



Réseau Ouest et Centre Africain de Recherche en Education
Educational Research Network for West And Central Africa

**Quality of basic education in Nigeria:
An annotated bibliography from 1992-2002**

ERNWACA - Nigeria

with support from ADEA

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FOREWARD

The Education Research Network for West and Central Africa (ERNWACA) was created in 1989 by African researchers with the support of the International Development Research Centre (IDRC) and USAID. It seeks to promote African expertise so as to positively influence educational practices and policies and to stimulate dialogue among researchers, decision makers and the public on pressing education issues. ERNWACA is concerned with the production and dissemination of research findings conducted by researchers and institutions.

ERNWACA has collaborated with the Association for the Development of Education in Africa (ADEA) to produce this annotated bibliography on the quality of basic education in West and Central Africa 1992-2002. National teams in 11 ERNWACA member countries – Benin, Burkina Faso, Cameroon, Cote d'Ivoire, Gambia, Ghana, Mali, Niger, Nigeria, Senegal, and Togo – produced national bibliographies; Pai Obanya prepared a regional synthesis of findings, working electronically from Nigeria with ERNWACA. The work of collecting and reviewing documents was conducted during six weeks in March and April 2003. The timeframe limited the comprehensiveness of the undertaking.

The review seeks to help bring African expertise to bear on African education issues, to promote a culture of research, and thus contribute to sustainable and qualitative change in education. It covers over 650 research reports, government reports, program evaluations, student theses, articles and papers written or published between 1992-2002. It therefore complements ERNWACA's earlier bibliography, *Overlooked and Undervalued* (Maclure/SARA), which reviews 1076 documents from 7 countries on the state of education research 1960-1991. The thematic organization of the current review follows the four main themes identified within a broad-based ADEA exercise on the quality of education in sub-Saharan Africa:

- ?? Pedagogical renewal and teacher development
- ?? Decentralization and diversification of delivery systems
- ?? Implementation of basic education reforms and innovations
- ?? Relevance of Education: Adapting curricula and using African languages

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Kathryn TOURE
ERNWACA Regional Coordinator
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INTRODUCTION

by

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The production of the annotated bibliographies on the quality of education in ERNWACA member countries 1992-2002 has been an exciting project, which provided opportunity for a panoramic survey of issues of quality as they relate to the Universal Basic Education (UBE) program in Nigeria. ERNWACA has certainly benefited from high quality information and documentation distilled from hundreds of research reports, books and other publications, covering the four main ADEA's themes, viz:

- ?? Pedagogical Renewal and Teacher Development;
- ?? Decentralization and Diversification of Delivery Systems;
- ?? Implementation of Basic education Reforms and Innovations; and
- ?? Relevance of Education: Adapting Curricula and Using African Languages.

New ERNWACA members, including young researches of both genders, participated in the review process. The exercise has contributed to national education research by highlighting strengths and weaknesses both in the UBE and in the country's education generally. Researchers particularly noted the need to encourage use of ICTs in the educational process; involve learners in more practical and skills-based and participatory learning, promote bilingual education in indigenous language and English by using the two languages to teach school right from nursery, through primary and secondary classes; and upgrade the quality of teachers without whom the objectives of UBE cannot be achieved.

Difficulties encountered during the exercise include gross constraints of time and finance needed to adequately carry out the project in a country as vast and complex as Nigeria. Lessons learned include the need to persevere in disseminating information about UBE and the expected involvement of stakeholders in the scheme. One other major area of concern is the need to depoliticise the program. Another lesson learned is the need to ensure that research reports, books and publications get circulated. It was sad to note that most publications remain available only with their producers, without getting to a wider audience in other parts of the country. ERNWACA is called upon to encourage and commission much more research on all aspects of UBE and devise ways to diffuse the findings to as wide an audience as possible in order to stimulate policy and public dialogue.

SYNTHESIS OF THE BIBLIOGRAPHY

1. Background on the review process

A review of literature on basic Education commissioned by the Association for the Development of Education in Africa (ADEA) through the Regional Coordination of Educational Research Network for West and Central Africa (ERNWACA) is timely in the sense that the Universal Basic Education (UBE) has recently been launched. Though a top priority of the Federal Government a review of this nature will help to harmonize issues on quality, and areas that require urgent attention. The ERNWACA National Coordination has made a mark with this first assignment to demonstrate the will in working to relay a solid foundation for basic education, both at national and transnational settings. This has been done by recognizing and collecting documents from almost 99% of the institutions listed for visitation nationwide in the methodological guide. Multiple visits were specifically made to Abuja, Kaduna, Port Harcourt, Lagos, Oyo, Osun, Ondo and Imo.

Types of documents collected include research reports, ministry reports, official documents, government reports, publications, journal articles, monitoring and evaluation reports and working documents of international organizations. Sixty documents were reviewed, 15 per theme. Apart from the 60 reviews, there are other pertinent documents retained for both the regional and national coordination offices.

2. Overview of National Educational Policies, Regarding Quality

The national policy on education presents Basic Education as an ambitious educational program aimed to eradicate illiteracy, ignorance and poverty. It is in the real sense directed to stimulate and accelerate national development, political consciousness and national integration.

The federal government and people of Nigeria tend to achieve this aim by providing free universal basic education for every Nigerian child of school-going age, out-of-school children, adolescents, and adults (age 15 and above), with quest for relevance and quality of numeracy, literacy, communication and life skills, as well as ethical, moral and civic values. The management structure of the basic education program is a model in cooperative and consultative federalism involving all the tiers of government and the community.

3. Synthesis by Theme

Theme 1: Pedagogical Renewal and Teacher Development

Quality of basic education serving as the basis for renewal, Theme 1 brings to fore contributions from national, international and individual respective. First and foremost, all fifteen documents reviewed agreed that education is the major key to development, hence teacher development and quality of basic education are inseparable. Second, the onus of quality of basic education in Nigeria rests on the federal government. In this connection, the renewed government blue print ensures minimum standards in teacher preparation, curriculum and instructional delivery. Third, we should be cautious to use quality-relevance interface when talking about quality. The literature trend also affirms that the number of teachers and teacher qualifications are still low,

with little or no study development. The instructional delivery reports identify limitations and inadequacies. A combination of the speculative and empirical studies call for innovative strategies for handling teaching of the core subjects, specifically the use of narratives and information and communication technology to promote participation and enhance the performance of girls. Curriculum reforms also receive some attention. The pattern in the reviews suggests teacher development through open and distance learning, mobile training units and input from professional associations.

Theme 2: Decentralization and Diversification of Delivery Systems

The literature reviewed under this theme indicates that Nigeria still allocates less than 26% to education, what the United Nations recommended. Hence, there is still the phenomenon of poor funding because the FGN is yet to come to terms with its responsibility. Management of basic education in terms of participatory management has adversely affected both the quantity and quality of basic education. The private sector is quite agitated when considering effective management, with the predominance of corruption and poverty in Nigeria. Papers on their participation in basic education, having examined PTF operations, call for more usable modalities.

Theme 3: Implementation of Basic Education Reforms and Innovations

Documents under this theme generally examined possible constraints to the implementation of some of the basic education reforms and innovations and proposed solutions to such constraints. Many students who dealt with gender disparity in schools noted that only modest gains have been recorded in the areas of improved female involvement; elimination of course stereotyping; enrolment of girls in science, technology and mathematics courses; number of female staff in positions of authority in schools, etc. The studies call on government and non-governmental agencies to do more to realize the gender goals of UBE.

Many studies addressed non-formal education, suggesting that the curriculum of non-formal education ought to be enriched to make it more functional and relevant. It is noted that the implementation of the non-formal section of UBE suffers constraints such as infrastructural inadequacies and lack of adequately trained teachers. Worthy of mention here are two categories of learners under the non-formal system. These are the 'almajirai' who are usually erroneously seen as children begging for alms. A case is made for a better understanding of the almajiri system so as to be able to offer them education as envisaged by UBE. Researchers similarly call for greater efforts towards implementing UBE provisions for extending education to 'street' children and out-of-school youth.

Researchers also looked at delivery systems within the classroom and suggested how to achieve more qualitative teaching and learning, including individualized instruction, use of child stimulation methods, and participatory learning. Many studies also emphasize that practical activities should be introduced to enrich learning. The need to link science education to quality living and life issues is also suggested in many of the studies.

The role of teachers in the realization of the objectives of UBE also receives attention. Generally, the studies suggest that teachers must be trained in the innovations introduced in their

subject areas, in new delivery methods, in critical thinking and in new ways of relating to their students.

The apex personnel in charge of schools such as school heads, inspectors and supervisors also need to be re-oriented to the new type of leadership roles expected of them.

Theme 4: Relevance of Education: Adapting Curricula and using African Languages

The relevance of the education received in African schools remains a burning issue with an increasing number of persons contending that the education is of little practical utility and that it ends up alienating its recipients from their environment. The school curriculum is seen as favouring the acquisition of theoretical knowledge, which pupils often learn by rote. With very little exposure to practical work either in the laboratory, workshop or agricultural field, pupils leave school hardly able to do any useful work or solve any practical problems relating to their lives or to their environments.

The alienation from the environment is particularly irksome in the area of indigenous languages and cultures. In Nigeria, for example, many of the country's 400 indigenous languages are endangered due to the use of English as official language since the 19th century. As many of the studies reviewed show, despite the National Policy on Education (NPE) 1977, revised 1981, which has provided that the mother tongue be used as medium of instruction in lower primary classes, with transition to English in the upper primary classes, most schools around the country use English right from primary one. Similarly the policy provisions for these languages to be taught as school subjects are not being implemented in most schools. The worst culprits are private elite nursery, primary and secondary schools that go to great lengths to produce children oriented towards English and Western culture and totally alienated from their indigenous languages and cultures. Many of the researches then caution that if the situation continues unchecked, indigenous languages and cultures will become extinct within a few generations with disastrous socio-political, economic and educational consequences for Africa and humankind as a whole. The overwhelming suggestion from researchers is that African schools pursue a policy of bilingual education, involving the use of the mother tongue and a language of wider communication throughout primary and secondary schools. In Nigeria, for instance, English will be used with the child's indigenous language right from pre-primary, to primary and secondary schools. It is further contended that given the right political will, the practical problems that would arise from catering for so many indigenous languages could easily be solved. For instance, the Nigerian Educational, Research and Development Council (NERDC) and the National Institute for Nigerian Languages (NINLAN) could produce prototype Nigerian language curriculum and textbooks for adaptation in particular languages. The issue of shortage of teachers and of examiners could also be solved by zoning the training of teachers and development of examinations for particular languages to colleges of education and higher institutions where such languages are spoken.

4. Conclusion

Most of the literature reviewed is dominated by speculative studies. Most empirical-based studies reviewed originated from universities and colleges of education. While most of the studies were individual-based rather than collaborative, the depth of such principal researchers is

low. More rigorous, vigorous, collaborative and national action-research oriented studies should be encouraged. They should contribute to the development of a national knowledge database with key findings brought to the forefront by the education and research community. Teacher development has not been given its rightful place in the scheme of basic education, research and development. Perhaps what is needed is for some part of this project to monitor and informatively evaluate research directions on quality of education in Nigeria.

Although, there is a good appreciation of the need for English in Nigeria, all studies equally emphasize the need to protect and promote indigenous languages. There is a strong current of suggestions that maintain that bilingual education should be carried out all through the school system. Thus English and the mother tongue will serve as media of instruction simultaneously right from pre-primary to primary and junior secondary schools. Further research on how the government can enforce the teaching of indigenous language in all schools and encourage the study of these languages through training of teachers, production of books and provision of adequate funding will still be appreciated.

