PERSPECTIVE ON THE HISTORY OF EDUCATION IN NIGERIA

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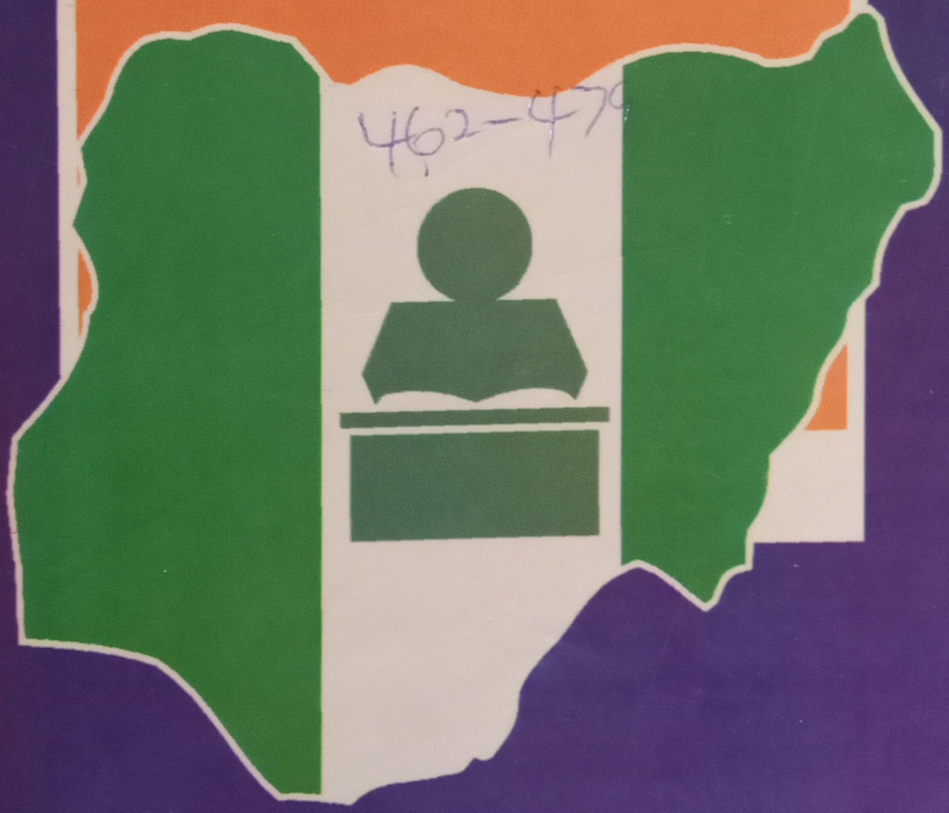

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Revised Edition

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Chapter Twenty-Eight

NIGERIA AND THE MILLENIUM DEVELOPMENT GOALS

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Introduction

Across the globe, especially in third world countries, people wallow in abject poverty, a cankerworm against growth and development. Sometimes, people sleep at night on empty stomach without hope of what to eat the next day. Malnutrition has become customary. Many do not have shelter; health care delivery system and electricity alien to most communities. Pipe borne water, good roads quality education is unavailable. High rate maternal death and infant mortality is rampant. Some environment are not conducive to human habitation because of environmental degradation; while some still live where there is basically no ''civilization'' at all, social discrimination and exclusion as well as lack of participation in decision making. There are many underdeveloped nations with precarious development indices. According to Shetty (2005 pg), more than 1.2 billion people or about 20% of the world population survived on less than US $1/day. The United Nations Development Programme (UNDP) in its 1998 Report documented that the three richest countries in the world had assets that exceeded the combined Gross Domestic Product (GDP) of 48 least developed countries (UNDP, 1998). These issues became worrisome and mind buggling to the world leaders and leading development institutions around the globe. So, they converged and developed a position paper to channel the efforts of meeting the needs of the world poorest. The white paper was named the Millennium Development Goals (MDGs) with an eight-point agenda and specific target.

