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GSP 2204 Foundation of Nigerian Culture.

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MODULE Seven: A Historical Analysis of Education and National Development in Nigeria

Aims/Objectives of the Module

- a. Basic Knowledge on major types of Education in Nigeria
- b. Basic knowledge on the History of Western Education in Nigeria before, during and after Independence in 1960 and beyond
- c. Basic knowledge on Policy on Education from 1979 to date and the role of Languages therein
- d. Basic knowledge on the Relationship between Education and development
- e. Roles of Government, NGO's and International Donors in Financing Education in Nigeria

1.0. Introduction

1. Concepts Definition

- 1.1. Education: curriculum, evaluation
- 1.2- Language
- 1.3- Development –

2.0 Education in Nigeria

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- 2.2. Western Education Pre and post Independence
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1.0 Introduction

Scholars worldwide believe that, there is a correlation between education and development of individuals, states, nations and any language community. The popular adage, that no nation can attain purposeful development without an adequate preparation for educating its citizens has brought to the fore the importance of education. The purpose of this module is to give a brief understanding of the relationship between education, language and development. These tripod concepts are interwoven agents of complete socialization of humans.

The name “Nigeria” is more than 100 years now, and it resulted from the joining or amalgamation of the various ethnic communities that occupy the British protectorate of North and South of the River Niger. Prior to the amalgamation in 1914 the different ethnic communities within the Northern and Southern Protectorate were living independently but mutually attached through economic and social relationships. The trade of kola, palm oil, slave trade (still the slave village known as Brazilian Baracoon is regarded as a National monument as Badagry Slave Museum), bronze and other metals opened the major cities and towns to all. Both goods and people moved freely without let or hindrance.

Sequel to the amalgamation, all the more than 400 ethnic groups, and languages were reduced to mere subordinate to English which was later made the official language of all colonial activities. The native Nigerian languages are made inferior and usually referred as mere vernaculars.

1.1 Education

Education is the act or process of educating, the result of educating as determined by the knowledge, skill or discipline or character acquired; also, the act or process of training by a prescribed or customary course or discipline. Thus, the ability to read, write and comprehend letters or symbols form the basis of education in the western world. Education always maintain the ability to master four basic skills” reading, writing, listening and speaking.

Education as a discipline or subject of study has many concepts unique to it. Concepts like curriculum, evaluation or assessment, education policy or legal backing, and many more are often taught in education classes.

1.1.1. Curriculum means the general idea of education based on answers to what is to be taught; who is to be taught what, at what level is to be taught and through which medium is to be taught. Composite answers to these four questions form the basis of any educational curriculum be it traditional or western/modern type

1.1.2. Assessment or evaluation means the various ways through which teaching and learning activities are measured to ascertain its successes or failures. It could be through oral test, written test, continuous assessment and examination.

1.1.3. Educational policy is a rule governing all activities guiding the formal ways of imparting knowledge. Before the era of colonization there are many rules in the form of edict on western education provision to the citizen of Nigeria. Examples of such edicts are as follows:

1.1.4 Branches of Education

Depending upon the kind of training required, the following form the basis of Education as a course in Teacher training college or university.

- a. Foundations of Education
- b. Psychology of Education
- c. Educational Management and Administration
- d. Comparative Education
- e. Philosophy of Education
- f. Educational Measurement and Evaluation
- g. Educational Technology

1.2 L Language, Culture and Ethnicity

Regardless of the type of education a country practices language of instruction remains a basic aspect of curriculum requiring legislation. The educational process cannot be successful without a language as a means of lesson delivery. The language, culture and ethnicity are used daily by anthropologist in describing human communities. The three are thus related as one cannot study language without reference to its speaker's cultural background or ethnic identity. The concepts as they are, naturally affects the delivery of proper education. It is therefore pertinent here to give a brief account on each.

1.2.1 Language

A Language is the cognitive ability to learn and use systems of complex communication or to describe all set of rules that make up the system". Only human language has the ability to change and develop into many sub systems guided by responsive rules. The sound system of each language is guided by certain rules. Similarly, its morphology (study of words) and semantics the study of meanings are always following specific rules.

Language is the natural gift to human that enables man to acquire and use complex system of communication. The scientific study of languages is known as Linguistics: It has many branches as Sociolinguistics, Descriptive, Historical, Psycholinguistics, Neurolinguistics, Comparative, Applied and Computational linguistics.

Whorf (1941: 92.3) opined that, the

"Concepts of time and matter are not given in substantially the same form by experience to all men but depend on the nature of the languages which they have been developed...there is relation between a language and the rest of the culture of the society which use it".

Pinker (1994, p. 18) has this to say on language:

"...is a distinct piece of the biological makeup of our brains. Language is a complex specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is developed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently",

All natural languages have the following basic characteristics

- a. Productivity
- b. Recursiveness
- c. Recognition of Time and Displacement
- d. Sociability
- e. Open not closed

Human language are normally developed in the brain (Broca's area – Wernick's area)

1.2.1.1 Uses of Language

- a. Social and Cultural use
- b. Group identity
- c. Social stratification
- d. Socialization and entertainment
- e. Communication
- f. Education

1.2.1.2. Language Families

Human language evolves and diversifies over a period of time. World languages according to Ethnologue (2017) are estimated to be 7,099. According to this latest report about 1/3 of the world languages are endangered. Languages are categorized according to their ancestral genealogy known as "language family". Example of language families are the followings:

- i. Indo-European:** English, French, German, Spanish, Portuguese
- ii. Afro Asiatic:** Arabic, Amharic, Hebrew, Swahili.
- ii. Sino-Tibetan:** Mandarin, Cantonese, Tibetan,
- iii. Nilo – Saharan:** Kanuri, Luo (Kenya) Songhay (Zarma) Teso (Maasai)
Dinka (S. Sudan) Fur (Darfur, Sudan)

1.2 .2 Culture

Webster – "the attitudes and behavior that are characteristics of a particular social group or organization".