There is also the need for further decentralization so that participation is broad-based thereby accommodating the business community, parent-teachers associations and the like. On finding, that no amount of grants and loans can uplift spirits and alleviate suffering except the borrower accepts and genuinely internalizes the essence of the loan. The need for a re-direction and change of people's mentalities regarding planning, management and evaluation of basic education in Nigeria becomes inevitable.

5. Recommendations

From the foregone, the following areas are recommended for future research:

1. ICT integration into Basic and Teacher Education;
2. Promotion of bilingual education in the mother tongue and English language;
3. Funding of research into different aspects of Universal Basic Education;
4. Monitoring and Evaluation of existing basic education models and practices;
5. Dissemination and Diffusion approaches on Basic Education issues;
6. Impact studies of teacher development programs on quality;
7. Community and private sector involvement in Basic Education;
8. Vocational/Technical Education for the Nigerian child;
9. Promotion of girl-child Education in Science and Technology.

THEME 1:
PEDAGOGICAL RENEWAL AND TEACHER DEVELOPMENT

1.1 Adedayo, O.A., **Differential Effectiveness by Gender of Instructional Methods on Achievement in Mathematics at Tertiary Level**, *Educational Studies in Mathematics*, 37, 1999, 9p.

The author explores interactive learning in order to change the orientation commonly used for training primary school student-teachers-lecture method. Apart from resolving the inadequacy of the traditional method, the study also aims at improving the situation of poor performance and dislike of mathematics by female trainees. Quasi-experimental design was applied. This was done by investigating the effect of the latter on the achievement in mathematics of 1st year student teachers in Colleges of Education. This was carried out using an intervention programme of individual and interactive nature. It is revealing that the interactive method was superior to the lecture method and had more influence on males than the individualized method. On this basis, it was recommended that the technique of individual use of materials in institutions be strictly for female student teachers.

1.2 Adegoke, K.A., **The Challenges of Quality Public Education in the 21st Century, with Particular Reference to Nigeria**, World Teachers Day Document by Nigeria Union of Teachers, 1998, 22p.

This study refers to concept of quality as worthwhile ness, efficiency, excellence, conformance, relevance, literacy, numeracy, and morality. The author retraces systematically the qualities of public education including (basic education) from pre-independence to date. Amidst qualitative research approach adopted in the study, documentary analysis and experiential practices of public education in Nigeria were adopted. The post-1976 universal primary education scheme lacked adequate planning and management. This actually affected its quality, while attesting to the fact that quality of basic education costs more in proportion to effects and takes time, money, effort, skill and knowledge, the VPE suffered these inputs. Even for the National Policy on Education serving as a signpost , basic education is still threatened. Some of the threats to its quality are: planlessness, under funding or mismanagement of funds, poor maintenance culture and politisation of educational policies and programmes. The analytical reflection on the UPE and the UBE, a list of quality control measures for prioritization by the Federal Government is provided. Teacher preparation programme happens to be one of these measures. The author however recommends that: teachers be developed in innovative teaching-learning strategies and human relations to help promote cultural-empathy, problem solving and understanding of others.

1.3 Adeosun, Olufemi Victor; **Towards more effective delivery of instruction in Nigeria: the cybernetic approach**, *Research in Curriculum Studies*, 1996, 6p.

This study examined the possibility of the utilization of Cybernetic pedagogy in the education system. It used the description and analysis of some pedagogical approaches to buttress lines of argument. This study condemns all the traditional methods and strategies in use in the teaching/learning process in Nigeria, for their inadequacy, ineffectiveness and obsolescence. It therefore advocates the concept of cybernetic pedagogy, which refers to the application of the principles of cybernetics to the delivery of instruction. The author is convinced that this new method is an effective means of training learners who will be taken as being capable of generating a line of its effects on them; the learner learns best by experiencing the consequences of his/her interaction with his/her environment. The study also emphasizes the fact that cybernetic pedagogy is a system that makes learning items permanent in the memory of a learner; the author therefore suggests its conscientious application to the Nigerian education system through the design and use of educational games.

1.4 Ajelabi, Ayo, **The effect of Computer Assisted Programmed Instruction on the Cognitive Achievement of Junior Secondary School Learners in Social Studies**, *Education Today and Tomorrow*, January 2000, 7p.

This study investigates the effect of using the microcomputer and the modified lecture method of teaching on the cognitive achievement of junior secondary school learners in social studies. It mainly employed a pre-test, post-test control group design, the microcomputer was used to assist in teaching the experimental learners while the modified lecture method of teaching was used for learners who formed the control group. Though no significant difference between the pre-test mean scores of both groups, the mean scores of the post-test were significantly different for both groups. Hence, the Computer Assisted Programmed Instruction enhanced learners' cognitive achievement more than the modified lecture method in social studies. He then proposes the introduction of Computer Assisted Education to Nigerian secondary school students..

1.5 Ajeyalemi, Duro; **Capacity Building in the Sciences: Imperatives for Teacher Education in Nigeria**, Inaugural Lecture delivered at the University of Lagos, University of Lagos Press, 2002, 58p.

In the context of the National Policy on Education's (1998) position on education, as an instrument par excellence for effecting national development the study examines the quality of manpower produced as dependent on the quality of the teacher and indirectly quality of teacher education programme. A review of literature on teacher education is embarked upon to justify its re-ordering in the scheme of teacher development. Though the National Manpower Board observed inadequate supply of skilled and well-trained teachers, the study attempts to pool together contributions on teacher development and effectiveness at individual and national levels. From the foregoing, an extrapolation of teacher training and development programme at the University of Lagos, Akoka and the National Teachers Institute programmes for primary Universal Basic Education is made.

Efforts made at national level to improve science-teaching performance involve manpower development and re-orientation of the educational system to emphasise science at all levels; and popularisation of science to orient the entire society towards science and technology. A report of individual's and non-governmental agencies' efforts is appreciably summarized. A near total absence of in-service education provision that would develop teachers to face challenges is observed. Having concluded that all is not well with teacher education in the sciences in Nigeria, recommendations put forward by the author to improve the existing situation in the country are:

- ?? science be made a compulsory subject in UBE teacher preparation;
- ?? a 'Teacher Certification' system into pre-service education be introduced;
- ?? ICT based training for student teachers be provided;
- ?? quality of pedagogical courses be improved;
- ?? capacity building initiative for science in Nigeria (CABISIN) be provided.

1.6 Busari, O.O., **Innovative Approaches towards Motivation of the Girl-child in Basic Science**, Children-in-Science and Technology Report, Ondo, 2002, 13p.

This study positions that an average Nigerian child is now in contact with science and technology compared to the past. Recalling that one of the aims of primary education, as laying a sound basis for scientific and reflective thinking, the present situation in classrooms is not tailored to this aim. With a view to promote science teaching-learning at primary school level, the study explores the use of cartoon, story telling and poems to enhance the girl-child' participation and achievement in science. The study used multiple design- surveys, quasi-experimental and explorative with 250 pupils in Lagos state forming the sample. The teachers and pupils were requested to show their preferences for these approaches. In addition, the pupils were requested to write their own poem and draw cartoon on any topic of their choice. The findings show that the female pupils ranked most story telling and poems and the males films and computer games. The girl-child outperformed the boy-child while no significant gender difference was found when the process approach was used. Looking at the cartoons and poems attempted by the pupils, the need to build up their mental schemes should be a major concern. It was suggested that teachers should develop ability in using innovative approaches that help the girl-child benefits from science; and science teacher education programme should be restructured to accommodate integrative learning strategies.

1.7 Daramola, S.O., Thinking Ahead of a Nigerian Junior Secondary Science Curriculum for the Year 2000 and Beyond, *Research in Curriculum Studies*, 1996, 6p.

Anticipating the challenges of the science and technologies of the year 2000 and beyond, this study calls for an effective planning for appropriate science curriculum to match the science and technology of the 21st century. Provides the basis for pedagogical renewal. A curriculum that should be sensitive to the tentativeness of scientific concepts and applications; a science curriculum which aims at achieving the following goals: ability to adapt to the changing circumstances of a dynamic world; ability to develop skills of transforming chance events into opportunities; ability to develop the skill of analyzing in depth the consequences of actions taken; ability to develop sources of happiness and ability to develop a readiness to act effectively for what is believed to be desirable. The study recommends that: i) prospective science curriculum should seek to develop skills of effective communication and dialogue among the people of the world; ii) the content of such curriculum should include: fundamental concept of energy, environment pollution, genetics, public understanding of science and ethics of science and human values. For effective implementation of the proposed millennium junior secondary science curriculum, the author appeals to the Federal Government for adequate support and funding.

1.8 Fagbamiye, E.O. and Busari, O.O., **Establishing a data-based users' needs model for improving programmes for functional university science teacher education in Nigeria**, *Journal of the Curriculum Organisation of Nigeria*, 1999, 5p.

This study elucidates the definition and nature of University Science Teacher Education (USTE) that can be functional in the context of Nigeria policy on education. To find out strengths and weaknesses of the adopted approach of developing USTE programme and relevance and adequacy of knowledge and skills teachers received to cope with their job and life problems. That USTE cannot provide answers to all the problems facing teachers in their primary assignment, the conviction was arrived at through an empirical study conducted on all the stakeholders of teacher education. With reference to this description, the authors highlight the numerous problems marring the existing USTE programme. The problems vary from too much emphasis on verbal activity rather than skill acquisition and problem-solving activity, low level of maturity and lack of commitment to teaching to inappropriateness of programme. From the findings, they, therefore, suggest a databased users' need model for improving the USTE programme in order to make it as effectively and continuously functional as it should be. According to this model, the desire of acquiring life coping knowledge and skills will be attained. Then the aims of USTE will be achieved and the needs of the trainees will be satisfied.

1.9 Federal Ministry of Education, Government of the Federal Republic of Nigeria Blue Prints on Basic Education, Document Federal Ministry of Education, 1999, 37p.

The concept and goals of basic education, as perceived by the Government of Federal Republic of Nigeria and the people are provided in the document. Basic Education is defined to embrace all forms of education given to the individual from the 6year primary school to the end of the three-year junior secondary school at the formal level. In the non-formal, it includes basic functional literacy and post-literacy programmes planned for children, youths and adults out of school. After identifying it's ultimate goal to be the eradication of illiteracy within shortest possible time the approaches to its' implementation are described. Achieving quality of basic education according to Federal Government is the responsibility of all and sundry from the Federal Government to the Non-Governmental Organizations and the media down to individuals. According to the document, access to early childhood and pre-primary education institutions is fairly open though their quality varies unduly. With enthusiasm, certain indicators, of more of promising note, to increase literacy growth are reported. While spelling out overall strategies, some major constraints are, however, recognized such as:

- ?? poor teacher preparation;
- ?? irregular in-service training and retraining of teaching and non-teaching personnel;
- ?? inadequacy of relevant must mats and guides;
- ?? lack of reliable education data for planning;
- ?? poor funding; and
- ?? inadequate community mobilization and advocacy for basic education.

There is recognition of the fact that environmental, cultural, occupation and physical peculiarities of certain communities impede their full participation in formal primary education. Equally observed is the inaccessibility of many communities to Adult and Non-Formal Education facilities in spite of the National Non-Literacy campaign of 1982-1992.

