenty: Public Examination Institutions for the Standardization of Admission to Post-Secondary Education in Nigeria: JAMB and NABTEB - <i>Prof. Alice A. Jekayinfa</i>	249
Chapter Twenty One: Agencies for the Management and Standardization of Tertiary Education in Nigeria: NCCE and NUC. <i>Dr. C.F. Oyewumi and Dr. H.T. Yusuf</i>	256
Chapter Twenty-Two: Issues of Girl-Child and Boy-Child Education in Northern and Eastern Nigeria Respectively <i>Jekayinfa, Oyeyemi J.</i>	272
Chapter Twenty-Three: The Education of the Internally Displaced Persons in Nigeria <i>Yayi, Timothy Opeyemi</i>	286
Chapter Twenty-Four: Impact of Boko Haram Insurgence in the Nigerian Education System <i>Saidu, Abubakar (Ph.D)</i>	298
Chapter Twenty-Five: The Nigerian Educational System <i>Dr. S. K. Olowookere</i>	306

Chapter Twenty-Six: The New Senior Secondary School Curriculum <i>Aburime, A. O. (Ph.D.)</i>	317
Chapter Twenty-Seven: Education For All (EFA) in Nigeria <i>Issa Nasiru olokooba</i>	330
Chapter Twenty-Eight: Nigeria and the Sustainable Development Goals <i>Eniolakeji Ola-Alani Ph.D.</i>	339
Chapter Twenty-Nine: Issues of Mushrooming and Standards in Private Early Childhood Education in Nigeria <i>Ogunjimi, Mayowa Olurotimi (Ph.D.)</i>	353
Chapter Thirty: Current Development in The Joint Admissions and Matriculation Board (JAMB) and National Universities Commission <i>M.I.Oniye</i>	365
General Tutorial Questions.....	370
Notes on contributors.....	373

ISSUES OF MUSHROOMING AND STANDARDS IN PRIVATE EARLY CHILDHOOD EDUCATION IN NIGERIA

OGUNJIMI, Mayowa Olurotimi (Ph.D)

Introduction

Education is *sine qua non* for human and nation's development. It is light and life, as human beings cannot function properly without it. The importance of education especially to the children cannot be over emphasized globally. In every modern society, it is believed that education is the key to national development and there is a need to maintain every level of education especially the early childhood stage, because it is the bedrock upon which all other educational levels build. Once a child misses that early stage, it is usually difficult for the learner to get back to the basics. McDowall (2013) observed that education and training required for the development of child must start early in life, that is, from childhood. This is because, early childhood period is the time when children develop basic values, attitudes, skills, behaviours and habits, which will be long lasting. It has a positive influence in children's affective, conceptual and social development in later years.

Moreover, Sooter (2013) pointed out that early years in life are the most important to the formation of intelligence, personality and social behaviour of a child. The year before a child reaches kindergarten are among the most critical in his or her life to influence learning. That is why modern societies show serious concern for the education of their young ones by providing needed support to prepare them to succeed later in school. This makes every society to make provision for early childhood education programmes of various sorts for children below the age of 6 years in order to prepare them for education in primary schools. The Federal Government of Nigeria recognizes the importance of early childhood education in the country and as a result, was one of the programmes in the National Policy of Education. According to Mahuta (2007), the aim of early childhood education is to foster the proper development of the children, identify and address their problems, harness their potentials, mould their characters, enhance their learning's and equip them for life, so that their actions are channeled towards positive, personal, communal and global developments in all ramifications of life.