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Nigeria was one of the 189 countries from across the world that endorsed the United Nations Millennium Declaration in New York in September 2000. This led to the adaptation of the eight time-bound Millennium Development Goals (MDGs) and the monitor-able indicators. The eight goals to be achieved by the respective countries by 2015, were

1. Eradication of extreme poverty and hunger 2.Achieve universal primary education

3. Promote gender equality and empower women 4.Reduce child mortality 5. Improve maternal health 6.Combat HIV and AIDS, malaria and other diseases 7. Ensure environmental sustainability 8. Develop a global partnership for Development

The Eight Millennium Development goals are crucial for building viable and sustainable human development. Obanya (2009) noted that the goals are largely attainable through education; they depend on educational factors. In another sense 'meeting basic education needs is a sure step to meeting basic sustainable human development needs. Obanya (2009) therefore postulates that the Dakar Education for All (EFA) Goals were essentially elaboration of the educational dimensions of the MDG's of January 2000. This fact is illustrated in the table below:

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Table 1: The MDGs as Education-Related Goals.

Goal	Estimated Education Sector Contributions (%)	Estimated Contribution: Other Sectors (%)	Comments
Eradicate poverty and hunger	50	50	Education can empower people with the skills and values needed to combat poverty and hunger Public enlightenment (non-formal education) is also a key factor
Achieve Universal Primary Education	75	25	Political/social/economic factors also have a great role to play
Promote gender equity and empower women	50	50	A great bulk of the task lies in other sectors: political/socio-economic actions also key
Reduce child mortality	35	65	Political/technical/medical/economic/social factors at play, but formal and non-formal education also valuable
Improve maternal health	35	65	Same as in 4 above
Combat HIV/AIDS, malaria and other diseases	50	50	Preventive health, education and research for better understanding of these threats are strictly education issues
Ensure environmental sustainability	40	60	A good deal of the challenge here is educational, even though political will and technical action would be paramount. The environment as a scientific/social

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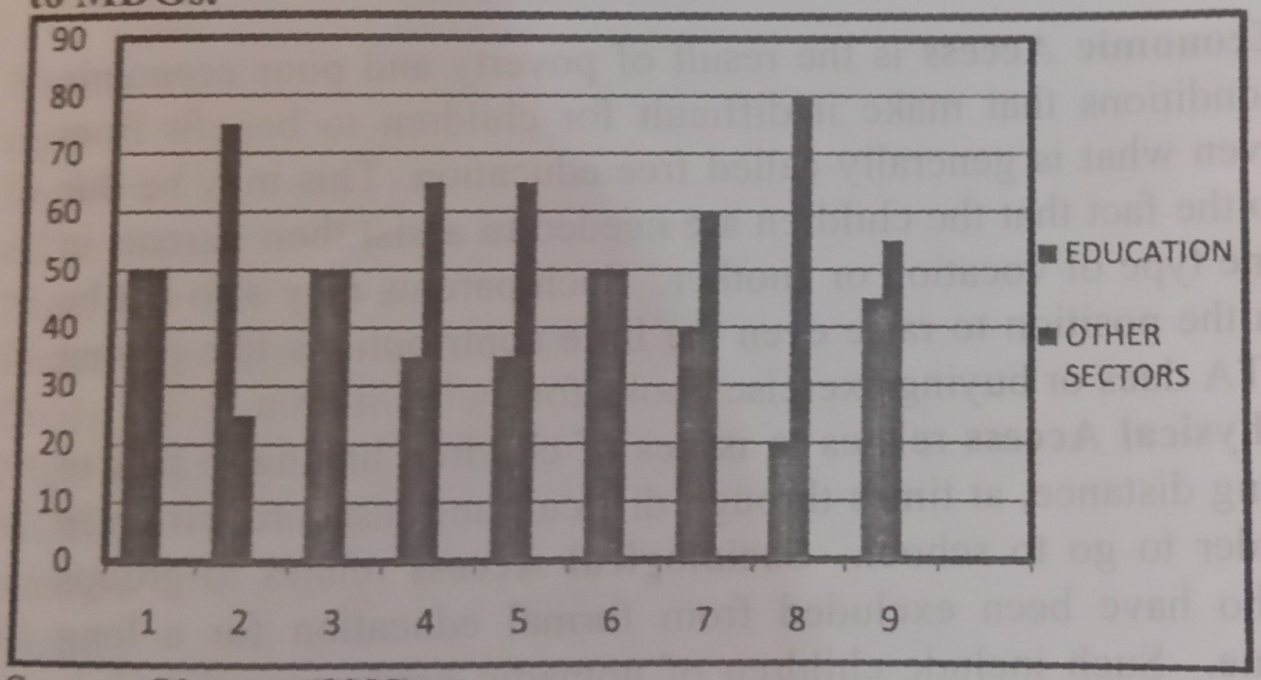
			phenomenon is also largely an education issue
Develop global partnerships for development	20	80	Education is key to all forms of development. In this particular case, public enlightenment is important. Above all, development planning involves techniques that have to be learned through some form of education

Source: Obanya, (2009) p.91.