This study addresses the issue of teacher development with a view to suggest modalities to the Federal Government for the UBE scheme. A whole group discussion was adopted by the group. The group acknowledges the crucial role of teachers towards the successful delivery of any educational process, which in turn has been recognized as the key to social and economic development of any nation. At the mini-summit, this group deliberated on several issues pertaining to teachers especially outlets for education, training and professional development. Inadequacies in the operational development of teachers are observed. The situation where some states intended to revert back to the Teacher Grade II institutions was frantically seen as counter productive and against the policy guidelines of Federal Government. The group tends not to agree with the abolition of sandwich programme as training outlets for teachers as long as the necessary rules are followed. Development can only progress when it is based on accredited curriculum backed with integrity in delivery and proper evaluation processes. Another belief upheld is that the career-long professional development of serving teachers should be guaranteed. This is to ensure consistent and acceptable levels of performance of classroom teachers.

On ways to achieve worthwhile development of teachers of basic education in Nigeria, the group recommends the following: i) accredited institutions should take up the task of developing the teachers and such notably include local in-situ programmes on regular basis and or through mobile training units. ii) serving teachers should be involved in seminars, workshops and in-service programmes on management techniques, methodology of teaching, instructional materials, computer literacy to mention a few; iii) professional teachers' associations should be mobilized in helping to develop the teachers; and iv) crash programmes such as training outlets should be avoided. Finally, the group calls for the furtherance of the regulation of standard and practice through the Teachers Regulation Council.

1.11 Jegede, Olugbemiro; **Producing Teachers for UBE through Open and Distance Learning**; UBE FORUM Journal of basic education, 2001, 10p.

A critical examination of the state of professional teacher development in Nigeria vis-à-vis teacher human power needs for the UBE was made, as well as an assessment of the existing approach for developing teachers. The educational development of any nation is a major link to the development of the other sectors of the economy. The demand for teachers has outpaced the supply of teachers, especially since the introduction of the UBE in 1999. Apart from this the teachers in the system have been discovered inadequate professional and career wise. Hence, this study seeks to find a solution toward retraining the old ones for better effectiveness with minimal cost and no opportunity costs. The research sources for data from established researchers. The data includes the facts that since the formal approval of the UBE programme in 1999, there are over 17 million pupils in over 41,000 schools with 420,000 teachers. This gives a ratio of 1 teacher to 45 pupils. How this inadequacy can be corrected is the main focus of this study. The study recommends Open Distance Learning. It submits a renewed delivery of instruction through various media such as print, television and other information communication technologies (ICT) to learners without any necessary physical contact between the teachers and the learners. It has proved useful in countries like Canada, Kenya, South Africa, etc. The next thing would be to work out modalities on which approach to use. The following recommendations were made: a stable environment should be created where all teachers in the system can get retrained and new ones can be trained, teachers should be able to choose what type of professional programme they want based on their individual environment. In addition, schools, local government education offices and professional associations should serve as monitoring bodies for all the different programmes. Information on teacher development programme should also be made available at both rural and urban level and finally, there should be a reward for teachers in terms of position change, salary change, etc. It is believed that Nigerian primary school teacher's professional and academic life will improve- quantity and quality. In early 2003, the Federal Government of Nigeria established the National Open University (NOU) -- a distance learning institution, which is hoped, will go a long way to develop the teachers as expected.

1.12 Lawal, O.O., **Literature in JSS Curriculum: An Appraisal of Medium, Content and Material**, Nigeria Education Forum special issue on Junior Secondary School Methods, 1992, 9p.

The paper discusses in detail the problem of method and lesson delivery practices for language and literature at the junior secondary school level. It approached it from the pre-independence to post-independence. Teaching of Literature at the secondary level is seen as a vehicle for the teaching of culture, especially of the British. Reforms that occurred at post-independent were expatiated. In the study it was noted that the major educational reform had resulted from the NPE especially in Literature. The study counts the most development in JSS literature as the theory of integrated language studies on which the JS syllabus is based. The theory of integrated-language studies accommodates a language-based approach in teaching literature at junior secondary school level. This language-based approach to teaching JSS literature employs teachers to develop themselves in methods that will: i) encourage oral performance in story telling; ii) teach basic literature terms e.g. plot, character setting, message, moral import, etc.; and iii) encourage writing of different types of verse. For JSS 3 level, the author recommends method and lesson delivery practices particularly involving: i) students in reading literary texts; ii) close reading, speech work, group discussion, role playing and dramatization; and iii) patterns of assonances, alliterations, syllables and stresses as ways of calling attention to certain words and their associative meaning.

1.13 National Teachers' Institute, **Pivotal Teachers Training Programme (PTTP)**, *Education Today*, 8(2), September 2000, 4p.

That the UBE programme would take off in October 2000 placed a huge pressure on teacher supply. The study examined an alternative and a special programme for the production of teachers for the UBE in view of the need of the latter. Speculative approach was adopted to draw up the proposal for training UBE teachers so as to reach a reasonable level. Prior its inception, the Institute gives an analytical situation of the quality and quantity of teachers on ground. The institute observes that there is an acute shortage of qualified teachers at primary and secondary school levels. To help meet the nation's need for a large number of qualified teachers, Pivotal Teacher Training programme is proposed. According to the Institute, the PTTP is aimed at producing the much-needed teachers for the successful implantation of the UBE programme. The programme is aimed at exposing secondary school products to a continued education programme up to the NCE level. It sets to achieve this using the sandwich and distant learning techniques. The core medium of teaching / learning will be the children's' self-instructional course materials. But for the product to remain and be developed continually for the basic education some motivational package is recommended.

1.14 Obanya, Pai; **Rethinking and Re-engineering Education for the 21st Century: The Relevance and Quality Interface**, Ford Foundation Workshop on pipelines Issues in Higher Education in West Africa, 2001, 21p.

After elucidating some concepts of relevance and quality and explaining how there is a high degree of commonality between the two concepts in education, this study tries to translate principles into practice by suggesting ways to re-engineer and re-think education in Africa (with special reference to Nigeria) in the 21st century. It tends to portray relevance and quality issues in education as two sides of the same coin, hence the expression: "Relevance-Quality Interface". It is believed in the study that one cannot pursue relevance in education without at the same time (or in the same vein) pursuing quality; this is simply because quality can be assessed only to the extent to which it meets the criterion of relevance in its different possible manifestations. So also, Relevance has to be with reference to something, which qualitatively uplifts the direct beneficiaries of Education.

In the Nigerian case specifically, the study opines that Relevance-Quality interface will only make sense if re-thinking and re-engineering of education is geared to include: i) broadening the base of participation in educational development; ii) focusing on basic education that will lay a solid foundation for lifelong learning; iii) strengthening the scientific and technological base of society; iv) restoring the glory of the teaching profession; v) curriculum enrichment all through the system; vi) improved funding; vii) improved management of the entire system; and viii) total societal cleansing through total national re-orientation. The study finally advocates for a SWOT (strengths, weaknesses, opportunities and threats) analysis-based external technical assistance.

1.15 Olayemi, O.O., **Identifying Effective Means of Communicating Science in Primary Schools**, *Akoka Journal of Pure and Applied Science Education (AJOPASE)*, 2, 1999, 8p.

The paper identifies an awareness science education objective as a prerequisite for effective communication of science and also highlights factors to be considered in choosing instructional methods having examined various methods suitable for teaching primary school science. Such methods include songs and rhymes. Using appropriate illustrations, the study systematically promotes examples on the use of story telling, drama and games on major topics in the school curriculum. Other methods such as team teaching project method are recommended to complement what teachers often used in the classrooms. The author however concludes by recognizing that instructional methods are not an end in themselves but a means to an end. On how teachers can help pupils with these methods, the author suggests: i) organization of debates on suitable topics such as health and safety of the child is the responsibility of parents against health and safety of the child is the responsibility of the child; ii) project work that puts the pupil in the centre of learning the latter making picture books on topics of interest. To this end, a recommendation that teachers need to develop in the areas of writing poems, songs and stories is also made.

THEME 2:
DECENTRALIZATION AND DIVERSIFICATION OF DELIVERY SYSTEMS

2.1 The British Council, **Nigeria Community Education Project**, Abuja, Nigeria, 2002, 20p.

The booklet describes an experimental Nigeria Community Education Program, which the British Council organized between 1997 and 2002. The key concept behind the program was the partnership and synergy between communities and adult and primary learners and their ability to develop sustainable models of education with small amounts of financial assistance and larger amounts of support and encouragement. The program consisted of four small projects, designed to improve primary schools, adult education centres and build community capabilities to manage educational development. The programs goal was to contribute to poverty reduction through raising the level of education in rural communities. It aimed specifically to improve the quality of basic education particularly for women and girls.

One of the four projects took place among total movement pastoral nomads in Adamawa and Taraba States, while the other three were based in agricultural communities in Borno, Abia and Akwa Ibom states. Right from the onset, the rural communities were involved in their projects, starting from the project design. Through participatory Rural Appraisal (PRA) the perceptions and needs of the different groups were ascertained and reflected in each project's design. Communities were also involved in running their own project. Each of the four projects had three components: community management, adult education and primary education. An Education Project Committee composed of community members, state and local government stakeholders and the British Council was appointed to manage the project. Communities were also required to show commitment by contributing whatever they could, e.g. in terms of labor and materials. The community Education Program was particularly successful in linking adult education to community development. An innovative method known as Learner Oriented Community Adult Literacy (LOCAL) was used whereby what the participants needed literacy skills for was identified and materials related to these needs were brought to class e.g. voters cards, hospital cards, birth certificates, driving licenses, receipts, etc. Similarly, the primary education component tried to make education relevant to daily life in terms of both knowledge and skills. Teachers employed activity methods, discussion methods and inferential questioning technique that helped to develop the children's cognitive skills.

2.2 Education Sector Analysis, **Proposal for Improved Inspection and Quality Assurance System for Nigerian Schools**, Proposal Reports to Federal Ministry of Education, 2003, 10p.

Recounts the ESA project as a collaborative project of the FME with financial and technical support with development partners such as UNESCO, World Bank, DFID, USAID, and JICA. The ESAI has been changed with the responsibility of articulating a framework for the reformation of Federal Inspectorate Services. Seeing the need of improving effectiveness and efficiency at school level and quality assurance, ESA is set to synchronize the potentials of resources including expertise at the 3 levels of government challenges of inspectorate services are enumerated to include.

?? Inadequate funding,

?? Absence of official linkage and networking at various levels,

?? Dependence on outmoded methods,

?? Lack of resources, initiative, creativity and innovativeness.

ESA thus proposes the use of 'whole school evaluation' as a guide to a National Quality assurance system having used 'Monitoring of Learning Achievement' (MLA) of school pupils in 1996.

The report also spells out how this could be applied at federal, state and local inspectorate services. It is anticipated that the proposals in the document will address:

1. Reduction in funding, requirements; for inspectional visits,
2. Empowerment of inspectors through professional development,
3. Use of uniform instruments in quality assurance.

2.3 Egunyomi, D.A., **Financing Adult Education in Nigeria**, Research in Curriculum Studies 1(1), 8p.

Education and productivity are positively correlated. Productivity is seen as the basic sustainable development. Adult education sub sector receives little attention of about 2% of the total budget for education compared to other sectors of education in the Country. Adult education is one way of building up the productivity force of Nigeria. This is achieved through mass literacy education in its overall rural development program. This non-committal attitude of Government towards funding of adult education programs spurs this study. The methodology used involved a content analysis of data- based report on Federal Government Budget Allocation to education from 1975 to 1992, an area that has received little or no attention even from researchers. The findings show that Federal Government is in deficit to funding adult education and attempts to look for funding alternatives. The Federal Government alternative was to explore foreign loans and grants, which were criticized by the author on the basis that they would create more problems than the social benefits that are expected to accrue from adult education. The study presents contributions of international organizations/agencies to funding adult education and local non-governmental sector contributions -- Masallaci Group in Kano city, Young Women Christian Associations, and the International Foundation for Education and self help of the University of Ibadan. In spite of these contributions, the author recommends more enduring and prestigious alternative sourcing options for Federal Government as follows: i) special taxes for education especially coming from the recipients of that education; ii) earmarked taxes done by assigning revenue generally through statute or constitutional clause. Advantages of these options are highlighted in the study report.