Origin of Early Childhood Education in Nigeria

While some cultural traditions emphasize family and community, the dominant vision and model in early childhood education derive its origin from European and North American traditions that was based on individual children's rights and development. It can be traced to the efforts of prominent European education experts like: John Amos Comenius (1590-1690), J. J. Rousseau (1782 – 1788), Johann Heinrich Pestalozzi (1748-1827) and Friedrich Froebel (1782-1751). These experts championed the right of children to early education. However, the practical orientation to early childhood education came from the British industrialist and socialist, Robert Owen, who set up an infant school for the children of his cotton mill workers from the age of one and the German educator, Friedrich Froebel, who put his ideas into practice in a school he called a "kindergarten". This innovation continued in the twentieth century with a focus on the very youngest children. The Italian Maria Montessori a pediatrician had a profound influence through her ideas and practice of emphasizing individual over class teaching, children learning rather than the teacher teaching and children's liberty to follow self-chosen activities. This change was carried forward in United Kingdom-based experimental schools, such as A.S. Neill's Summerhill School and Bertrand Russell's Beacon Hill School and child development work by Swiss psychologist Jean Piaget, who was also influential in shaping early childhood education in countries as distant as Japan.

In Nigeria, organized education of the child below primary school age did not receive official recognition until the time of early missionaries. The concept of infant schools was introduced in Nigeria by the missionaries in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria. Early Childhood education in the form of nursery school or pre-primary education is largely a post-colonial development. The semblances of it during the colonial era were the kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As grouping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor-Anyiin, 2008). It was for the first time in 1977 with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for early childhood education was given official recognition and linked with the child's educational performance in primary school. Consequently, early childhood institutions in the country started springing up and the number increased to about 8,300 in 1992 (Federal Government of Nigeria & UNICEF 1993).

Nowadays, early childhood educational institutions are located in various places and buildings, campuses of universities and Colleges, premises of some industries and business organizations, church premises, residential buildings with unprecedented expansion owing to the high demand for early childhood care and education by parents (Ejeh, 2006).

Nature of Early Childhood Education

Early childhood education is a broad term used to describe any type of educational programme that serve children in their preschool years, before they are of legal age to enter kindergarten (Morrison, 2004). It is a branch of education theory which relates to the teaching of young children (formally or informally) up to the age of six. It consists of any number of activities and experiences designed to aid in the cognitive and social development of preschoolers before they enter primary school. Maduewesi (1999) refers to early childhood education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home whereby young children from about the age of 3 years are exposed through play-like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. Federal Republic of Nigeria (2004) refers to early childhood education (pre-primary education) as an education given in an educational institution to children between ages 3 to 5 prior to their enrollment in the primary school. The objectives of early childhood education according to Federal Republic of Nigeria (2004) are:

- Effect a smooth transition from home to school;
- Prepare the child for the primary level of education;
- Provide adequate care and supervision for the children while their parents are at work (on the farm, in the market or offices);
- Inculcate social norms;
- Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys and so on;
- Develop a sense of cooperation and team spirit;
- Learn good habits, especially good health habits; and
- Teach the rudiments of numbers, letters, colours, shapes, forms and so on through play (page 11).

The Federal Republic of Nigeria (2013) outlined some steps the government

designed to achieve the above stated objectives of early childhood education in Nigeria, which are as follows;

- Encourage private efforts in the provision of pre-primary education;
- Making provision in Teacher Training Institution for production of specialist teacher in early childhood education;
- Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community. This will involve:
 - Develop the orthography for many more Nigerian languages; and
 - Produce textbooks in Nigerian languages.
- Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this (page 5).

The official provision made in the National Policy on Education (Federal Government of Nigeria, 2004) mandated the Government to encourage private efforts in the provision of early childhood education in the country. Moreover, owing to the high demand for early childhood education by parents, it does not take a long time for newly established early childhood institutions to grow and develop. According to Nwakaego (2007), it is becoming customary to operate early childhood institution in every household. Currently, early childhood education institutions are located everywhere. The negative aspect of this is the issue of mushrooming and standards of these institutions. The end result is that the young minds are offered "substandard" and "irregular" education that cannot breed egalitarianism and self-reliant individuals of the society and leaders of tomorrow.

The Universal Basic Education Act of 2000 cites early childhood education as an integral part of basic education which represents the first important step in achieving the goals of Education for All (EFA). Since it is the foundation for a life-long education, government is expected to be actively involved in providing it for the children. Sooter (2013) revealed that parents, private individuals, religious bodies constitute the largest proprietorship of early childhood education, while government agencies provide a pattry 10%. This had led to achieving low quality of childhood education in the country and subsequently low human capital development.