Figure 1, in a clearer way, illustrate the fact that education has the potential of contributing on the average about 56% to the attainment of all the eight development goals in comparison to all other factors.

Fig. 1: Estimated Education Sector Potential Contributions to MDGs.



Source: Obanya, (2009)

MDGs 2 and 3 demand that all children must benefit from education. This in practical terms mean that children must be physically enrolled in school must be in regular attendance,

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progress through the grades, as well as complete the prescribed years of schooling. It also implies that learning must include functional literacy, numeracy, life skills and lifelong learning skills (Obanya, 2009). These expectations are termed access.

Access to education means the possibility of making everyone who is entitled to it, or who desires it to receive it. It also implies that the hindrances that prevent anyone from taking advantage of the opportunities are removed. There are five dimensions of access to education – economic, physical, sociological, psychological, and cultural. All these dimensions of access have to be considered in ensuring qualitative education (Ruwa, 2008). This position is stressed by Jomtien because getting children to school is one thing, making sure they learn is another. It may be added that what and how they learn equally matters if the goals of primary education and the cause of sustainable development would be achieved.

Economic Access is the result of poverty and poor economic conditions that make it difficult for children to benefit from even what is generally called free education. This may be due to the fact that the children are needed to assist their parents in one type of vocation or another. Such parents may also not be in the position to raise even the little contributions like paying PTA dues or buying exercise books for their children.

Physical Access relates to issues of children having to trek to long distance, at times through difficult and insecure terrain in order to go to school. **Sociological Access** relates to groups who have been excluded from formal education for a long time. Such include children of nomadic herdsmen, alimajiris and so on. There is also **psychological access** that relates to children who may physically be in school, but not learning sufficiently well. Such may be underage or over aged children,

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who do not fit properly into the school system. **Cultural access** has to do with issues arising from social, religious practices and beliefs which have kept different people apart for generations.

Where any of these or a combination of them exist some children are often excluded from the school system. Exclusion may therefore be due to any of the following factors, exclusion from environment, inability to progress from one state to another, dropping out of school and inability to progress due to home/financial difficulties (Obanya, 2009). The implementation of MDGs in Nigeria began when the Federal Government pledged to apply the savings from the Paris Club Debt Relief Deal in 2005 to pro-poor programmes and projects. Several policies, programmes and projects have been implemented as a result of savings from external debt relief with direct impact on the MDGs.

The 2015 End Point Report provides in summary, Nigeria's progress with the MDGs since inception. As an end report, it is an historic assessment of the planning and implementation as well as monitoring and evaluation of the entire experience. It further serves as a transitional linking Nigeria's MDGs era and the post-MDGs development framework now officially called Sustainable Development Goals (SDGs). In general terms, the report indicates that Nigeria has made appreciable progress in the attainment of MDGs in the last 15 years, particularly in the area of universal primary education enrolment; achieving gender parity in education; reducing the spread of HIV and AIDS; reducing maternal deaths, as well as halving the percentage of people living in absolute hunger for which it received a recognition from the Food and Agricultural Organization (FAO). In spite of the appreciable progress, some of the targets could not be

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met due to challenges in the areas of poverty, insecurity, social inequality, absence of inclusive growth and youth unemployment. It thus means that the MDGs implementation in Nigeria remains an unfinished business that needs to be rolled over to the successor SDG framework.

Achievements of Millennium Development Goals in Nigeria

The following achievements have been made based on the highlighted goals of the MDGs in the country.

Eradication of Poverty and Hunger:- Nigeria made notable progress in this goal and particularly in the fight against hunger, but generally missed meeting the targets of most of the indicators. The strong progress under this goal can be seen in the persistent reduction in poverty prevalence in recent years. Although poverty prevalence fluctuated, it declined from 65.6% in 1996 to 45.5% in 2010; short of target by 24.1%. The World Bank's most recent estimates of poverty incidences in Nigeria indicated it at the lowest of 33.1%in 2012/2013; a figure much closer to the target. In one particular area of strength, Nigeria was able to reduce hunger by 66% in 2012 and this earned her international recognition in 2013 from the Food Agricultural Organization (FAO). (M.DG Report 2015). Thus, as Nigeria is very close to meeting the hunger target owing to the transformative interventions in the nation's agricultural sector, there are still high levels of disparities across the geo-political zones, states and between the urban and rural areas. Therefore, the prevalence of hunger is much higher in the Northern states and more endemic in rural than in urban areas. A number of key institutional and policy drivers can be said to have been responsible for the appreciable progress made on Goal1; notably, the Federal Ministry of Agricultural (FMARD), the office of the Senior Special