2.4 Federal Government of Nigeria, **Education Sector Analysis**, Federal Ministry of Education, Abuja. 69p.

Supporting the Decentralization of Education System, the project aims at providing a comprehensive tool to the FME to reform the education system through the conduct of a sector analysis. The Nigerian education sector analysis is intended to be an all-stakeholders collaborative assessment of the education system with a view to identifying alternative policy options and their anticipated consequences. Assessing needs and institutional capacities for reform. A process of continuous assessment of the whole spectrum of education specifically pre primary, primary and junior secondary education is proposed to become part of educational delivery in Nigeria. ESA unit is established to diagnose the problems in the education sector and articulate a framework for reforming Federal Inspectorate sector. The report also informs audience of the outcomes of interviews with state inspectors and questionnaires administered in Federal Inspectors. ESA process to ensure access, quality and equity to Nigeria education covers studies, policy development and implementation advice and scenario forecasting and analysis. Emphases are placed on capacity building, sustainability, involvement of all stakeholders, grassroots participation and ownership.

2.5 Ihome, Emeka, **Towards an Enabling Environment for Increased Private Sector Participation in Education in Nigeria: Issues and Approaches**, Nigerian Private Sector and Education for All, UNESCO - Abuja Publication, 2002, 16p.

The State's responsibility for ensuring that all its citizens are educated is based on the Universal Declaration of Human Rights (1948), which states that everyone has the right to education. Because the State cannot handle the responsibility alone, the establishment of private schools has proliferated. Some people have restricted private schools based on claims that the public schools would be neglected and the standards would drop, besides which their staffs would not be paid adequately. This study seeks to clarify these issues and find ways by which right environments can be provided for private schools to thrive. The methodology include: i) historical research on the evolution of private schools as well as facts to back them up; ii) linking of these facts including the low % expenditure on education in 2001-7% to the attitude of the people then and comparing it with the present; and iii) making recommendations based on the data. The recommendations include: an increase in the level of research, advocacy and public debates on public policies; improvements in the keeping of public records, such as birth dates, government increase in the education budget which is lower than U.N stipulated 26%; issuing of vouchers to parents; and design of a good regulatory plan. It also includes developing good measures to help society cater for the change in the system as well as running of test projects on how well the implementation would work. It was suggested that if private schools were allowed market forces the states would complement each other.

2.6 Jaji A. Mustapha, **The Education Task Fund and National Development: Sustaining a Strategic Partnership with the Private Sector**, Nigerian Private Sector and Education for All, 2003, 18p.

The educational sector has suffered gross neglect, which has caused the entire system to malfunction. Creative deep solutions must be found to these problems. This study, apart from highlighting the role of the Education Tax Fund (ETF), an institution of the government in helping to rebuild the system, it also seeks to show ways by which the private sector can assist the ETF for the benefit of the educational sector. The methodology used is: i) that of historical review which makes use of mostly quantitative data dating as far back as 1975; ii) comparative analysis that uses the past as premiss to the events that happen now; iii) the highlights of the problems of the sector. After studying the ETF, its establishments, objectives, functions, mode of operation, achievements using quantitative data, the following recommendations were made: that the registered members of the private sector should ensure prompt payment of their education tax as at when due, they should try to provide diverse materials needed to educate students in schools, sponsor educational programs where staffs can get trained and attend conferences, assist in the formation of library development at all levels, provide critical training on the acquisition of information technology knowledge for all staff and students and finally to provide funds for research especially in the higher institutions. In all it is evident that the private sector has been a major partner of the ETF and that with all stakeholders playing their part, the educational delivery system can get better.

2.7 Lar, M. N., **Nomadic Teachers' Effectiveness in Class**, *Educational Planning, Research and Study Communications*, N° 1, 1995, 7p. (20-26)

The nomadic teacher's effectiveness in class and the achievement of the desired goals of educating the Nomads largely hinge on the teachers methods and strategies employed in teaching.

The nomadic teacher needs to learn the generalization, concepts and structure presented by the Nomadic culture and curricular content. Thus, the methods of teaching must be based on the application of the psychological structure of knowledge and the teaching activities should emphasize the improvement of skills of all members of the group (Ezeomah, 1983).

The study aimed at identifying Nomadic teachers' perceived needs in terms of becoming effective in using instructional material evaluation procedures. The study sample was 53 trained nomadic teachers in Nomadic Primary schools in 10 Local Government Areas of Plateau State specifically: Shendam (4), Barkin Ladi (12), Langtang (2), Quan Pan (3), Jos (6), Nassarawa (4), Kanam (2), Keffi (5), Bassa (7) and Pankshin (7).

Using the structured questionnaires, data was collected on sex, age, qualifications, teaching experience and checklist on effective use of teaching aids and pedagogical instructional methods.

Findings show nomadic teachers seemed to have some good choice of teaching methods they are using although percentage usage is unsatisfactory. The researcher recommends higher or even 100% usage of effective strategies such as play way, demonstration, observation and field trip.

2.8 Madumere-Obike, C. U. and Oluwuo, S. O., **Strategies for Effective Participation of Rural Communities in Primary School Administration in Nigeria**, *Nigerian Journal of Professional Studies in Education (NJPSE)*, Vol. 8, May 2001, 6p.

The goals of primary education cannot be meaningfully achieved without the cooperation of rural communities and the schools established in those schools. Unfortunately, most rural communities in Nigeria are apathetic to primary school administration remain withdrawn in various school activities. Reasons for low involvement of rural communities in primary school administration include:

- ?? Low literacy level of rural dwellers who often fail to appreciate the value of education and progress of their children in schools;
- ?? Poor socio-economic status of rural dwellers which makes them shy away from financial obligations of the school including Parents/Teachers Association (PTA) fund levies;
- ?? Poor public relations of primary school authorities, especially the head teachers who distance themselves from rural dwellers;
- ?? Lack of will on the part of classroom teachers to occasionally visit parents to occasionally discuss the academic problems of their children.

The authors then identified various strategies that could be used by head teachers and their staff to motivate the rural communities to participate in school programs:

- school heads and their staff should engage in public relations work to sensitize the rural communities to participate in school activities;
- school heads should encourage teachers to pay occasional visits to parents to discuss their children's academic problems;
- schools can also help in the organization of cultural activities, club meetings, adult education programs, sporting activities and other projects of communal importance;
- The school should also be opened up to the rural community by, for instance, allowing local communities to use its physical facilities, sporting ground, school vans, etc.;
- Rural parents can also be used as resource persons and teacher's aides.

All the above will galvanize rural communities into participating meaningfully and maximally in various primary school activities.

The paper takes a panoramic view of the Universal Basic Education (UBE) Program, highlighting its meaning, scope and objectives. It contends that the program is a monumental national enterprise, the success of which depends largely on the extent to which its efficient management can be assured. The paper lists the following major challenges of managing UBE which should be given due attention:

- a) Conceptionalization, i.e. the meaning of UBE itself. In keeping with expanded vision of basic education, enunciated by the World Conference on Education for All (1990), the UBE has a much wider scope and a more all-embracing coverage than its precursor, the Universal Primary Education (UPE). Its scope, in its horizontal dimensions includes informal education, adult literacy, non-formal skill acquisition, complementary out-of-school education, special group education and formal education. The vertical dimensions include life-long learning, junior secondary, primary schooling and early childhood education. Managers of UBE have to begin by seeing the problem in its holistic sense, with its vertical and horizontal dimensions so as to adapt management strategies to the complex and multiple tasks involved.
- b) Problems arise from the relative roles assigned by the Nigerian constitution of 1999 to Federal, State and Local Governments in the funding of different tiers of education, and the conflictual relationships inherent therein. In addition, there is the artificial dichotomy that UBE has created between the junior arm of secondary education which forms part of UBE and the senior arm which does not
- c) The universalisation of basic education will exacerbate the already existing problem of large numbers of pupils in schools and large classes; caring for the increased number will pose management challenges of resource generation, mobilization and maximization for meaningful education.
- d) The paper also warns that mass schooling (as envisaged by the UBE program) will not yield any benefits to the nation unless it becomes an opportunity for mass education. The management of UBE will therefore not simply count numbers but will pay attention to issues of relevance, quality, equity and efficiency, such that the school system transforms the numbers into a critical mass of educated persons needed for national development.
- e) The UBE is being developed as a people – oriented program; the management problem in this regard is the manning of the process of social mobilization and popular participation needed to ensure that UBE really becomes a people-oriented program.
- f) Finally, management training for UBE has to take a more radical approach than the orthodox one which uses seniority and experience as the only yardsticks for appointments to management positions in Education and which is based on a rote-learning approach to management training in education. Rather, the challenge areas outlined above could provide a useful approach to refocusing educational management training. In addition, the emphasis has to shift to hands-on experience, acquired through interactive and practice oriented programs.

2.10 Ogundele, A., **Improving School-Community Relations in Secondary Schools in the 21st Century in Fadipe**, J. O. and Oluchukwu, E. E., *Educational Planning and Administration in Nigeria in the 21st Century*, Ibadan, National Institute for Educational Planning and Administration (NIEPA, Nigeria), 1999, 11p.

The article underlines the importance of the community in the education and administration of secondary schools. The school is not a cultural island separated from the community mainland by the same kind of thing that separates fantasy from real life. Education should arise from the needs of the community, not from the drawing boards of distant national planners. Thus, the community must be involved in the education process. The involvement becomes more imperative given the unprecedented changes in the communities. For instance, parents now like to know more than what report cards show; growing public interest in education has increased the principal's community involvement; pressure groups, not necessarily parents with children in the school, are now growing and they continue to demand change or are upset by changes made in schools without their involvement. Also of great importance is the fact that communities constitute extra resources and means of raising additional and alternative funding for education.

Schools have substantial resources in the form of people or materials situated in the school community, which could help the school, accomplish its objectives. Parents are the greatest resource in the community. In some countries parents working as a group of community residents have assisted the school in some of the following ways:

- ?? Solving learning problems in given classes or subject areas;
- ?? Taking charge of classes if a teacher has to be away;
- ?? Developing campus economy, e.g. through helping to set up school enterprise;
- ?? Placing secondary students in long vacation jobs in industries and businesses and helping to supervise such students;
- ?? Giving talks in school assemblies about their occupations, career guidance, health problems of young people, etc.

To be able to tap into these community resources, the school needs to build good and positive relationships with the community. Ways of doing this include:

- ?? Vital Parents/Teachers Association (PTA), not necessarily for the levying of funds;
- ?? Formation by the school principal of a lay advisory committee in evaluating the school's operations and in planning future developments;
- ?? Holding Open House Programs to which community members are invited;
- ?? Organizing once a year, a community seminar for reflective exploration of community issues;
- ?? Using the school facilities for community education e.g. evening classes, games, community meetings etc.

2.11 Oguntoye, A. O., **Needs-Based Approach to Financing Vocational Technical Education in the Nigeria Universal Basic Education Program**, *Journal of Educational Thought* 1(2), 2001, 17p.