Private Investment in Early Childhood Education

Privatization can be referred to as "contracting out". It is part of a broad campaign that seeks to transfer many parts of our community life, including the delivery of education services, into the hands of private, for-profit corporations. It is a process, which can be defined as the "transfer of assets,

Nowadays, early childhood educational institutions are located in various places and buildings, campuses of universities and Colleges, premises of some industries and business organizations, church premises, residential buildings with unprecedented expansion owing to the high demand for early childhood care and education by parents (Ejeh, 2006).

Nature of Early Childhood Education

Early childhood education is a broad term used to describe any type of educational programme that serve children in their preschool years, before they are of legal age to enter kindergarten (Morrison, 2004). It is a branch of education theory which relates to the teaching of young children (formally or informally) up to the age of six. It consists of any number of activities and experiences designed to aid in the cognitive and social development of preschoolers before they enter primary school. Maduewesi (1999) refers to early childhood education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home whereby young children from about the age of 3 years are exposed through play-like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. Federal Republic of Nigeria (2004) refers to early childhood education (pre-primary education) as an education given in an educational institution to children between ages 3 to 5 prior to their enrollment in the primary school. The objectives of early childhood education according to Federal Republic of Nigeria (2004) are:

- Effect a smooth transition from home to school;
- Prepare the child for the primary level of education;
- Provide adequate care and supervision for the children while their parents are at work (on the farm, in the market or offices);
- Inculcate social norms;
- Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys and so on;
- Develop a sense of cooperation and team spirit;
- Learn good habits, especially good health habits; and
- Teach the rudiments of numbers, letters, colours, shapes, forms and so on through play (page 11).

The Federal Republic of Nigeria (2013) outlined some steps the government

designed to achieve the above stated objectives of early childhood education in Nigeria, which are as follows;

- Encourage private efforts in the provision of pre-primary education;
- Making provision in Teacher Training Institution for production of specialist teacher in early childhood education;
- Ensuring that the medium of instruction will be principally the mother-tongue or the language of the local community. This will involve:
 - Develop the orthography for many more Nigerian languages; and
 - Produce textbooks in Nigerian languages.
- Ensure that the main method of teaching in the pre-primary institutions will be through play and that the curriculum of teacher training college is appropriately oriented to achieve this (page 5).

The official provision made in the National Policy on Education (Federal Government of Nigeria, 2004) mandated the Government to encourage private efforts in the provision of early childhood education in the country. Moreover, owing to the high demand for early childhood education by parents, it does not take a long time for newly established early childhood institutions to grow and develop. According to Nwakaego (2007), it is becoming customary to operate early childhood institution in every household. Currently, early childhood education institutions are located everywhere. The negative aspect of this is the issue of mushrooming and standards of these institutions. The end result is that the young minds are offered "substandard" and "irregular" education that cannot breed egalitarianism and self-reliant individuals of the society and leaders of tomorrow.

The Universal Basic Education Act of 2000 cites early childhood education as an integral part of basic education which represents the first important step in achieving the goals of Education for All (EFA). Since it is the foundation for a life-long education, government is expected to be actively involved in providing it for the children. Sooter (2013) revealed that parents, private individuals, religious bodies constitute the largest proprietorship of early childhood education, while government agencies provide a pattry 10%. This had led to achieving low quality of childhood education in the country and subsequently low human capital development.

Private Investment in Early Childhood Education

Privatization can be referred to as "contracting out". It is part of a broad campaign that seeks to transfer many parts of our community life, including the delivery of education services, into the hands of private, for-profit corporations. It is a process, which can be defined as the "transfer of assets,

management, functions or responsibilities [relating to education] previously owned or carried out by the State to private actors" (Nakpodia, 2011). Privatization is a threat to public education, and more broadly, to our democracy itself. Privatization is a cut in services for the school, a cut in benefits and wages for employees, and a risk to safety for students and families. Private actors may include companies, religious institutions or non-governmental organizations. There are many different ways in which privatization can occur, for example, through the development of public private partnerships. Additionally, the unmonitored and unregulated expansion of private sector provision of education, such as for profit schools or low fee private schools, may have a privatizing effect if students have no other choice of school.