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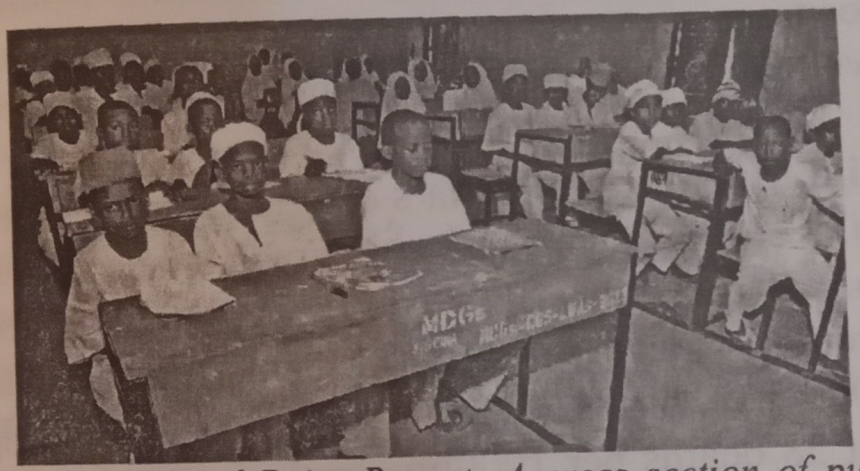
Assistant to the President on MDGs (OSSAPMDGS), Development Partners, the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), the National Poverty Eradication Programme (NAPEP) among others.

Universal Primary Education: -The development of any nation depends largely on inputs made by her citizens. The quality of input however, depends largely on the percentage of the population with a level of education adequate enough for rapid economic and social development. The programme was introduced in 1999 in conformity with the education for all (EFA) and MDGs as an integral part of poverty reduction strategy. Nigeria has made gradual move towards the 100% target by 2015; this reflected in the net enrolment rate in primary education that stood at 86.7% in 2006 and 89.6 in 2007 (UNDP report 2007).



Nigeria 2015 MDGs End-Point Report: A cross section of pupils in the classroom

Promotion of Gender Equality and Empowerment of Women: -The pursuit of gender parity in basic education in Nigeria has witnessed strong progress when seen against the prevailing patriarchal culture and practices in most parts of the country. There has been a steady increase in the ratio of girls to boys in basic education in Nigeria with the end-point status of 94% in 2013 being a significant achievement compared to the

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82% achieved in 1991. The statistics from both the World Bank and Multiple Indicator Cluster Survey (MICS) corroborated the high gender parity index recorded by Nigeria. Similarly, Nigeria has not done well in the area of proportion of women in wage employment in the non-agricultural sector with an end-point status of 7.7% in 2010 (the most recent data). However, in terms of women's contribution to the total labour force in both agricultural and non-agricultural sectors, the proportion has considerably increased to a record 37.7% in 2014. The ILO statistics corroborates this with a 48.1% increase in 2011. As regards the proportion of seats held by women in the National Parliament, Nigeria has done badly with an end-point status of 5.11% in 2015 against the expected target of 35%. The prevailing patriarchal culture and practices remain a major factor against women's access to elective positions. This is however not the case with women in appointive positions as women got over 30% of appointments to higher level political decision making positions in recent years.

Reduced Child Mortality: Nigeria's efforts aimed at reducing avoidable child deaths have met with gradual and sustained progress. The under five mortality rate (U5MR) had improved remarkably from 191 deaths per 1000 live births in 2000to 89 deaths per 1000 live births in 2014 as the end-point figure which stood at 58 deaths per 1000live births in 2014 reflected progress. It was still short of the 2015 target of 30 deaths per 1000 live births. The immunization effort against measles has been relatively effective. It has resulted in significant reductions in case burden as a result of the scale up of the administration of measles vaccination to children 9 months and older through routine immunization services led by the National Primary Healthcare Development Agency

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(NPHCDA). The proportion of one-year-old children immunized against measles increased from 46%in 1990 to 61.3%in 2012 and subsequently to 63.0% in 2014. Nigeria had also recorded strong progress in the effort to eradicate polio and celebrated one year without polio from July 2014 to July 2015.