Universal Primary Education (UPE) fell apart due to one key factor: finance. Its period was marked with incessant strikes of primary school teachers and parents had to withdraw their wards to private schools. With this experience in mind, the paper examines the financing of vocational/technical education in the present universal basic education. First, it looks briefly at relevant theory of human capital and returns on education and inference made is that social benefits of free UBE are more substantial than the private benefits. Vocational/technical education being part of the UBE demands serious attention since it is capital intensive. Currently it is facing some problems some of which were listed: i) inadequate articulation of its importance at the onset by planners and policy makers; ii) training of vocational/technical education teachers is very expensive; iii) short supply of technical and vocational teachers; iv) inadequate funding; etc. Having done other analysis, the author recommends a needs-based formula model for funding vocational/technical education in the UBE. This model was suggested on the mere fact that school funding in Nigeria specifically at the elementary and secondary levels has not followed any objective pattern. Needs-based funding has nothing to do with intuition or rule of the thumb but it is a means of providing resources to the school taking cognizance of the peculiarities of the pupils, the schools and the programs. The approach makes for equitable distribution of educational resources such that the location, social and economic status, ethnicity, types of programs, sex, religion and the like do not adversely count against the pupils.

2.12 Okorie, A. N., Shared Leadership Among Nigerian School Heads and Teachers for Quality Assurance of Universal Basic Education Program in Kwara State, National Association of Researchers and Evaluators, 2002, 11p.

The study ascertains the participants' views on whether shared leadership among Nigerian school heads and teachers ensures for a high standard in the management of UBE programs and identifies and collect ideas on the steps toward shared leadership for quality assurance of the program. The methodology employed is the use of tape recording of interviews carefully transcribed for accurate analysis. The following findings are obtained: i) shared leadership which is delegating to others, giving away to others and sharing with others and the making of important decisions; and shared leadership which is community of leaders wherein students, parents, teachers and school heads each having an opportunity of leadership and working collaboratively to solve school problems would make for quality assurance of the UBE program; ii) participants have common beliefs about teachers as leaders and the latter should be provided with leadership opportunities; and iii) successful school heads are those who enlist teachers in leadership provision for their schools. Steps toward shared leadership at school level should be taken and these include the ability of the school head to be resilient in articulating goals, relinquish leadership power, involve and trust teachers' abilities among others. The study recommends the establishment of collaborative schools in which the professional autonomy of teachers and the managerial authority of school heads are harmonized.

2.13 Onuka, A. O. U. **Implementation of the Universal Basic Education (UBE) in Nigeria: A Proposal for Funding**, Paper presented at the *Sixth Annual Conference of National Association of Educational Researchers and Evaluators*, at the Faculty of Education, University of Ibadan October 2002, 8 p.

This article reviewed the funding of the Universal Basic Education (UBE) in Nigeria whose implementation commenced in January 2000. It was discovered that, like all past education programs such as the Universal Primary Education (UPE), not much funds had been released for the execution of the program. This is evidenced in the non-availability of infrastructural facilities, equipment, staff and libraries among others. The paper contended that these needed to be available in the right quantum, to facilitate the execution of the program in the right proportion. It made some of the following recommendations towards mitigating the problems of inadequate funding of the UBE:

- ?? The funding arrangement should not be restricted to government alone, but should also spread to the private sector.
- ?? Appeals should be made to philanthropists and other well-meaning Nigerians to contribute to an endowment fund to be established for the purpose of adequately funding the scheme in perpetuity.
- ?? An education fund audit and management commission should be established to source and monitor the application of funds in every segment of the education sector, particularly the UBE.
- ?? Census of the school age persons within the age-bracket of the UBE scheme should be carried out as well as survey of infrastructural facilities and teaching/learning equipment needed; this will enable proper planning to be done.
- ?? The Government should direct the Education Tax Fund to provide substantial funds for the program.
- ?? Although the UBE scheme is supposed to be free, parents, teachers, labor and all other stakeholders in the scheme should be encouraged to donate to the proposed UBE Endowment Fund and offer other voluntary aids, financial or otherwise, to the scheme.

2.14 Tuoyo, M. U., **Inspection and Supervision as Practices of Quality Control in the School System**, in Fadipe, J. O. and Oluchukwu, E. E (Eds), *Educational Planning and Administration in Nigeria in the 21st Century*, Ibadan, National Institute for Educational Planning and Administration (NIEPA, Nigeria) 1999, 12p.

The article states that school supervision must be accorded a high priority in the school system if qualitative education is desired. Through inspection and supervision, the inspectors and supervisors assist in improving classroom instruction because teachers are made more competent and efficient, parents are satisfied with the performance of their children, pupils are motivated to work harder and achieve the required standard, all of which culminate in the achievement of desired goals of education. The author describes supervision as the constant and continuous monitoring of the performance of school staff, noting merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits, thereby increasing the standard of schools and achieving educational goals. Inspection, on the other hand, is the critical examination of a school as a place of learning through which necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered as a report. It is, however, normal to refer to supervision and inspection at the same time as they usually go hand-in-hand. Problems militating against successful inspection and supervision in Nigeria include:

- ?? poor remuneration of teachers;
- ?? insufficient staffing/shortage of inspectors;
- ?? lack of facilities for the inspectors to work with e.g. vehicles;
- ?? bad roads;
- ?? lack of evaluation system;
- ?? poor funding;
- ?? lack of adequate training for inspectors;
- ?? poor attitudes to work and lack of interest on the part of teachers;
- ?? numerous unqualified teachers in the school system;
- ?? poor status accorded teachers and poor perception of the teaching profession by the general public.

Inspection and supervision will better achieve the goals of quality control in schools if the following measures are taken:

- ?? frequent and regular visits should be made;
- ?? verbal and written feedback should be given to teachers;
- ?? good work should be commended and rewarded while poor performance should attract reprimand and/or sanctions. In other words, supervision and inspection should not be seen as mere formalities;
- ?? a sense of competition should be stimulated among teachers and schools, e.g. by giving awards to best performing pupils/schools in external examinations;
- ?? proper orientation and training has to be given to experienced teachers before they are posted to the field as inspectors;
- ?? inspectors, themselves, have to be monitored by higher authorities; there is need to ascertain the authenticity of their report, so that such reports are just and fair, and not based on bias or prejudice.

2.15 Utomi Pat, **The Nigerian Experience with Non-State Delivery of Educational Services**, Nigerian Private Sector and Education for All, UNESCO - ABUJA, 2002, 8p.

The growth in any nation's productivity is spurred by 5 sets of variable policy choices including: institution, education, entrepreneurship and culture. Of these, entrepreneurship, education and culture deal with the private initiatives to aid growth. This study, therefore, seeks to establish the non-State delivery of educational services is better, that is, to show the link between entrepreneurship and education. The methodology used includes: i) historical research of facts and data; ii) interviews of some public staffs. Based on information gathered, a relationship could be seen between past events and those of the present. Private schools were started by missionaries in the 1800's and now Trust Councils and other individual owners have started establishing schools -- primary and secondary. Universities have not been left out since approval was given for private universities in the 1990's. However, critics believe that this doesn't bore well for the public schools because it will lead to fall in the standard as well as poor remuneration package- salaries, pension, etc. The solution to all these doubts is said to be hinged on a private sector, government and NGO's collaboration to manage and monitor the sector, the reinstatement of labor laws and encouragement of competitions to raise the standard, the organizing of real life experiences for the teachers and students, availability of loans for student who can't pay their fees and lastly the training by companies should be extended to young men in the trade. It is evident that the government cannot bear the burden alone, it needs the private sector.

THEME 3:
IMPLEMENTATION OF BASIC EDUCATION REFORMS AND INNOVATIONS

3.1 Abidoeye, G. Promoting Quality Living for the 21st Century through Effective Primary Science Education, *Nigeria Journal of Curriculum Studies*, Vol. 6, N° 1, 1999, 4p. (60-63)

The paper reveals that contributors to a country's development, the evolution of a scientifically literate citizenry in Nigeria for the twenty first century and beyond depends on the pursuit of effective science and technology education. A sampled survey of scientific knowledge and awareness in 150 primary school pupils and 50 adults show that the goals of scientific awareness and literacy are far from being achieved. The findings showed that the pupils lacked knowledge in various life issues such as:

- ?? factors that affect health, causes of disease (what make you unhealthy), components of good nutrition (what foods do you eat? why? possible effect of eating certain food);
- ?? knowledge of current issues (petroleum shortage; have you heard of AIDS, Cholera, Typhoid, and what are the causes/prevention);
- ?? environmental effects (how can refuse make you sick);
- ?? factors that affect weather (environmental issues);
- ?? problem solving issues (how do you go about solving a life problem, e.g. flooding).

Adults did not fare better on these issues. Nearly all adults said that they would not know if toxic wastes were dumped in their neighbourhood.

In conclusion, improving the quality of life of future Nigerians is a task that must be accomplished effectively. It is proposed that every child must be exposed to the study science subject at school. This can only be done by a radical change in the structure of the primary school curriculum both in content, scope and adaptation science must not only be seen to be important in policy, but attending implementation and practice must attest to the place of science in the development of a virile informed and self reliant Nigeria in the twenty first century. Some of the recommendations are – science must be learnt meaningfully. All children have the right to proper education including science education. The importance of science must be reflected in both policy and practice Science should be one of the subjects being examined in the common entrance examination. The teaching of science should one of the subjects for inspection by the inspectorate division. There should be systematic retraining of teachers on new methods and harnessing of resources in the primary schools. The science curriculum for the primary school should be re-designed to reflect the science, technology and society approach. Pre-service and in-service training should be a continuous process. Pre-service educators should conduct follow – through researches in their trainees. There should be adequate provision of resource for teaching at the primary school.

3.2 Agbo James Akor, **Effect of Delinquent Environment on Academic Achievement of Primary School Pupils in Army Children's School Azare**, Article, *The Nigerian Teacher Today*, 5 (1&2), August 1997, 96-105

The study introduces the subject of delinquency by reference to genetic, physiological, personal-social factors as well as defective home background. The general opinion sample on causes of delinquency in this school among 200 respondents associates delinquency with "delinquent home" (50%) and "low intelligent quotient" (37.5%). A T- ratio test used to analyse for significant difference or otherwise between the pupils' academic achievement in the first 3 years and the last 3 years found no significant difference. A description of items to relate delinquency and poor academic achievement among 20 isolated pupils showed that all the pupils were victims of parental separation and parental rejection, experienced hostility and harsh discipline as well as living in slums, overcrowded tenements, poor sanitary conditions and abject poverty. There is therefore a strong relationship between sociological conditions and the incidence of delinquency. Deprived environment is characterised by many factors, one of which is poverty. This affects the behaviour of pupils especially the incidence of truancy occasioned by unmet needs. The prevention and control of delinquency would be most effective if family, teacher-pupil relationship as well as other societal values were integrated.