In the Medical laboratory culture may refer to the "grouping of microorganism in a nutrient medium (gelatin)".

The term culture can also be defined to mean

"Cumulative deposit of knowledge, experience, beliefs, values, altitudes, meaning and material objects acquired by group of people through time".

In many situations reference is made to specific attitudes of people at a given stage. Hence the term cultural behavior is used for reference

"Cultural behavior, that is the totality of a person's learned, accumulated experience which is socially transmitted or more briefly, behavior through social learning".

Major Divisions:

A – Material Culture; those attributes that can be seen, touched or even tasted

B – Non-Material Culture; those attributes whose manifestations can only be seen

Anthropology: Science that studies origins and social relationship of human society.

Anthropology study human culture:-that studies origin and social relation a human.

1.2. 3 Ethnicity

The Webster Dictionary defines the word ethnic as “quality or affiliation resulting from racial or cultural ties”.

In another definition according to the Oxford (1999) Dictionary, ethnicity is “The fact or state of belonging to a social group that has a common national or cultural/traditional”

Ethnic Minority is “a group that has distinct national or cultural traditions from the majority of the population”.

Ethnography: “descriptive anthropology that provides scientific analysis of individual human societies”.

- Ethnicity has a strong influence on community status relations
- The Republic of Chad – avoided official recognition of ethnicity
- National Conference – Recognize the importance and contribution of each ethnic community to the developmental process of the country.

1.3 Development

Development according to the Webster Dictionary is an “act of improving by expanding or enlarging or reclining”.

However from the Evolutionary point of view the word is viewed to mean “a process in which something passes by degrees to a different stage”.

Dosai and Potter (2008) opined that Development shall be regarded as synonymous with enhancing human rights and welfare, so that self-esteem, self respect and improving entitlements become the major central concerns”.

The central question then is, how does a cultural affiliation, language or ethnic identity affect development?

Tchindjang et al (2008, p.43) however are of the opinion that, currently the word development

“...implies a finality of social and cultural order that includes the reduction of all forms of misery, poverty, malnutrition, insecurity, injustice, and oppression. It is the expression, then, of liberty, and as such, can be differentiated from the concept of growth, which is essentially economic”

2.0. Education in Nigeria

There are two major types of Education in Nigeria. The Indigenous and the Western Education.

2,1 Indigenous Education in Nigeria

Every society anywhere, at any point of time has its own capacity and modus operandi of socializing its young ones into various aspects of life. The system generally takes the form of storytelling, trade and craft, practical induction, the transmission of cultural values, norms and beliefs as well as orientation of new members of the society into their expected socially stratified roles in the society. This may be formal or informal activities.

Education in any society , at any point of its historical evolution is basically the sum total of all processes by which a child or a young adult develops the abilities, attitudes, and other forms of behavior which are of immense value to the society in which he lives.

Traditional African education is mufti dimensional and the most fundamental single objective is to produce an individual who is honest, respectable, skilled, and cooperative and conforms to the social order of the day. African education system is aimed at both physical training and character building. In traditional African context, the concept of an educated man does not limit itself to a single or few aspects of life, it covers almost all. An educated man is therefore, one who combines brevity, skill, talents foresight, honesty and respect to societal norms and values.

Indigenous education in Nigeria comes in various dimensions in the form of folklores. The traditional folktales, riddles, tongue twisters and proverbs were basically instrumental in educating Nigerians. Indigenous education happens to be an embodiment of cultural values: honesty and integrity and various forms of societal values. Before colonization each ethnic community in Nigeria facilitated the education of its people. Vocational educational education through various local and traditional apprenticeship method were generally practiced by all. As noted by Fafunwa(1991) despite the diversity of its numerous groups the aim and objective of traditional education is common, but the method of achieving the aims may vary from one place to another due to differences in economic, social, religious and geographical background.

The system of traditional education is a life long activity starting as early as possible. For children are educated largely through socialization in which culture, norms, values, beliefs, trade and craft are transmitted for an immediate induction into society and preparation for adulthood. The educational system emphasized social responsibility, job orientation, political participation, spiritual and moral value training. The traditional or indigenous educational system in Nigeria has the following aims and objectives:

- i. Respect for elders
- ii. Character development
- iii. Intellectual training
- iv. Physical training
- v. Social corporate training

vi. Vocational development

vii. Honesty and dedication

2.2. Western Education Pre During and post Independence

Western type of education was introduced to Nigeria before the nineteenth century by the Christian missionaries. The Christian missionary activities started earlier in Nigeria leading to the establishment of the western education type of school in 1515 the Catholic Missionary school in Oba of Benin palace. The slave trade generally affected its continuation. Historians are of the opinion that the first missionary school to be established was in Badagry in 1840 with full operation in the year 1943 under the name Nursery of Infant Church. Later, the school metamorphosed to be named St Thomas Anglican Nursery and Primary school in 1845. However, despite the fact that this primary school was established for Lagos Muslims refuse to allow their children to enroll.. In 1899, the colonial government had to establish the first government primary school in Lagos for the Muslim students.