Private actors have the liberty to establish and direct educational institutions, under international human rights law. This liberty requires that these private actors must conform to minimum standards that are laid down by the State. It is also closely associated with the State's obligation to respect the liberty of parents to choose schools other than public schools for their children if they wish to do so. The educational choice of parents ensures that families can choose education that is in line with their own religious and moral convictions. While international human rights law does not clearly state who the direct provider of education services should be, Universal Basic Education Act of 2000 regards government as having principal responsibility of direct provision of education in most circumstances.

The Federal and States governments recognize for example, that the development of a system of schools at all levels shall be actively pursued. The government must regulate and monitor private schools. The Federal and State government are ultimately responsible for ensuring that the right to education is upheld regardless of the provider of education. Under international human rights law, government has the obligation to regulate and to monitor private education institutions. The government must ensure that private providers meet minimum standards, as laid down by the government, and that educational freedoms do not lead to extreme disparities of educational opportunity for some groups in society.

Privatization of education is sometimes promoted as a means of filling gaps in the provision of education. However, the on-going trend of privatization of education raises serious concerns about its negative impacts on the enjoyment of the right to education, particularly regarding the availability and accessibility of free education, equality of educational opportunities and education quality. Private actors have responsibilities as

regards the right to education. Private actors that provide educational services must respect the right to education, and the government must ensure that all private actors that play a role in education provision are accountable.

Effect of Privatization in Early Childhood Education

One cannot dispute the fact that government at all levels in Nigeria has failed in the provision of early childhood training and education to the children in the country, despite the recognition given to the programmes in the National Policy on Education (Adeleke & Adegbam, 2013). This situation has so far made the private schools in Nigeria to thrive because the purpose for the establishment of schools by the private individuals and groups are commercial and economic gain or interest. In a situation where virtually all provision for early childhood training and education is made by these private groups, there are bound to be shortcomings in the implementation of the policy of the early childhood education programmes and problems in the realization of the objectives of such a policy. Ejie (2006) asserted unequivocally that much of the shortcoming in the implementation of the national policy on early childhood education hinges on the failure of the Federal Government to put into effect most of the measures it stated in the *National Policy on Education* which aimed at ensuring that the policy objectives are achieved. Of all the measures the Federal Government undertook to take in order to facilitate the achievement of the objectives of early childhood education, the only one that was effectively accomplished is the granting of permission for private effort in the provision of early childhood education in the country, with virtually no participation by the public sector. While other nations of the world such as American and United Kingdom are spending a lot of money to finance early childhood education, Nigeria is playing hide and seek game to the programmes, and neglect it in the hands of private groups.

Another observation made by Ejie (2006) and corroborated by Olubor (2009) is that there is no adequate supervision by the government concerning the operations of the private institutions. The neglect on the part of government amount to breach of rules and regulations guiding the nation's educational programmes. Thus, inadequate supervision has made private proprietors to provide educational services in line with the values and priorities of parents in order to remain in business. Moreover, Ossai (2012) posits that textbooks, nursery rhymes and other learning materials are inadequate in these schools and that many of the schools are in dilapidated uncompleted buildings without chairs and desks for the children to sit on and

no ventilation while the kids are crowded into suffocating rooms. Similarly, inability of the government to control high school fees is a great challenge towards education attainment of the children. Parents have to comply with the decision of the proprietors or withdraw their children from school.

Mushrooming in Early Childhood Education

The National Policy on Education stipulated that private efforts will be encouraged to establish pre- primary schools in Nigeria. This means that government at all levels may not be directly involved in the establishment and management of early childhood education. Therefore, since the private individuals and organizations were directly involved, they want to make profit and hence, they often do not employ the right caliber of teachers. In some cases, the numbers of staff employed are reduced to save cost. So it will not be a surprise if one get to a nursery school class in any part of country and find only a teacher without a helper. In some cases, non- professionally qualified teachers are appointed to teach in many of the nursery schools because the unqualified teachers could take any salary which the professionally qualified teachers may reject.