3.3 Agusiobo, B.C. **Early Child-Care Curriculum Development and Implementation for Functional Education: Working Towards the 21st Century**, *Nigerian Journal of Curriculum Studies*, Vol. 6, N° 1, 1999, 29-34

Functional education is crucial to nation development especially in third world countries like Nigeria. Children are regarded as the future leaders of the nation constitute the most important element in the development of early child education curriculum. The current national policy on education has conspicuously omitted children of ages 0-3 and focusing only on ages 3-5. this article discusses the education curriculum. This feature includes a comprehensive guide and outreach and a well structured and organized way to ensure the needs and education of young children in a holistic way. A ration curriculum is analysed to include two important structures: physical development, of the child and stimulation. Stimulation is categorized into seven units – physical development mental and language development, social and emotional development, food and nutrition, harmful practices, health and diseases and safety measures. Certain aspects the early child-care development and education curriculum described include , stimulation: it is thought to have been used to provide non-formal learning opportunities to 92,000 children aged between 3 and 5 years. The program was found to be of great appeal to parents since it was found to offer custodianship since parents are at work. Other are activity component of the early child-care include teacher education and training, instructional material development, child right-implementation, awareness of value of early child-care education for children, evaluation package and community participation. There is need to revise the Nigerian National Policy on Education along the potential benefits of an all-inclusive early childcare development and education curriculum.

3.4 Aliyu, M.S., **Towards a Better Understanding of the Almajiri System of Education in Nigeria**, *The Nigerian Teacher Today*, A Journal of Teacher Education Published by the National Commission for Colleges of Education, Kaduna, Nigeria, Vol. 8, N° 1 and 2, 2000, 8p.

Many a Nigerian elite view 'Almajiri' system of education with disdain and more often than not condemn it as retrogressive and not .in any way functional. Some states in the Federation too attempted legislation to ban it, but to no avail.

The word Almajiri (plural: almajira) derives from the Arabic word 'Almuhajirioon' which means 'emigrant'. It often refers to any person (usually a male) who undertakes koranic education in a roaming or nomadic manner, and more often than not in complete destitution. It also refers to a person who due to infirmity, physical or mental disability depends entirely on charity for subsistence.

The term can also refer to a poor or less privileged person in the society who due to his situation requires charity or goodwill from other privileged members of the society.

This system of education is prevalent amongst the Hausas mostly, with probably other facets amongst the Igbos, Yorubas and other minor tribes of Nigeria. There are some tribes of Nigeria that do not practice this system of education in any form.

The writer believes the predominance of this form of education amongst the Hausas points to what he observed (though not statistically supported) to be relatively the poorest tribe in Nigeria.

There are several disadvantages of this system of education such as dirty syndrome loss of human dignity, dissuance from labor or work for a living, cruelty from some Malams, etc. However, the author believes this system instills in children values such as labor, hard work, perseverance, and self-reliance.

He believes it is the only way through which Hausa people transmit their religious beliefs, cultural heritage and identify with its young ones.

The main recommendation of the article is that the system is not only relevant to the overall development of the Hausa society but also at an equal pace with their economic and cultural progression; this, coupled with the high cost of western education, means that the Almajiri system will continue to thrive and so should be embraced, allowed and appreciated.

3.5 Eguabor, V.O., **Researching into the Effectiveness of Individualized Study Program (ISP) in Nigerian Secondary Schools Beyond 2000 AD**, *The Nigerian Teacher Today*, 9(1), National Commission for Colleges of Education, Abuja, Nigeria, 2001, 5p.

Individualized study program which is referred to as self-learning Module, widely applied in the U.S.A. and other European countries, is not a common method of instruction in Nigeria (Joyce and Well, 1980; David, 1994). Abundant literature supports this observation (Okebukola, 1992; STAN, 1992; Adeyegbe, 1993). With the use of this method, students improve their performance in the sciences. The ISP is thus intended to remedy poor performance. As an innovative method, lecturers were grouped into several learning units and students given these modules to learn at their own pace under flexible and relaxed classroom arrangements. Teacher gave frequent assistance and learners are given individual test on each module. Successful learners move to learn another module while failed candidates are given opportunity to repeat failed modules and more to new ones only after successfully completing the assigned module. The method can be used in conjunction with other commonly used teaching methods. The ISP method has several advantages and effects on the learner such as motivation to hard work, higher grades achievement, extra efforts, opportunity to cope in case of slow learners, individual self pace and alternative approach to continuous assessment. The recommendations include trial of the method in Nigeria and extension research on the method at both the secondary and tertiary levels of education in Nigeria.

3.6 Eta, F.E.E, **Dimensions of Gender Crisis in Nigeria Education: A View from Colleges of Education**, *The Nigerian Teacher Today*, A Journal of Teacher Education Published by the National Commission for Colleges of Education, Kaduna, Vol. 8, N° 1 and 2, September 2000, 13p.

Gender disparity and inequality abound in all facets of education and even the society. 'Gender Crisis' manifests in Nigerian education system like in most of Africa in under-representation and marginalisation, resulting in poor performance of females as a group compared to males.

This paper presents an explication of dimensions of the gender crisis using the situation in Colleges of Education in Nigeria as the reference point. Aspects examined include: enrolment, female participation, position of authority, qualifications, course stereotyping, academic staff members and distribution by sex, grade and qualification.

The new awareness and zeal in gender research must be sustained and accelerated on the key issues of gender in Colleges of Education as the first step to managing gender crisis in education. Research is necessary to inform on content, processes, structures and policies which impact upon and produce gender differentials in Nigerian Education.

Specific recommendation points to investigation needs within school classrooms, lecture halls and committee rooms to unearth the salient aspects of classroom interactions and social dynamics implicated in the various dimensions of the gender crisis reflected in this paper.

3.7 Ezema, B.C., **Influence of Play-Methods on the Achievement of Primary School Children in Mathematics**, *Journal of the World Council for Curriculum and Instruction*, Nigeria Chapter, Vol. 3, N° 1, September 2002, 29-34

The importance of teaching methods has been emphasised as crucial in the learning process. Since play is natural and occupies most of their time, the use of play and learning resources become crucial. A pre-test and a post-test each was administered to ten children who form experimental and control groups and were observed to ascertain their level of participation in the school work. Using ANOVA, the play method was analysed to have had tremendous influence on the participation of children with children having their highest score in item two, "Always writing in the class" (90.5%). In the control class, the highest score was 54% (Always answering questions in the class). Thus, play methods promoted children's participation and free interaction with other children and materials involved in the play.

3.8 Ijaiye, Y. and Kayode, M.A., Leadership Role in the Management of Reading Difficulties Among Primary School Pupils in Kwara State, *The Jos Journal of Education*, Faculty of Education, University of Jos, Nigeria, December 2001, 9p.

Reading is an important issue in the education of a child. The Researchers carried out the study with the aim of finding out directly from school pupils prevalent reading difficulties. Kwara State public schools and some private ones were used to collect data. The roles Headmasters were performing in solving problems, as academic leaders should, were also identified.

In all, six public and four private schools were randomly selected. Headmasters and 22 teachers selected from Ilorin were used. Formal interview instruments were used to collect data on the concern shown by the headmasters, the measures being adopted to solve the problems and the factors prevalent in reading.

Findings showed that reading problems exist in all schools but more specifically in public schools resulting mostly from catchments area and poor academic leadership by the Headmaster.

All Headmasters indicated awareness of the problem and concern, with private schools showing greater indication of these. Private schools further show specific efforts to redress reading problems through diagnosis and monitoring.

Recommendations include the formulation of reading policy to enhance literacy in Nigeria.

3.9 Iyiola, D. O., **An Evaluation of the 6 – 3 – 3 – 4 System Using the Extended Information Recall Process Mode**, *Nigerian Journal of Curriculum Studies*, Vol. 1, N° VII, 1998, 10p. (91-100)

The paper focuses on evaluating the 6 – 3 – 3 – 4 system of Education in Nigeria against the background of the Extended Information Recall Process model. The model identifies the source, (that is, the nation through the curriculum planners), the medium (the education institutions and means of passing the curriculum to the target), the learners, and performance (that is the product of the whole system which the source, the nation or the planners adjudge either ‘good’ or ‘bad’). Simple percentage statistical analysis was used based on a questionnaire tagged “Evaluation scale for An Educational System (ESFES)” administered to 950 respondents -- 400 primary, 300 secondary and 250 tertiary schoolteachers at the time of research, resident in Oyo State of Nigeria. The results show that 44.27% of respondents identified with the good intention of the curriculum planners. 97.9% was satisfied with the way the curriculum has been handled and passed to the learners or students; 42.3% believed that students receive the maximum of what is given out, while 16.77% felt the students who relieved the little will probably perform. The case of poor implementation has been established and government has been identified as the source of planning but at the same time the cog in the wheel of the program’s success. The author recommended that the government at all levels should stop politicizing education. So a commission free of political influences is therefore called for. Effort should be geared towards proper implementation for the proper realization of the 6 – 3 – 3 – 4 system of education.

Since primary level education is the foundation of the formal education sector, the quality of products at this level determines the quality of other levels. The objectives of the National Policy on Education with respect to primary education clearly spells out the need for the inculcation of literacy, scientific and reflective thinking, effective participation in and contribution to society, moral training and character development for sound attitudes among others. However, there are militating factors that affect primary school education principally the teacher. Many teachers are not conversant with their fields. For example drunks, corrupt persons, irresponsible persons, untrained individuals, fill the classrooms as teachers. Also, many of the present teachers still use lecture in attempt to impart knowledge, rather than encouraging pupils to participate in the learning process. Teaching practice supervision demonstrates the preponderance of the lecture method in the impartation of knowledge. The cumulative effect of these problems is shown in the performance of pupils at other levels of education, which is a demonstration of the collective indifference of government and administrators of education in the country. This is why many primary school buildings are in dire need of renovation. The quality of teachers needs to be improved along government stoppage of pivotal teachers training program in order to improve the overall quality of pupils.

3.11 Moronkola, A.O and Moronkola, D.O., **Primary School Teachers' Knowledge of Acquired Immune Deficiency Syndrome (AIDS) in Oyo, Oyo state**, *Nigerian Teacher Today*, 5 (1 & 2), August 1997, 7p.

The Acquired Immune Deficiency Syndrome (AIDS), a worldwide lethal disease caused by a virus known as the human Immuno Deficiency Virus (HIV) which destroys the body system, is a threat to the human race. Its major channel of transmission is through sexual intercourse between an infected and a non-infected partner. In Nigeria, as at March 1990, there were 308 confirmed zero-positives and 21 deaths recorded. This study emphasizes the need for an early education of primary school pupils about AIDS. For this to be realised, those who teach these pupils must have first hand knowledge. Literature and social surveys were employed in the generation of data for this study amongst 106 teachers 83.65 percent of primary school teachers surveyed had basic knowledge about HIV. Knowledge about the modes of transmission of HIV was widespread in the sample 92.45%. Teachers' knowledge about the science of AIDS infection was 53.3%. Knowledge about myths of HIV was 49%. It is imperative that the National Assembly Committee on Aids (NACA) design and implement in-service training programs on AIDS education for primary school teachers. Also, AIDS education should be an integral part of teacher training programs in the country as a way of intensifying war against HIV in schools and society in general.

3.12 Nwagbara, C., **Enriching the Curricula of Non-Formal Education for Functionality and Relevance**”, Nigeria Journal of Curriculum Studies, Vol. 6, N° 1, 1999, 6p.

Empowering women for national development is a serious issue all over the world, especially in the developing countries. This paper identifies the various efforts made by the government of Nigeria to improve the status of women by examining the objectives of the Blueprint on Women Education, which provides opportunities that will help women develop their talents and other qualities. One such initiative is the establishment of all girls' schools, e.g. Federal government Girls Colleges. The paper identifies literacy as a key issue in women education, in Nigeria; it plays a major role in preparing individuals to participate in national development. A literate society is much more receptive to and effective in national development. Literacy is identified as a key issue in women education as it is an indispensable starting point. The paper also discusses the concept of the curriculum and its relevance in non-formal education program for women. The relevance of the curriculum in non-formal education for women makes it imperative to provide a set of planned activities geared towards acquisition of knowledge and translated into skills for women. Such a curriculum caters for both urban and rural women who desire to be literate, and creates adequate and functional political literacy. It also facilitates the evolution of responsible well-informed and self-reliant Nigerian women among others. The emerging global issues for the enrichment of the curriculum are identified and their relevance and functionality discussed. The emerging global concerns include Reproductive Health Issues, Sex Education and Gender Issues etc. which make non-formal education for women to be functional and relevant. The curriculum must also attempt to train the ability to absorb new ideas and new information in a world of information explosion.