The Church Missionary Society according to historians stated working towards the establishment of modern school in Northern Nigerian almost the same time it did in parts of Southern Nigeria. And that the success of Christian evangelism in Northern Nigeria was mainly associated within the areas occupied by the non-muslim. This is because prior to the 1840s missionary activities Islamic education system has dominated the areas for more than a decade. In 1865, the Bishop Ajayi Crowther LGA Primary was established in Lokoja by the Anglican missionary. Primary school education begins at the age of 4 for most Nigerian population. The curriculum has English, Arithmetic, Religious Knowledge, Writing, Dictation, Moral Instruction, Drawing and Singing. The main philosophy of the Missionary education was to convert heartens to Christian faith, become literate in Roman script so that they can read and write the Bible and to serve as clerks, interpreters and messengers.

During the pre-colonial era Education is a process of imparting the necessary knowledge, skill discipline or character building. The main aim was to create a group of western educated Nigerians to work in Churches in various responsibilities. Thus paving the way for the formation of western countries oriented educated elite. However, during the colonial era education was targeted at both missionary activity and an entrepreneur vehicle for the sustenance and creation of modern economic system. The system trained various caliber of white collar job Nigerians who were ready after graduation to work in multinational corporations like the SCOA, UAC and many others .The post colonial education system was geared towards the continued dominance of the master countries.

Generally there isn't any significant difference between Education in the pre and the post colonial era. Both systems were designed for the self esteem redemption of the Nigerian child of school age. If at all they differ, it could be on aspects of instructional methods and to some extent organization and management. They are both characterized by space and time

On June 6, 1859 the first secondary school *The Church Missionary Society CMS Grammar School* was founded in Lagos. The school started with just 6 students and was modeled similar to that of Freetown, Seirra Leone. Subjects taught included English, Logic, Greek, Arithmetic, Geometry, Geography, History, Bible Knowledge and Latin. The school aimed at producing clergy men and administrative staffs of the colonial government. Thus, the school paved the way for the services of translators, interpreters and chefs. The school then practiced the 9-2-2 system i.e 9 years at Junior Secondary School, 2 years at Senior Secondary and 2 years at the advanced level. However this system was changed in 1982 by reducing the number of years at Primary to 6 years only and another 3 years at Senior secondary.

On the post secondary or Tertiary level, the first school, the Federal School of Surveying was founded on July 1st 1908. It was the first school in West Africa and was situated in Oyo, southwest Nigeria. Later in 1932 the Yaba College of Technology was established

2.2.1 Ordinances in Education in Nigeria 1942-1969

Ordinance is a rule governing provision and enrollment of people in to a particular set of education. From its inception the western type of education in Nigeria passed several ordinances that justified the enrollment of Nigerian citizens to western schools. Thus, these rules provided the basis for a compulsory enrolment of a Nigerian Citizen to the western education system. The colonial government after curious observations on the western educational system in Nigeria and all its colonies decided in 1923 to launch an investigative committee of inquiry. The committee was mandated it study education provided by both missionary and colonial government in all the British colonies in Africa. reports of Phelps-Stoke committee that visited West Africa in 1920 and later East and Central Africa in 1924 criticized the educational system provided by the colonial government and the missionaries as being book based and a direct reflection British and American system in both content and materials. The report therefore made some general recommendations that,

- i Education should be developed along the vocational and cultural lives of the people
- ii. The developmental needs of African societies should be made a priority to meet various challenges
- iii. Educational and religious activities should be organized effectively by the government
- iv. The establishment of an advisory committee on native education to advise the Secretary of state.

These recommendations laid down the foundation of education ordinances in Nigeria. Consequently, a 13 point memorandum was agreed upon. The memorandum includes

- a. Government should control educational policies and cooperate with all educational agencies
- .b. Education should be adapted to mentality, attitudes, aptitudes, occupations and traditions of the people
- c. Government should be concerned with religious studies and character building
- d. Education must be made to attract best people from the British as employees
- e. Grant should be given to aid voluntary schools that satisfy minimum requirement
- f. African Languages and English should be used in education
- g. African teaching staff must be adequate in number
- h. A thorough system of supervision and inspection should be encouraged
- i. Vocational training should be encouraged in government departments
- j. System of qualified Visiting teachers to be encouraged

- k. Technical Industrial training should best be given
- l. The education of girls and women to be given attention
- m. A complete system of education beginning from infant or nursery to tertiary levels including various vocational and technical schools

Generally, according to Fafunwa (2003) Nigeria's educational system from 1842 to 1959 has nothing defunct or promoting the "national consciousness" "national unity" or "patriotism".

1. 1940—1942 Education ordinance Period

This era marks the beginning of education edicts in both the southern and protectorates of Nigeria. The 1942 declaration by the British colonial government on its protectorate guarantees the provision of education to selected few. The education ordinance exclusively ensures the total commitment of colonial government towards the western or formal education. The British government rolled out a 10 year education plan

2. 1943 Ordinance Elliot Commission

In 1943 the Elliot commission was inaugurated with the sole aim of looking into the various system of higher education in some colonial West African countries including Nigeria. The commission made suggestions on the modalities and policy directions on how to facilitate the establishment of such institutions within the colonial states. Two different reports emanated from this commission. The majority report recommends the upgrading of many higher institutions to a College or University status. While the minority report recommends the upgrade of only one institution from the member countries.