At times, poor performance of students in examination is not because they have dull brains, but, because their environment is not so conducive that the students find it difficult to learn and assimilate. Some private nursery schools are terrible with hazardous conditions. These schools have terribly bad structures, their walls are almost collapsing and their roofs almost falling on pupils heads. A school shouldn't just be a place for learning, it must be, among many others, an environment conducive for learning and growth; safe and interesting. Also some of the private schools have no gates, making it possible for anyone to walk in pretend to be a parent or guardian.

The structures of some of these private nursery schools are saddening to write about, they are not just in a very bad state, they are scary. Some of the buildings look like some old houses in a forgotten land somewhere in a forest. For some nursery schools, there were no colours, nothing to make school and learning interesting and create fun for children. The classrooms are unbelievable. They are dark, dusty and old with broken roofs and ceilings. The chalk boards have faded completely. Some of the pupils in these schools never heard of school art laboratory or music laboratory, how much more a science or a Montessori laboratory. It is also important to point out that some street thugs hang out and sleep in some of the schools. One major topic that the present national and state administrations are not shy to announce is Nigerian education reform. As much as a reform of our education system is important,

the need to standardize the private schools' buildings, structures and activities with much focus and speed cannot be over-emphasized, because the extent to how conducive a school environment is can affect students' perception of school and learning.

Standards in Early Childhood Education

The idea of standard is closely related to the idea of quality and has had a part in debating about education since the 1980's. Standard is a degree of excellence required for a particular purpose, a measure of what is adequate or a socially or practically described level of performance. The issue of standards in education is as prominent as it was in the nineteenth century. In the country, criticisms of the quality of early childhood education has led to proposals to adopt standards relating to the curriculum content, learning environments, and frame work appropriate for private school ownership. Underlying the proposals was the perceived need for greater uniformity in operation of the early childhood education system. The curriculum content standards should be used as:

- a resource for ensuring appropriate implementation of the curriculum;
- a guide for instructional planning;
- a framework for ongoing professional development; and
- a framework for the development of a comprehensive early childhood education assessment system.

The curriculum in a quality early childhood education program is thoughtfully planned based on an evidence-based framework consistent with the goals of the program and with standards established by the program's governing body and any applicable legislative requirements. It honors children as active learners. It is consistent with and supports reasonable expectations for young children's development and learning including those with special needs and is culturally and linguistically responsive. An effective curriculum provides a coherent and intentional set of experiences and activities that include the natural environment, build on the child's natural sense of inquiry and that which supports multiple goals and children's development across all domains. The curriculum is designed to connect with and support developmentally appropriate expectations for children's development and learning in the years beyond early childhood education program.

A supportive early childhood learning environment should promote the development of children's critical thinking skills; fosters awareness of diversity and multiculturalism; and support enthusiasm and engagement as

the cornerstones of approaches to learning. The environment must nurture children's capacity to engage deeply in individual and group activities and projects. Such an environment is created through interactions with indoor and outdoor resource materials that offer opportunities for children to set goals and making sure that they achieve their goals while acquiring new knowledge and skills through purposeful play. Carefully planned instruction, materials, furnishings, and daily routines must be complemented by an extensive range of interpersonal relationships (adults with children, adults with adults, and children with children). In this setting, each child's optimal development across every domain (e.g., language, social, physical, cognitive, and social-emotional) will be supported, sustained, extended and enhanced.

While the adults in the early childhood education environment provide the conditions and materials that influence how children play and scaffold learning so that more sophisticated levels of interaction and expression are realized, it is the child who determines the roles and the rules shaping the play. The learning environment must, therefore, accommodate planned and unplanned, as well as structured and unstructured experiences. Unstructured play should take up a substantial portion of the day. Structured activities should include daily routines that provide young children with needed stability and familiarity (e.g., circle time, small-group time, and lunch), as well as learning activities that integrate early childhood education content and achieve specific goals planned by adults. For both structured and unstructured activities, the learning environment must be welcoming, safe, healthy, clean, warm, and stimulating. Early childhood education learning materials should be arranged to invite purposeful play and thus facilitate learning. They should provide opportunities for children to broaden and strengthen their knowledge through a variety of firsthand, developmentally appropriate learning experiences.