Nigeria 2015 MDGs End-Point Report: President Muhammed Buhari vaccinating in July 2015 during the celebration of one year without Polio in Nigeria

Improved Maternal Health: The drive to make progress on this goal has seen improvements in maternal health. With a baseline figure of 1000 deaths per 100,000 live births in 1990, the Maternal Mortality Rate (MMR) consistently decreased over years to 545 in 2008. The downward trend continued to 350 deaths per 100,000 live births in 2012 and subsequently to its end-point status of 243 per 100,000 live births in 2014.

Many policy drivers made the progress possible; one being the Midwives Service Scheme while the other was the collaborative efforts made between donors and the Federal Ministry of Health and its parastatals. In the meantime, the proportion of births attended by skill health personnel improved appreciably from a baseline figure of 45% in 1990 to the end-point status of 58.6% in 2014 with the conviction that the national figure would have been better had it not been for

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the wide disparities across states with lower records. The success is attributed to effective implementation of the Midwives Service Scheme (MSS). In the case of antenatal significant progress was also recorded. Antenatal coverage of at least one visit recorded an end-point status of 68.9% in 2014, and for at least four visits, the end-point status was 60.6% in 2014. The successes imply the need for a scale-up of the policy interventions.



Nigeria 2015 MDGs End-Point Report: A cross section of nursing mother in one of their visit; Maternal Mortality target met and strong progress made on the indicator.

Combat HIV and AIDS, Malaria and other Diseases: The prevalence of HIV among pregnant young women aged 15-24 years has steadily declined from 5.4% in 2000 to 4.1% in 2010. Figures for more recent years are not early available. The decline resulted from the implementation of tested high impact interventions implying the need for consistent implementation of such high impact interventions in the sector. With respect to the incidence of tuberculosis per 100,000 people, the efforts have not produced appreciable results. For instance, the value for this indicator fluctuated between 343.00 in 2005 and 339.00 in 2012.(M.DG Report, 2015). The end-point status of the incidence of tuberculosis in Nigeria was 338 in 2013. This

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latest figure is still unacceptable and calls for renewed efforts, more resources and interventions in order to drastically reduce the prevalence of tuberculosis.



Nigeria 2015 MDGs End-Point Report: drugs displayed for Combat HIV and AIDS, Malaria and other Diseases

Ensure Environmental Sustainability: Nigeria has made appreciable progress in improving households' access to safe drinking water with an end-point status in 2015 at 67.0% access. The country is also deemed to have done well on this indicator from the statistics of the Joint Monitoring Programme (JMP) United Nations Children's Fund (UNICEF) and World Health Organization (WHO) indicating the recorded end-point status of 69% in 2015. This compares well with the baseline figure of 40% in 1990. However, there are wide disparities in access to safe water across states, with those in the south having higher access than those in the north. The success recorded in the provision of safe drinking water has, however not been witnessed with respect to the proportion of the population using improved sanitation facilities. The end-point status of only 41% using improved sanitation facilities in 2014 is not encouraging and in fact, suggests weak progress in this indicator. The JMP estimate is even worse here as it recorded 29% for this indicator in 2015. The percentage of the urban population living in slums has been on the decline since 1990.

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From a baseline figure of 77.3% in 1990, it declined to an end-point of 50.2% in 2014. Although this implies strong progress, the number of persons living I slums is still very alarming and also considering that the number of slum dwellers has been on rise owing to increasing housing deficits of 16-18 million units against the reality of growing number of cities with populations of one million and over.

Develop a Global Partnership for Development: Nigeria has performed better on this goal as compared to the others. There has been a rising trend in per capital Official Development Assistance (ODA) with potential impact felt in infrastructure and human development. The appreciable decline in debt service as a percentage of exports of goods and services is attributed to the debt relief granted in 2005. The socio-economic benefits associated with Information and communication Technology (ICT) has seen to appreciable growth in the industry. The growth in the number of cellular phone subscribers and tele-density per 100 people standing at 77.8 and 99.3 respectively in 2014 signifies wide coverage.