The British parliament then approved the majority report and thus legalizes the establishment of about three university or Colleges. This unique approval ensured the establishment of the University College Ibadan, an affiliate to the University of London in 1954

3 1945 Ordinance

The 1945 Education ordinance open the door for the establishment of Education Boards in the three (3) regions: Southwest, Southeast and North respectively. The ordinance also proscribed the establishment of schools without the consent of the Directorate of education through its Deputy Director of the region. However, the ordinance allowed equal financial assistance on education to all the provinces based on the usefulness and efficiency of each school.

4 1948 Education ordinance Period

The 1948 Education ordinance provides a little independence to both the Southern and Northern protectorates on finance; the right to secure grant and a little control of the education system was granted. The British revised its 10 year education policy on school certificate examination allowing for a little variation between the southern and northern part of Nigeria. While the southern part was practicing 4-4-6/5 the School certificate examination was usually taken at the 5th year in most parts of the south. However, the northern part was having the 4-3(middle school) system. Although the 1948 education ordinance covered all parts of the country many aspects of the system or educational policies were left for the colonial masters to decide.

5. 1952 Education ordinance period

The creation of three regions in Nigeria, led to the promulgation of education decree or legislation or ordinance in 1952. This ordinance guaranteed a little autonomy on all the 3 regions the North, West and East were given the go ahead to make legislation on education to suit the respective needs of majority of their people. This legislation ensured localization of educational policies and it gave birth to the following semi independence on education policy making to the 3 regions. The colonial Education Board was abolished. The Nigerian society during this period started feeling the need for self actualization or independence. This clamor for changed resulted into a Constitutional conference and its draft in 1954. By this conference Nigeria officially became a Federation of three regions with capital in Lagos. The 1954 Constitution accorded each region right to promulgate laws for its territory including a system of education peculiar to it.

6. 1955 Education law of Western Region

Sequel to the provision in the constitution of 1954 the Western Region promulgate its own home based educational ordinance. Of great importance to note here, is the general believe and urge of providing a compulsory Universal Primary education was initiated.

7. 1956 Education law of Eastern Region

Also as a result of the provision in the constitution of 1954 the Eastern Region promulgate its own home based educational ordinance. In 1957, the Eastern region also followed suit in the provision of a compulsory primary education to the entire region.

8. 1956 Education law of Northern Region

In line with the provision in the constitution of 1954 the Northern Region promulgated its own home based educational ordinance. The Islamic education continued to thrive in the North to the detriment of the western schools. This is largely due to apathy created by the colonial administration ab initio by allowing missionary activities to control western educational system.

Since then the administration and provision of education to Nigeria's citizens gains prominence. The various ordinances provided the legal frame work for the funding, establishment and development of western type of education to all citizens regardless of the language, culture, or ethnic background. Each citizen is entitled to education

9. 1959 Ordinance or the Ashby Commission

In 1959 the colonial government established a commission of inquiry under the chair Sir Eric Ashby. The aim was to bring to the fore major challenges facing the delivery of western education to the protectorate. This commission after its investigation advised the Nigerian government on post independence education in its general senses. The issue of post-school certification was among the major areas concern of the commission. The Ashby provided a plat

form for 20 years education planning especially the higher education sector. The report of this commission estimated the projected manpower needs (both lower and higher cadres) of Nigeria and the necessary output from the higher education sector.

The Ashby commission recommended the estimated output to be 2,000 graduates by the year 1970. Initial enrolment was estimated at 7,500 with the hope of a substantial growth by the year 1980. It also emphasized the need for proper consideration of developmental needs on the enrolment into higher education priority should be accorded the quota system on technical and non-technical areas. The commission recommends the establishment of the National University Commission.

Another milestone of the Ashby commission recommendation is the issue of grading the teacher education system from grades 1 to 3. As such the commission recommended a crash programme in teacher production to cope with the number of enrolments to various levels of education.

10. 1969 Ordinance Curriculum Conference

The independence granted Nigeria in 1960 gingered the necessity of embarking on the process of educational emancipation through total decolonization of the academic content, principles and practices of education. The 1969 curriculum conference is another milestone in the history of education in Nigeria. By the year 1969 Nigeria was just 9 years by virtue of total autonomy. This conference was the first forum for Nigerians to talk and decide on the future of their educational system that has been criticised by many as having major inadequacies. It was observed by various stakeholders then that, the system of education fails to identify the individual talents of Nigerians and to harness same for sustainable development. According to Aderalegbe (1972, p. xiii) the Curriculum conference aims at accomplishing the followings:

- i. Identification of the needs of youths and adults in our society.
- ii. Identifying the socio-economic needs, values, aspirations and development of Nigeria
- iii. Identifying adequate curriculum content in both substance and quality geared towards a successful goal

This conference gave birth to the National Policy on Education in the year 1970. The conference also resulted in preparation and launch of the Universal Primary Education scheme initiated as a compulsory mobilization of Nigerian children to western education. The Olusegun Obasanjo Military government launched the program in a situation where many educationists view its implementation as hasty and out of good planning. Nevertheless the UPE opened wider coverage of western education to most northern states and regions. The system is planned to have 6-3-3-4 system there be replacing the 6-5-2-3 system model. The UPE system later collapsed to 6-6-4 model.