Recommendations

It is clear that early childhood education is the starting point of our intervention in human development and learning hence investing in early childhood education by the Federal and State government is a great value. This requires that:

- The State Ministry of Education officials should enforce the regulations laid down by the Federal Ministry of Education regarding the provisions of Early Childhood Education and the establishment of private schools.
- Effective quality monitoring units should be set up by ministries of

education and provided with necessary logistic support to ensure that minimum standards are maintained in early childhood education.

- Moreover, the State and Local Government should make early childhood education a section of the public primary schools as it is categorically stated in the National Policy on Education (Federal Government of Nigeria, 2004). Even if it will just be a few schools in each Local Government Area, it will go a long way in helping the poor parents to give their children early childhood education.
- Another alternative is for each local government council to establish at least a model nursery school which will be highly subsidized if it cannot be made free. If the fees charged are limited, and affordable, many of the average parents may be encouraged to send their children there. If such model nursery schools are established, the staff should be professionally qualified to teach pupils. Otherwise it will not produce the much needed stimulation and encouragement for the children.
- The Non-Governmental Organizations (NGOs) should be further encouraged to establish low-cost nursery schools particularly in the deprived areas. Government as well as individuals, associations and communities can assist the NGO's with money and other materials.
- Clear-cut standards for equipment, infrastructure, curricula and qualifications for teachers should be set by the government for private school with adequate supervision on compliance.
- On the language policy, if the Mother Tongue (MT) or the Language of Immediate Community (LIC) is considered so important at the early childhood education level as an integral part of the child's culture and the link between the home and the school and as a way of safeguarding the culture, then, it should be practically and properly implemented. To achieve this, more language experts should be commissioned to write textbooks in the common Nigerian languages and to develop orthography of many more Nigerian languages instead of the three major languages (Hausa, Yoruba and Igbo).
- Government should regulate salary of all teachers in early childhood education as well as school fees. The high school fees solely determined by respective proprietors of early childhood schools owners scare away many parents in sending their children to school. Also poor salary denies such schools of professional or qualified and dedicated teachers hence children are denied quality education.

Conclusion

It is evident that early childhood education is the foundation of all other levels of education. It is the bedrock upon which other levels are laid. Poor performance in the other levels of education can be traced to this foundation level. If the purpose of early childhood education is to prepare young children for primary school education, which is universal, free and compulsory, and to offer every Nigerian child the opportunity to go to school and receive education as rightly enshrined in the National Policy on Education (Federal Ministry Education, 2004), then, the government at the three tiers should implement both the letter, spirit and purpose of this policy, devoid of lip-service and adhoc implementation processes, procedures and strategies.

Revision Questions

1. Briefly describe the origin of private investment in early childhood education in Nigeria.
2. Give a detailed explanation of the nature of early childhood education in Nigeria.
3. Present your views on the privatization and mushrooming of early childhood education in Nigeria.
4. Describe the expected standards of an early childhood education school.
5. Suggest various measures that can be put in place to curb the issues of mushrooming and standards in early childhood and nursery education in Nigeria.

References

- Adegbamigbe A. & Adewole, O. S. (2013) "Early Child Training and Education Neglect and its Implication on Children's Future Achievement, National Peace and Development: A critical review of literature", *Journal of Education and Practice*, 4 (22), 43-49.
- Akinbote, O.; Oduolowu, E. & Lawal, B. (2001) *Pre-primary and Primary Education In Nigeria: A Basic Text*. Ibadan: Stirling Horden Publishers Nigeria limited.
- Ejeh, M. U. C. (2004). "Pre-Primary Education in Nigeria: Policy Implementation and Problems". *Journal of Elementary Education*, 5 (1), 58-64.
- Federal Government of Nigeria & United Nations Children Cultural and Education Fund (UNICEF) (2003). Situation and Policy Analysis of