Challenges of MDGS on Education in Nigeria

The real challenge that militates against the realization of the MDGs is those of policy implementation, because adequate budgetary allocations have been made by government. The implementation of MDGs has been characterized by deeply entrenched corruption, gross inefficiency and wastefulness (The Guardian, 2009). Corruption has been a major problem because it makes the country unattractive to investors as it raises the cost and risk of doing business in the country (UNDP, 2004). In addition, there is the Governments and many donor agencies.

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The delivery of education has suffered from years of neglect, compounded by inadequate attention to policy frameworks within the sectors. There are a lot of challenges facing the country and making it difficult for good quality education that is empowering and capable of bringing about sustainable development to be provided. The greatest challenge facing education is inadequate funding by the three tiers of government, to the extent that funding has been in response to conditionality imposed by the international financial institutions.

It has been noted by the UNDP (2005), that if the current trend continues, the target of achieving universal primary education by 2015 may be missed by a decade. Out of about 47 million children that were out of school in 2015, 19 million of them were in sub-Saharan Africa. Forty six countries are going backwards or will not meet the target until after 2040. These countries account for 23 million of the 110 million children currently out of schooling in developing countries.

Nigeria is daunted with poverty and economic underdevelopment which coupled with poor administration, lack of political will, selfishness etc, have made its yearning towards achieving the MDGs in 2015 impossible. According to the UNDP Human Development Report on education in Nigeria 2008-2009, the adult literacy rate was 64.2% which indicates that about 50 million Nigerians are still unable to read and write. This level of illiteracy combine with the poor educational quality and standards are antithetical to the rapid economic growth required for the actualization of vision 20:2020. Adult and non-formal education must be given greater impetus to enable this large segment of the population to acquire functional literacy that would make them contribute more effectively to national development.

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The infrastructures in schools are dilapidated. The adverse learning conditions in the schools include paucity of teaching and instructional materials, as well as over-crowded classrooms. The hygiene and sanitary conditions are also critical and have been identified as contributing factor to the effective retention and full participation of girls in education, especially in some parts of the country. The quality of education is of considerable concern using the achievement of candidates in SSCE as a yardstick. In the recent past less than 10% of the candidates obtained the minimum of five credits including English and Mathematics required for University admission purpose. (National Bureau of Statistics, 2009). The situation continued to remain the same up to and beyond 2015.

Conclusion/ Suggestions

All children should have access to quality education within an equitable system; schools should be places where child's right especially those of girls, are respected. Attendance at schools will assist children to acquire adequate knowledge which engenders self-confidence that can help them challenge discriminatory and biased gender roles and relations. There is need for full implementation of UBE Act and to promote child friendly teacher- school-environment. Also provision of infrastructure such, as classrooms which would ease overcrowding and reduce teacher/pupil ratio have to be given priority.

Continuation with the unfinished business of the MDGs especially in health (particularly tuberculosis and HIV and AIDS), agriculture, water and sanitation. Provision of funding sources to ensure sustainable financing of the post-2015 development agenda. Private sector should be encouraged to adopt SDGs projects for construction, rehabilitation and

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maintenance. Efforts should be vigorously made for the pursuit of early implementation of the post 2015 Development Agenda with its integration into National and state development strategies and plans; sustaining the Independent Monitoring, Supervision and Data Collection (MSD) framework as well as the OPEN Monitoring and Evaluation framework; consolidation of the gains recorded in data generation and management as well as the use of Nigeria MDGs Information System (NMIS); implementation of peace and security policies as veritable mechanism for human and sustainable development for SDG 2016 and ensuring that the post-2015 development is so resilient as to deliver irreversible development process in Nigeria.

Revision Questions

1. Discuss at least five achievements of MDGs in Nigeria in relation to its goals
2. The challenge that militates against the realization of the MDGs is that of policy implementation. Discuss.
3. Highlight 8 ways towards the actualization of MDGs in Nigeria.
4. Discuss the major impediments in the Nigerian primary school system.
5. What are the prospects of education in promoting sustainable development in Nigeria?

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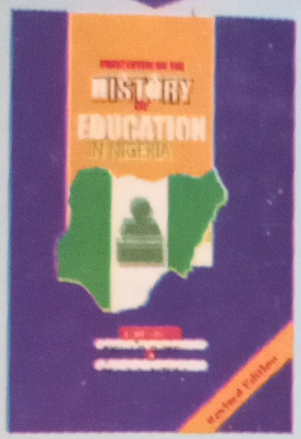
The Book



The book deals with the History of Education in Nigeria. It comprises of (30) thirty 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, Normadic 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 last 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.

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.

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