2.3 National Policy on Education 1970-2014

The National Policy on Education is **a governmental document that comes to effect either officially** (court decision, policy statement, white paper, gazette) **or unofficially** to determine or promote a guiding principle for the provision of adequate and effective education to the Nigerian

citizens. The policy came in to being more than two decades and has undergone various amendments to cater for the need and goal of education in Nigeria. The NPE was first developed in 1977. Since then it continually undergoes reviews and the latest edition is that of (2012) reprinted in (2014). Currently the policy modifies the earlier planned 6-3-3-4- system and stipulates 9-3-4 system of education. The policy mandates all citizens to undergo a compulsory 9 years basic education Primary 1-6 and 3 years of junior secondary education. The policy set aside 3 years for senior secondary and 3-4 years for a minimum tertiary institution.

According to the National Policy on Education (2004 & 2012) ‘education is an instrument of national development, to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas...’ The policy set out to achieve four (4) major goals as follows.

- a. inculcation of national consciousness and unity
- b. inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society
- c. training of the mind to the understanding of the world around
- d. acquisition of proper skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

Achieving above mentioned goals formed the basis of western education in Nigeria. But one major question is, does the educational system in Nigeria attain or achieve the set goals?

Nigeria is a multi cultural nation with diverse ethnic communities each with its own perception of the world and education. With this background the issue of language of instruction becomes imperative and essential. Apart from the English language which researches found is inadequate in providing necessary tool for true development each of the more than 250 languages wanted to attain the status of language of instruction in schools. Instead of triggering a true development the educational system becomes a tool of underdevelopment and a factor of national disunity.

2.3.1NPE and the Language Education 3 dimensions

For every Policy of education to succeed there should be a concise policy on the language or medium of instruction. As noted earlier even during the early days of western education in Nigeria recognition was given to language. Although English was the official language at a later stages native languages were adopted as a medium of instruction. During the period of ordinances critical view on the role of indigenous was not given adequate care. But, at a later stage the National Policy on Education recognizes the importance of indigenous Nigerian languages in education and Nation building. However, the quest for an acceptable Nigerian language as a medium of instructions in schools by all Nigerians is still a mirage. This is despite the positive role such could have in the education system.

Education and Language Policy in Nigeria (1981, 1987, 1998, 2004, & 2011)

A language policy is **what a government does either officially** (court decision, policy statement, white paper, gazette) **or unofficially** to determine or promote a language to be used/adopted in order to cultivate skills required to meet developmental priorities or to establish rights of individuals/society. Nigeria’s policy on Education was first published in 1977 and later revised and published in 1981, 1987, and 1998. It was also edited in 2004 and the latest official

document is bearing 2012. All these versions maintain a unique stand on the study and use of Nigerian languages in primary and secondary schools. In the (2004) edition of the policy, it stipulates the incorporation of Science, Technical and Vocational education for national development (NPE, p. 29). Attainment of this objective could only be achieved through the **medium of local indigenous languages**.

Many countries including Nigeria have adopted a unique language policy aimed at guiding language usage, to enhance social, political, and developmental activities. In the 1981 edition, the National Policy selected nine (9) Nigerian languages due to availability of written materials in the languages. Initially, 3 languages (Igbo, Yoruba, and Hausa) were regarded as **Major**, and six (6) as **non-major**: Fulfulde, Kanuri, Urhobo.

The main task of any Language policy is

- a. **the provision of guide in the form of rule on which language to be used in teaching and learning**
- b. **and the selection of subjects to be taught.**

Latest edition of the NPE (2011) stipulate the teaching and learning of the Nigerian languages to terminate at JSS 3

2.3.2- How many Nigerian Languages

By definition Nigerian languages are all indigenous languages spoken in all nook and cranny of the amalgamated land known as Nigeria today. At present there is no single data as regards to the total number as languages in the country. According to Emenanjo (2002) Nigeria has more than 350 languages and that they normally represent an ethnic community. See the latest figures of Nigerian languages as summed up by Simens and Charles (2017).

Number of Nigerian Language	Basic variables
527	Recent data by Ethnologue
520	Living
07	Extinct
510	Indigenous
10	Non indigenous
20	Institutional
78	Developing
350	Vigorous
38	In trouble (eg Jaaku/Labur, Burra)
44	Dying (eg Jaaku/Labur, Burra)

Thus, the term **Ethnonym** is used to refer to all languages that share similar name with their referent ethnic community.

Language Name	People Name	Location
1. Hausa	Hausa	North
2. Igbo	Igbo	S/East
3. Yoruba	Yoruba	S/West
4. Urhobo	Urhobo	S/S Delta/Edo
5. Kanuri	Kanuri	S/E Borno

However, others are different from above; **non-ethnonyms**. That is where a language name differs with the name of its speakers. Many Nigerian languages fall within this linguistic categorization. Example:

Language name	People Name	Location
1. Fulfulde	Fulbe	N/E Adamawa
2. Iju	Kaje/Bajju	Kaduna
3. Yakkur	Lokaa	Cross river
4. Dijim	Cham	Adamawa
5. Suru	Ngas/Angas	Plateau (Pankshin)

2.3.3 Nigerian Language Families

Most Nigerian languages belong to 3 major different families group.

1. **Kwa** -: Yoruba, Igbo, Izon, Isoko, Urhobo.
2. **Chadic** -: Hausa, Burra, Ngizim, Tera
3. **Nilo-Saharan** – Kanuri

2.3.4 Official Language in Nigeria

Nigeria's official language of instruction remains the English language. As mentioned earlier since its inception the western education system recognizes its usage as both official government language and also as a mode of instruction in schools.