3.13 Nwosu, D. and Okorie, S., **Current Trends in Research and Innovations: The Case of Using Inspection Reports for Research to Improve Teacher Education in Nigeria**, Research Framework for Teacher Education in Nigeria, (Eds.) Lassa, P. N. et al., National Commission for Colleges of Education, Kaduna, Nigeria, 1994 19p. (101-119)

This paper is an attempt to examine the foci of inspection reports as tools for qualitative research. The utilization of such reports has intrinsic value for scholars and those interested in the growth of education in Nigeria. To accomplish this study, accreditation reports on Colleges of Education and other NCEE-awarding institutions produced by the National Commission for Colleges of Education (NCCE), as well as accreditation reports on University Faculties of Education produced by the National Universities Commission (NUC) were consulted. In addition, reports of primary and secondary school inspection by inspectors of the Federal Inspectorate were consulted. These reports have some unique roles to play in both educational research and in the production of teachers; therefore, they should be fully used in the advancement of teacher education. The paper recommends that interview of pupils/students should become part of the primary/secondary inspection and reporting, because their experiences and views constitute critical feedback needed for improvement of teacher training. Observation of lectures, laboratory or workshop activities should be incorporated into NCCE and NUC accreditation visits. The accreditors or evaluators of such lecture rooms or workshop should not function as inquisitors but rather as colleagues of the person at work. With regard to B.Ed and NCE curricula, there should be post-accreditation visits. The NUC and NCC should design programs of Regular Monitoring or Routine Appraisal to equate the Routine Inspection carried out by the FIS and SIS. In conclusion, it is stated that not only do inspection reports hardly feature in our research literature, but that curriculum planners, textbook writers, other curriculum workers and educationalists rarely make reference to the reports. The paper also draws attention to the equally neglected strategies for improving the effective use of these reports and their contribution to the advancement of teacher education in Nigeria.

3.14 Shaibu, A. A. M. and Mari, J.S., **Gender-Related Differences in the Understanding of Science Process Skills Amongst Junior Secondary School Students in Some Nigerian Schools**, *Journal of the Science Teachers Association of Nigeria*, Vol. 32, N° 1 & 2, December 1997:21-27

The preponderance of male domination in science education has been traced to greater opportunities for boys than girls in science activities, teachers' bias towards elaborating more on boys' responses than girls' in classroom interactions and boys' superiority over girls in activities requiring manipulation. Data for this study indicate low level of understanding of science process skills among both male and female subjects in Zaira metropolis of Nigeria. In fact, the girls in various tests conducted for the purpose of this study, although the difference was not statistically significant. The generally held notion that boys are better than girls in science education should be moderated with caution so as to prepare teachers at least psychologically to apply methodologies with potentials for remediation for boys' deficiency in science learning. There is also the need to undertake periodic curriculum evaluation of Nigerian Integrated Science project (NISP).

3.15 Tsiga, Ismaila A., **Sustainability of Curriculum Innovation in the Nigerian Education System: A case of the Federal Capital Territory (FCT)**, *Journal of the World Council for Curriculum and Instruction*, Nigeria Chapter, Abuja, Vol.3, N° 1, September 2002, 78-83

With the jettisoning of the so-called colonial education policy with the launching of the new one in 1981, much had been expected in the area of curriculum development and the National Policy on Education as a whole. Innovations introduced in the education curriculum were intended to harmonise existing contradictions, ambiguities and lack of uniformity in educational practices in different parts of the federation for the benefit of all citizens. However, many years after these curriculum innovations were embarked upon, many of the aspects had begun to wane. This has put a question mark on the thrust and objective of the much-taunted educational “revolution” in the country. In the 34 FCT secondary schools run by FCDA were established after the launch of the National Policy on Education. However, this “later generation” of secondary schools with a total population of 35,000 students appears to lack the provision of infrastructure and supply of teaching and learning facilities especially for science, technology and mathematics (STM Education). For example, out of the 34 FCT secondary schools, 29 are said to have workshops, but only 2 could be said to have the compliment of the desired equipment to offer desired instruction to students. Apart from this, the STM lacks qualified teachers, which has led to losses in the expensive introductory technology equipment imported for the purposes of the STM Education. A sustainable innovation in the curriculum of secondary schools must receive multi-sectoral attention.

THEME 4:
RELEVANCE OF EDUCATION:
ADAPTING CURRICULA AND USING AFRICAN LANGUAGES

4.1 Afiesimama, Abigail, F., **Linguistic Complexity in Rivers State: The Position of Language Use in Primary Schools**, in Emenanjo, E. N. and Ndimele, O. M (Eds.), *Issues in African Languages and Linguistics: Essays in Honour of Kay Williamson*, Aba, National Institute for Nigerian Languages, (1995) 10p

Rivers State, situated in Nigeria's Niger Delta region and with an estimated population of five million people has about twenty indigenous languages/dialects, none of which is considered dominant in the State. In addition to the official language, English, Pidgin English is widely used as a lingua franca, especially in urban areas. The study investigated language use in primary schools in Rivers State with the aim of finding out:

1. whether the 'mother-tongue' or the "language of the immediate community" were being used as media of instruction as stipulated in the National Policy on Education (1977, revised 1981);
2. whether the Rivers Readers series specially produced in the 1970's to encourage literacy in the mother-tongues of the different communities in the state were being used; and
3. which language skills the children had acquired by the end of their first year and whether these were adequate for the children to be able to cope with their schoolwork in other subjects.

The findings include the following:

- in many of the schools outside Port Harcourt, the State capital, the local language and English are used orally in the junior primary and English in the senior primary class; there is, however, a preference for English in all schools;
- literacy skills in the mother-tongue are almost non-existent throughout the school system;
- in Port Harcourt schools, no local language is used or taught in any primary school;
- English is used throughout the educational system;
- The Rivers Readers are available in the Head master's office but are not much used by the teachers who complain of lack of proper scheme of work for local languages, scarcity of books and discouragement from parents who are more interested in the acquisition of English by their children.

The researcher then recommends that more time be given to language teaching in the States primary schools with emphasis on oral drills in English and on literacy skills in the mother-tongue. The government should also encourage teachers to write reading books for use in school. Even in an urban area such as Port Harcourt, effort should be made to teach indigenous languages as school subjects.

4.2 Ajao, Ayoade, **Towards a New Orientation in the Training of Nigerian Second Language Teachers**, *Nigerian Language Studies* (A Journal of the National Institute for Nigerian Languages), Aba, N° 1, December 1993, 12p.

When the National Policy on Education (1981 revised edition) introduced the teaching of second Nigerian languages (NL₂) in the Junior secondary school, an acute shortage of trained teachers in both quantity and quality was noticed as one of the problems that could militate against its effective implementation. To solve the problem, the Federal Government of Nigeria directed the National Commission for Colleges of Education in the training of second Nigerian languages (NL₂). The author lauds the NCCE NL₂ syllabus for including communicative courses such as reading and writing, translation, practicals and aculturation. He, however, criticizes the syllabus on the following grounds:

- its three-year duration is too short for students both to acquire enough competence in the target language and to be able to teach it;
- Undue emphasis is placed on academic content at the expense of the pedagogic studies;
- Enough attention is not paid to practical courses such as methodology of L₂, materials development and language testing.

The author then proposes a new 4-year NL₂ syllabus for the Colleges of Education, the first year of which will be devoted to the acquisition of the target Nigerian language, followed by a three-month acculturation program in a rural area of that language. The proposed syllabus also suggests a mix of courses in language, literature and culture; pedagogy, including methodology of L₂ learning and teaching, curriculum development, psycholinguistics, materials design, language testing, etc.

4.3 Busari, O. et al., **Establishing Standardized Scientific Registers in the Mother-Tongue from the Interpretative Responses of Junior Secondary School Pupils and Teachers on Scientific Concepts**, *Journal of Science Teachers Association of Nigeria*, 37 (1 & 2), 18 p.

This study examined the adequacy of responses of junior secondary school pupils and their teachers on some scientific concepts as a first step towards standardizing indigenized scientific concepts was randomly drawn from the Nigerian integrated science project I and II so that pupils and teachers would give the meaning in English and provide appropriate conceptual words in their mother tongue. Two major languages Yoruba and Igbo were addressed. Analysis of pupils' and teachers' conceptual meaning in English and the assessed terminology showed that differences exist in the meanings and terminology among pupils and teachers. There were more than 40% of the scientific terminology of the scientific terminology that could not be translated by teachers in Yoruba and another 40% in Igbo. In addition, some concepts that conceptually mean different things have the same indigenized terminology. For example, in Yoruba the concepts 'speed' and 'velocity' were both translated as 'Yara' while the Igbo the two concepts were also translated as "Osiso" the study then pointed out some of the implications of the findings for teacher and secondary education:

- Studies that have shown significant performance of pupils when taught in the mother tongue compared to those taught in English have to be viewed with greater caution.
- Registers to be used by the teachers and pupils must be standardized with a view of harmonizing translations that vary among sub-ethnic groups and for the conduct of research.
- There is need to strengthen the use of English course for trainee teachers.
- The inability of pupils and teachers to give mother tongue translations for many scientific concepts point to cultural erosion. Throwing out our cultural identify with the bath water may make it extremely difficult for pupils to explore resources and skills within their country to improve living.

4.4 Chijioko, M. U, **Politicization of Education: Effect on the Teaching and Learning of Nigerian Languages at Pre-Tertiary Level in Nigeria**, Nka, a Journal of the Arts, Alvan Ikoku College of Education, Owerri (7 pages)

The paper focuses on how politics affects the use of Nigerian languages and their teaching and learning at pre-tertiary levels of education. It recalls the language provisions of the National Policy on Education (1981), which state that the medium of instruction at pre-primary and lower primary classes should be the mother tongue, with transition to English in upper primary classes. Nigerian languages are to be taught as subjects in all primary and secondary classes. The policy also provides that Government would develop the orthography of many more Nigerian languages and also produce textbooks in Nigerian languages. The author feels that the laudable initiative of the government has not met with much success due to politicization of the program. Evidence of this politicization include the following:

- the wording of the language policy which says that the languages would be taught in schools subject to the availability of teachers gave a loophole which schools rely on not to teach Nigerian languages.
- Many qualified Nigerian language teachers remain unemployed because of embargo on employment and because states who have vacancies insist on employing only their own indigenes;
- The National Institute for Nigerian Languages (NINLAN) which was set up in 1991 for the main purpose of producing teachers of Nigerian languages has not been able to carry out this function, due mainly to poor funding from the government
- The non-inclusion of other languages as subjects to be taught in the schools is causing resentment and unfavourable attitudes towards the three major languages – Hausa, Igbo and Yoruba, that are taught in schools;
- The lack of political will on the part of the government to see to the success of Nigerian languages in schools is also manifested in the non-monitoring of the schools nor of the teachers on how they are implementing the Nigerian languages provision of the NPE

The paper then calls on government to reward the language provisions of the NPE in more positive and unambiguous terms; extend employment to trained Nigerian language teachers; fund the National Institute for Nigerian Languages adequately to enable them fulfill their statutory functions; include more Nigerian languages as school subjects and constantly monitor schools to ensure they are teaching Nigerian languages as provided in the National policy on Education.