- Basic Education in Nigeria. *Paper present at the 2001 Conference of African Curriculum Change.*
- Federal Republic of Nigeria (2004). *National Policy on Education (4th edition)*. Abuja: NERDC.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja: NERDC.
- International Labour Organization (2012). "Right Beginnings: Early Childhood Education and Educators". *Report for discussion at the Global Dialogue Forum on the Conditions of Personnel in Early Childhood Education.*
- Mahuta, M. G. (2007). *Introduction to Sociological Foundation of Education*. Sokoto: But-Bass Educational Books.
- McDowall, C. R. (2013). *Childhood in Society*, London: Learning Matters.
- Nakpodia, E. D. (2011). "Early Childhood Education: Its Policy Formulation and Implementation in Nigeria Educational System", *African Journal of Political Science and International Relations*, 5 (3), 159 - 163
- National Board for Professional Teaching Standard (2012). *Early Childhood Generalist Standards 3rd Edition*. USA: NBPTS
- Nwakaego, E. (2007). *Effective Implementation of the UBE programme*. Nimo: Rex Cheries & Patrick Ltd.
- Obidike, I. V. (2012). Towards Effective Early Childhood Care and Education Programme in Nigeria. *Journal of Teacher Perspective*, 6 (3), 507 – 513.
- Odia , L. O. & Omofunmwan, S. I. (2007) " Educational System in Nigeria Problems and Prospects." *Journal of Social Sciences*, 14(1), 81 - 86.
- Olubor, R. O. (2009). "Private Cost Analysis of Pre-School Education in Nigeria Private Schools", *Journal of Social Sciences*, 19 (2), 141 -148.
- Ossai, R. V. (2012). "Promoting Effective Pre-Primary Education in Nigeria: Challenges and the Way Forward, *African Education Indices*, 1 (1), 44 – 50.
- Sooter, T. (2013) Early Childhood Education in Nigeria: Issues and Problems, *Journal of Education and Social Research*, 3 (5), 173-179.
- Tor-Anylin, S. A. (2008). *Origin, Growth and Development of Pre-Primary and Primary Education in Nigeria*. Markurdi:Selfer Academic Press Ltd.

The Book

The book deals with the History of Education in Nigeria. It comprises of 30 chapters, each focusing on significant issue in the history of Education in the country. The first five chapters deal with the background issues including the role of the Christian mission and commissions in the development of education in the country. Chapters six to eleven deal with the history of different levels of formal education beginning from the establishment of the first primary schools in 1842.

Chapters twelve to fourteen deal with other aspects of education that have special relevance in the country. These are Islamic, Nomadic and Special Education. Chapters fifteen and sixteen deal with the current problems of education and formulation of National Policy and the Nigerian Philosophy of Education respectively.

The next five chapters treat some emergent issues of special interest in Nigeria education. These include the UBE, private Universities and National Open Universities of Nigeria; history of public examinations relating to Secondary, Post-Secondary and Tertiary Education and finally. Agencies for the Management and Standardization of Tertiary Education in Nigeria.

Nine new chapters have recently been added. Five of these nine chapters treat very current issues that challenge the Nigerian education system in one way or the other. These are the issues of girl-child and boy-child education in the Northern and Eastern Nigeria respectively; the education of the internally displaced persons; impact of Boko-Haram insurgency in the Nigerian education system; issues of mushrooming and standards in private early childhood education; and current developments in the Joint Admissions and Matriculation Board (JAMB) and the National Universities Commission (NUC). Two of the remaining four chapters deal with some current development in the country's educational system and the New Senior Secondary School's curriculum while the last two chapters look at Nigeria's implementation of some international agreements in education like 'Education for All' and the Millennium/ Sustainable Development Goals.

The book will be of tremendous use to both Undergraduate and Postgraduate Students in the faculties of Education in Nigeria because it is compiled by experienced scholars in education.

HAYTEE

08038282074

ISBN 978-006-411-7