2.3.5- Comparative Language Policies

Many nations facing the challenges of multiple ethnic and language communities adopted a safe landing process that could trigger development. As noted by educationist medium of imparting knowledge in class plays a greater role towards a successful delivery and reception of lessons. It is against this back ground that certain countries adopted a single language out of the many they have and make it a policy as a means of education delivery. Below are examples

1. China – adopted Mandarin as official language of instruction in schools
2. Japanese – Experience: what happened after the Hiroshima and Nagasaki 2nd ww
3. Indian – Hindi was rejected by non Hindi English not popularly studied etc. allowed to plan
4. Ghanaian Experience 1969(30)
5. USA – Experience – After the launch of Sputnik I (1957) by Russia

2.4 Problems of Language Policy Implementation in Nigeria

As a result of poor implementation of the language policy in Nigeria, many scholars are of the view that, Nigeria would continue to wander in search of viable solutions to the various problems bedeviling the country. The following are some of the reasons why language policy statement is never implemented in the country.

- 1- Ethnicity
- 2- Lopsided implementation
- 3- Change of policy
4. Human and material inadequacies (superiority complex)

3.0. Compulsory Education in Nigeria

3.1 UPE 1977-1978 Education Policy

As earlier stated the Western region initiated a compulsory western education programme during the 1955 education ordinance of the region. The Southeast followed suit also with promulgation of its education ordinance in 1956. However, in order to give a complete and comprehensive western education to all Nigerians, the Federal Government launched the Universal Primary

Education in 1977-1978. The project aimed at compulsorily enrolling all Nigerian citizens of school age. The system couldn't be sustained and had a lot of problems of overcrowding classes, inadequate manpower and poor infrastructural development. The UPE operated the 6-3-3-4 system.

3.2 UBE 1999—Date

The UBE scheme launched in 1999 in Nigeria was a result of various International programmes championed by the United Nations and its allied International Organizations like the UNESCO and Unicef, The launch of *Education For All* program influenced educational system of many developing countries including Nigeria. Progress on the scheme was initially hampered due to lack of an enabling law to execute certain aspects of the project. The UBE act was signed into law in May 2004.

The Universal Basic education (henceforth UBE) is a designed educational policy aimed at provision of education to Nigerians between the ages 6-14 years as a compulsory and free component of the NPE. The programme is designed to include adult and non-formal education programmes at primary and junior secondary education levels. The implementation of the UBE commenced in July, 2005, with the legislative appropriation of Universal Basic Education Commission. The Act provides for complete separation of JSS and SSS administratively. Below are some of the objectives of the UBE programme

- a.** developing a strong consciousness for education among the Nigerian citizens
- b.** provision of free, universal basic education for every school age Nigerian child
- c.** reducing drastically the incidence of drop-out from formal school system
- d.** provision of adequate literacy and numeracy in both indigenous languages and in English for effective communication, moral and civic values, and purposeful skills

Acquisition

Thus the UBE is structured to be 9-3-4. The 9 year basic component is compulsory to all Nigerian citizens irrespective of sex and region. The UBE scheme has the following as its vision: of becoming a world class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education.

The major scope of the UBE includes programmes and initiatives for Early childhood care and education, 6 year primary education and 3 years Junior Secondary. The scheme also has the following objectives

- i. Ensure unfettered access to 9 years formal education
- ii. Provision of free, Universal Basic Education for every Nigerian of school age
- iii. Reducing drastically the incidence of dropout from the formal school system, through improved relevance, quality and efficiency of education delivery
- iv. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic rule values needed for laying a solid foundation for life-long learning.

The UBE has led to the transformations of the educational terrain in the country. The programme affects basic education in the areas of infrastructural development through the use of FGN-UBE INTERVENTION FUNDS. The scheme marks the beginnings of general funding on education in Nigeria where both state and federal government jointly agreed to sustain the funding. At present the UBE has achieved the followings:

- i. Improved infrastructural development that led to increased enrolment and adequate access to education.
 - a. 41,009 new classrooms

- b. 59,444 renovated classrooms
 - c. Furniture provided for staff and students 1,139,196 sets
 - d. Toilets constructed 14,769
 - e. Boreholes for water supply 996
 - f. Instructional materials 77,570,540
 - g. Text books supplied 16,356,812(Arithmetic, Science and English language)
 - h. Assorted library Resource, materials for JSS only 1,710,091
- ii. Staff development: the UBE ensured the complete overhauling of the on the job training of teachers. The teacher professional development has trained more than 1,493, 352 teachers.
- ii. The UBE has greatly influenced the Girl child education enrolment.
- iv. The UBE generally emphasized the overall monitoring of the programme for effective evaluation of its proper implementation Nation wide
- The UBE was initiated with lots of activities in mind. The scheme initiated community based activities justifying the roles of school based organization that offer contributions for effective learning. This approach guaranteed the participation of Parents Teachers Association and Community Based Organisation in the general administration of schools located within an area. This self-help strategy has proved to be rewarding in the provision of requisite infrastructure and services within the school environment as well as galvanizing popular community support and involvement in UBE delivery. The strategy has thus instituted transparency, and accountability in resource management and also paved the way for community ownership of the scheme. Unlike the UPE the UBE succeeded and its success was genrally as a result of the followings:
- i. Federal Teacher scheme(FTS) was introduced by the federal government in 2006 with the aim of addressing the shortage of staff to man the UBE. This time the fits was designed and financed by the Debt Relief Gains as a two year programme to cater for unemployed NCE graduants. Under this scheme NCE holders were arecruitted and send to LGEAs for aborption into the system. The 1st batch of 40,000 participants completed in October 2008. Ubec in 2009 enlisted 34,000 fresh participants. It has been on record that, 27,000 from the 1st batch were abosrved by various states of the federation.
 - ii. Interagency Cooperation initiated for the scheme has yielded lots of positive results. The UBEC pursued this pattern of relations with all relevant government agencies on the successful implementation of the UBE scheme. Agencies wiitihn the ministry oif Education were fully incorporated and had already assisted in the production and distribution of of the new 9year Basic Education Curriculum to all public schools. Also tha development, production and distribution of training manuals for the provision of requisite knowledge to teachers was successfully undertaken.
 - iii. Collaboration with International Development Partners is an avenue that guaranteed funding of the UBE scheme. The UBE Act 2004 section II 9(i & j) requires accessing financial and material assistance from international donor organizations. Thus, the International Donor Partners and Non-Governmental Organisations made a huge contribution in the launch of the UBE and some have continued with such support up to present years. Countrieswherethese donor agencies comes from included the USA, UK, Japan Republic of Korea and some countries from the middle east.
 - iv. Curriculum Improvement for the UBE scheme is another factor responsible for its success. The following were landmarks on this aspect
 - a. Setting up of the National Early Child Care minimum standards

b. Approval for the inclusion of the Integrated Early Childhood Curriculum for 3-5 years by the National Council on Education. This encourages pre-school child growth and early child stimulation.

c. Introduction of the 9 year basic education curricula into schools for step-wise implementation beginning from the 2008/2009 academic session in Primary1 and JSS II.

d. Production and distribution of 9 year basic education curriculum to all public schools in the 36 states and FCT.

e. Training of 40 Master-Trainers in each state of the federation including FCT the philosophy and content of the curricula in 2008. At state levels all the 36 and the FCT had also initiated similar trainings for a total coverage.

4.0. Financing Education in Nigeria

4.1 Finance by Tiers of Government

In Nigeria financing education is generally done by governments at all the three tiers of government with each having a clear jurisdiction and budget. Generally the local governments were those responsible for primary level of education both the state and federal governments takes care of both secondary and tertiary education system including university education various policies developed by the federal Government had direct bearing on financing education in Nigeria. The various tiers of governments make financing education a priority in their annual budgetary allocations. However various statistics have indicated the inadequacy of government financing of education in Nigeria. As noted by Ubogu (2011) the demand for education in Nigeria is so high because education is the not only investment in capital but it is also a prerequisite for economic development. Ekundayo (2008) was of the opinion that, for the last three decades alone, education in Nigeria has witnessed a significant growth in terms of expansion of access through increase in enrollment and establishment of additional institutions. However, according to him “many of the indices that could guarantee qualitative education are taken into consideration” due to “political factors”.

4.2. Finance by NGOs, DFID, USAID, World Bank

International Donor Partners have been contributing its quota in the area of financing Education in Nigeria. At the eve of the 21st Century, the United Nation initiated the Education for All programme aimed at assisting the third world countries on the provision of basic literacy and numeracy. Many developed countries pledged to make financial and technical assistance to countries participating in one or all the programmes initiated. Thus, organisations like the DFID, USAID, UNESCO, UNICEF, Qatar Foundation and many more formed the core supporters of financing education in Nigeria

4.3 Private Sector

The private sector has now become a finance partner of education in Nigeria. In the beginning as mentioned earlier the Churches were the initial contributors and providers of western education to Nigerians. Later on, the colonial government during the pre and post independence Nigeria played a major role in the provision and financing of education. Presently, the private sector contribution to education could easily be seen from the various private schools dominating at all levels of education. The private indirectly is financing the system by providing alternatives to government owned schools.

5. General Administration of Education in Nigeria

Sequel to various reforms and legal backings the three tiers of education in Nigeria are generally supervised by designated governmental agencies. For a beginner lesson like this the following agencies are a few examples.

- a. **NUC:** National Universities Commission: Supervise Universities
- b. **UBEC** Universal Basic Education Commission: Implementation of UBE
- c. **NCCE:** National Commission for Colleges of Education: Award of NCE
- d. **NBTE:** National Board for Technical and Vocational Education Award of OND/ HND
- e. **NERDC** Nigeria Educational Resource Development Council: General curriculum related

6.0 Education and Development

Scholars have argued seriously on the nature and extent to which language or culture affect developmental process of many countries Nigeria inclusive. Prah (1993) opined that “in their search for solution to the developmental problems, nations have often ignored linguistics and other socio-cultural resources”. Nigeria is a multilingual country. The multilingual nature of the country could have been a blessing. Languages may have variety of concepts that may easily fit or suit any technological drive however the government has failed to utilize the diversity for its national Development. The relationship between education and development could be viewed from a triangular mode.

6.1-Linguistics Dimension of Development

Owolabi (2011) has outlined eight major premix or interface between language and development. In his opinion, the followings form the major dimension of language and development

- i. Participatory: each citizen is expected to partake in developmental projects as emphasized by Tchindjang et al (2008)
 - ii. Effective communication: for (i) to succeed there has to be effective communication. This could only be achieved through the use of local languages
 - iii. Developmental resource materials should also be domesticated through the use of local languages and ideas.
- (a) Story of a young Bsc Agric graduate (taught in English and sent to work in a village that doesn't speak English but indigenous language)
 - (b) Story of a young MBBS graduate (taught in English and posted a remote village where he cannot communicate easily)
 - (c) Story of a young Bsc Engineering graduate

6.2 Nigerian Made Policy – NEEDS

In Nigeria the superior-inferior complexes of all the languages has put them at the receiving end. Also programmers aimed at enhancing development were not domesticated to suit one ethnic/language diversities. Therefore, in as much as development is viewed as a sustainable socio-cultural, economic and technological transformation of all ethnic society, then language become an important variable in the development process. Nigerian languages as a perfect means of communication can best be utilized to achieve all programmers like NEEDS and MDG. (1999). According to Kelman (1975) a common Language is potentially a powerful factor that unified communities for a better socio-economic development. The MDG was initiated with the followings goals

- i. Eradication of poverty and hunger
- ii. Universal Education for all to enhance literacy level
- iii. Gender equity towards creation of balance between male/female in all endeavors

- iv. Child health improved
- v. Maternal health reduction
- vi. Curbing HIV/AIDS, and all killer diseases
- vii. Environmental sustainability
- viii. Global partnership for growth and economic development

The central argument is can all these be achieved without the use of local major and minor languages? The UN also emphatically stressed the need for inclusion of all local tribes and culture in order to achieve the Millennium goals (MDG & SDG)

6.3. International Policy – MDG. SDG

At the eve of the 21st century International efforts were made through the UN and its various affiliations like the UNESCO and UNICEF. The central aim of the collective efforts is to provide a platform for all nations and various ethnic communities to put hands in developmental programmes. A 15 year program in the name of MDG (millennium development goal) was formulated. The program lapsed in 2015 and was replaced with SDG (sustainable development goal). International organizations like the UNICEF, World Bank, DFID, USAID and the UNESCO all assist Nigeria's educational system in one way or the other. The assistance comes in various financial forms.

Also, internationally efforts were made by UN, UNESCO; in formulating rules in the form of articles that should guide nations especially the developing ones on how to solve various socio-economic and political problems. This effort led to the birth of the following articles or conventions:

- i. (ICCPR- International Convention on Civil and Political Rights) documents and conventions emphasize the need for nations to encourage participation of all citizens people in all development programs. This can only be achieved through effective communication via Nigerian Languages.
- ii. Article 25 ICCPR-Right to take part in public affairs and public service without discrimination on grounds of
- iii. Article 27 ICCPR- International Convention on civil and Political Rights
- iv. Article 30 CRC – The Convention on the Right of the Child.(UN, 1990)

Recent UNESCO documents emphasize the adoption of local Languages in achieving all Millennium Development Goals: Maternal Health, HIV and AID, employment, sciences, civil awareness. Each of the multiple numbers of Nigerian languages has the required information, capacity, skills and knowledge to educate its speakers on all programmes of development. Radio jingles and adverts in local languages have made the knowledge on HIV and AIDS common to all Nigerians regardless of educational or literary status.

Ife and UBEC (2002) experiences shows that, Science, Technology and Mathematics can best be taught via indigenous languages as required by the National Policy. The central argument within the circle of many linguists is that, all subjects and courses relating to the teaching and learning of modern skills can best be taught with a Nigerian language. The languages have the natural

capacity and where there are shortcomings such can be rectified through linguistic borrowings, translations and metalanguage texts.

The developed nations of today domesticate the sciences and have since started reaping the benefit. All the Chinese developmental strides were achieved through the adoption and use of Mandarin. The Indian experience too is worthy of mentioning here. Despite the opposition in the use of Hindi as a mode of instruction its usage in science and developmental projects has put the country ahead of many. The recent Ghanaian language policy is worthy of emulation by Nigeria!

The recent usage of Nigerian languages by the major telecommunication companies and the GSM phone firms have further testified that, all the languages can be molded or used as tool for genuine National development. At present many cell phones come with one, two or three Nigerian language for selection in their menu. The ICT drive of the 21st century can best be achieved with full domestication via a native language.

Above efforts and promulgations are achievable with determined efforts by all governments. The language aspect of all these developmental programmes mentioned above can be achieved through the followings’:

- a. Translation of science based documents into an acceptable Nigerian language(s).
- b. Provision of a purposeful Metalanguage texts on all subjects and documents
- c. Proper consultation with stakeholders
- d. Responsive government commitment
- e. Immediate training of language experts on the task

7. Educational Problems in Nigeria

As noted by Ozturk (2001) education in every sense is one of the fundamental factors of development. No country according to him can achieve sustainable development without proper education of its citizenry. As education enriches the people to understand themselves and their environment far and near. It is through education that people provide social and economic benefits to themselves and to others. Thus, in both socio-political and enhances creativity and productivity and also entrepreneurial knowledge and technological advancement.

As a prelude to any meaningful development education is a vital force in both socio-political and economical development of any nation Nigeria inclusive. Central question to be answered by all stake holders in education provision is how much affect does ethnicity or our language/ cultural affiliation affect the development of our country? Are set goals by the NPE mentioned earlier achievable?

As defined earlier, the term ethnicity has been recurring in many Nigerian political writers and columnist as the major impediment to full development of the Country. The multiple consequences of ethnicity can be summed up as follows:

- a. Total collapse of the system

- b. Misappropriation of National priorities
- c. Conflict and ethnic rivalry
- d. Cultural chauvinism
- e. Poor implementation of language and developmental policies

8. Conclusion

Conclusively, let us reiterate the fact that, education in every sense should serve as a fundamental factor of development. No country can achieve sustainable development social and economic development without proper and meaningful education. Education enriches people's understanding of themselves and the world. As noted further by Ozturk (2001) "it also improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances". In addition education has been a factor for improving income distribution and a vehicle for social progress.

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