4.5 Ekwueme, L. U., **Emerging Issues in the Cultural Education of the Nigerian Child in Ogbulogo, C. et al. (Eds.), *Advances in African Languages, Literatures and Cultures***, Lagos, Sam Orient Publishers, 2001

The article states that in pre-literate society, there was full transmission and perpetuation of both material and non-material culture through oral transmission and through active participation of children in all aspects of traditional life. With the advent of formal education, these traditional avenues of cultural transmission have largely disappeared. Right from the nursery classes through primary and secondary schools, children are now exposed to western culture to the utter neglect of indigenous cultures. Moreover, the schools lay emphasis on Mathematics, English, Social Science and some primary science while music and other cultural and creative art forms are paid only minimal attention. This lack of cultural education in schools results in the rearing of children who are cultural barbarians, ignorant of their own cultures and totally lacking in the appreciation of the arts. If the situation continues unchecked, indigenous cultures will become extinct within a few generations. The paper then makes the following recommendations:

- parents should start the musical and cultural development of their children right from the home; they should expose them to songs, plays, stories, myths, legends, etc of their ancestry and encourage them to participate in all musical and cultural shows and festivals of their area;
- from nursery through primary and secondary schools, children should be exposed to all aspects of indigenous culture (songs, stories, dance, play, drama, handcrafts, occupations, etc.). they should also be encouraged to participate in all forms of cultural shows and programs
- teachers should be adequately trained (in quantity and quality) to handle Cultural and Creative Arts in schools.
- the government should adequately fund Cultural and Creative Arts programs and closely monitor their implementation in schools. All these will produce children who will be able to survive and be well integrated in the complex society and also transmit their cultural values, norms, practices and heritage to the generations after them.

4.6 Emenanjo, E. N., **Nigerian and Foreign Languages in Education**, in *The State of Education in Nigeria*, UNESCO - Lagos Office, Nigeria, 1998, 17p.

The author describes the language situation in Nigeria which he observes is very complex, being composed of 400 indigenous languages, Pidgin English, English, while also recognizing other foreign languages such as classical Arabic, Kiswahili, French, Portuguese, German and Russian. He classifies Nigerian languages into three broad groups – the developed languages such as Hausa, Igbo and Yoruba that have stable orthographies, standard written forms and large numbers of native speakers; the developing languages which number around sixty with populations ranging between a hundred thousand and one million speakers, but are only just developing their orthographies and written materials and are hardly used as media of instruction in schools, the third group termed ‘undeveloped’ are small languages, each with a population of less than 10,000 speakers, and endangered partly because they have neither orthographies, nor texts available for literacy purposes, nor are they used or taught in the educational system. From the point of view of lack of orthography and formal written texts, one could have classified Nigerian Pidgin as an undeveloped language. This, however, is not the case since Pidgin is a vibrant and expanding medium of oral communication in informal and non-formal settings, even in classroom settings.

The author next makes a critique of the language provisions of the National Policy on Education (NPE) 1977, revised 1981 which requires that education in pre-primary and lower primary classes be conducted in the mother-tongue with transition to English in the upper primary classes. The policy also provides that indigenous languages be taught as subjects in all primary and secondary school classes, while, in addition, students in junior secondary school should study as a second language one of the three main languages –Hausa, Igbo or Yoruba. Among problems associated with the language policy are these:

- ?? Predicating the implementation of the language policy on “the availability of teachers” is evasive.
- ?? Lack of stated sanctions for erring Federal, State, Local Governments or other agencies, including parents has compromised the implementation of the policy.

The paper recommends a review/revision of the language policy whereby the mother tongue/language of immediate community should be extended for the whole of primary education, alone or in conjunction with English. All the escape clauses now contained in the policy should be expunged, to compel the implementation of the language provisions. With regard to curriculum and material design, the author reveals that the National Institute for Nigerian Languages (NINLAN) has produced a prototype curriculum in Nigerian Languages, which could be easily adapted for particular language curriculums. The government is also called upon to address the gross shortage of teachers of both Nigerian Languages and English without whom the effective implementation of the language policy cannot be realized.

This study begins with a brief historical background of curriculum development efforts in Nigerian languages. It states that in pre-colonial and colonial times, no consistent attempts were made to teach these languages in schools nor to develop curricula for them. It was not until the end of World War II and the awakening of nationalism that a new interest was kindled in the development of indigenous languages. The study goes on to examine the current provisions of the National Policy on Education (1977, revised 1981) for using the mother tongue as medium in pre-primary and primary classes. The policy also provides that indigenous languages be taught as mother tongue (L₁) in primary and secondary schools, while students in Junior Secondary Schools should, in addition, study one of the three main Nigerian languages –Hausa, Igbo or Yoruba – as a second language (L₂). The paper points out that both the (L₁) and (L₂) policies have some in-built problems which could constitute unfavourable socio-pedagogical context:

- the policy provision for the use of the mother tongue (L₁) as medium might not be favourable to a child living outside his immediate environment, nor would it be practicable in minority language areas where speakers of different minority languages live in close contact and proximity as in parts of Edo and Delta States.
- the L₂ policy also faces the problem of the criteria to be used in determining which language should be chosen and studied as L₂. Apart from the policy problems, other factors affecting curriculum development in Nigerian languages include faulty goals and objectives; poorly motivated learners; inadequacy of both quantity and quality of teachers; inadequacy of instructional materials and of assessment procedures and a high dropout rate.

The paper then suggests:

- review of the policy and aims and objectives of teaching Nigerian languages as L₁ and L₂, and a survey of the language needs of learners.
- Stepping up of the production of teachers of Nigerian language teachers (L₁ and L₂)
- mounting of special programs to produce large quantities of instructional textbooks in Nigerian languages
- setting up a system of motivation for learners such as tying recruitment into jobs to certified competence in the L₁ and an L₂; funding inter-state visits by learners of Nigerian languages; offering scholarship to all students of Nigerian languages in tertiary institutions.
- Investment of more funds by the Government in the systematic development of languages in the country.

4.8 Junaidu, Ismail, **Language and Cultural Survival and Growth in 21st Century African Schools**, In *Pipeline Issues in Higher Education in West Africa*, Proceedings of Conference on Inputs in Higher Education from Lower Tiers of Education organized by Ford Foundation, Lagos, Nigeria, 2001, 10p.

The paper states that language and cultural survival and growth in the African continent depends on schools; at the same time, no meaningful and relevant education can be carried out unless it is firmly rooted in the cultural milieu of the recipients. It is in this vein that the author laments that the provisions contained in the National Policy on Education (NPE) 1981 and in the cultural policy for Nigerian (CPN) 1988 for developing and promoting indigenous languages and cultures in schools are hardly being promoted. This is causing the steady decline of indigenous languages and cultures and leading them to the path of extinction. To address the situation, the author suggests massive sensitization and publicity campaigns on the importance of indigenous languages and cultures to educational and national development; enacting of laws by Federal and State Governments to compel all schools to implement the language and culture provisions of the NPE and the CPN; supporting relevant institutions and agencies to embark on the development and standardization of orthographies for more Nigerians languages; provision of instructional texts and teaching aids; massive training of teachers of indigenous languages by Colleges of Education, tertiary institutions, as well as by the National Institute for Nigerian Languages.

4.9 Ogbonna, Simeon, Oziri, **Parental Preferences for Medium of Instruction in Primary Schools; Implications for Teaching in Nigerian Languages**, UBE Forum, a Journal of Basic Education in Nigeria, Vol. 1., N° 1, 2002, 13p

This article reports the results of a socio linguist survey aimed at ascertaining parental medium of instruction preferences for the primary level of education. The population of the study was composed of parents living in Zaria and Sabon Gari local government areas of Kaduna State. The sample of the study consisted of 211 parents covering a wide spectrum of ethno linguistic, socio-economic, educational and other backgrounds.

Response frequencies and percentages for parental medium preferences were as follows:

Medium	Frequencies	Percentage (%)
English	100	47.39
Mix of Mother tongue and English	73	34.60
Mother tongue initially and English later	22	10.43
Mother tongue	13	6.16
Lingua franca	3	1.42
Total	211	100

The following conclusions were drawn from the study:

- a. No medium was preferred for exclusive use in primary education by an overwhelming majority of parents. Although English was clearly the most preferred medium, it was not chosen by up to half of the parents. This indicates that the practice of using English as the exclusive medium of instruction even in privately owned primary schools might be out of tune with the wishes of many parents.
- b. Nigerian languages were rated low in parental preference as instructional medium. Based on these findings, it may not be realistic to advocate for an exclusive mother tongue medium policy. The hope for use of Nigerian languages in combination with English in maintenance or transitional bilingual programs.
- c. There is a higher preference for a maintenance oriented bilingual education program than the transitional oriented one, which is presently prescribed in the National Policy on Education.

Among the recommendations is that the educational system in Nigeria should be seen to be promoting bi/multilingualism in English and Nigerian languages. For pedagogical reasons and for purposes of mother-tongue maintenance, specific medium functions should be assigned to Nigerian languages. For example, less technical subjects such as Creative Arts, Cultural Activities and Social Studies could be taught and tested in Nigerian languages in all classes. This will ensure the ultimate development of these languages.

4.10 Ohiri-Aniche, Chinyere, **The Place of Nigerian Languages in the New Universal Basic Education (UBE) Scheme in Nigeria**, *African Journal of Curriculum and Instruction* (Department of Curriculum Studies, Faculty of Education, University of Lagos), Vol. 1, N° 1, 2002, 18p.

Research conducted between 1997 and 1999 in Plateau, Niger, Kano, Rivers, Delta, Imo and Lagos states revealed that most States, especially multilingual and minority ones are not implementing the indigenous languages provisions of the National Policy on Education (NPE) (1977, revised 1981, 1998). The NPE requires pre-primary and lower primary classes to be taught in the child's mother-tongue while English takes over as medium in upper primary classes. All primary and secondary schools are also required to teach indigenous languages as subject. Problems militating against the use of Nigerian languages as medium and their teaching in schools include the following:

- Multilingual States find it daunting to cater for numerous languages, some of which have only few speakers.
- In urban areas, classes often contain a mixture of children from different ethno-linguist groups
- Apart from the three main languages – Hausa, Igbo and Yoruba – most of the four hundred Nigerian languages lack orthographies, textbooks, approved curriculum and trained teachers.
- There is generally a negative attitude to indigenous languages by parents, pupils, students and school authorities alike.
- Indigenous languages suffer poor funding and lack overall support from the Government.

The study recommends strong sensitization and advocacy programs with parents, communities and states and local governments to alert them to the disastrous socio-political and educational consequences of neglect of indigenous languages. In the UBE scheme, a vibrant bilingual education policy involving use of English and the mother tongue as media in all primary and later junior secondary classes should be pursued.

4.11 Ohiri-Anichie, Chinyere, **Promoting Mother-Tongue/English Bilingualism in the Universal Basic Education (UBE) Program in Nigeria**, in Obeng, S. G. (Ed.) *Political Independence with Linguistic Servitude: The Politics about languages in the Third World*, New York, Nova Science Publishers Inc., 2002, 20p.

In a study conducted between February and May, 2000 in primary and junior secondary schools in Imo, Enugu and Lagos states of Nigeria, it was found that about 18% of students in private secondary schools are unable to speak their ancestral languages; 48% of all pupils and students converse with parents in their indigenous language while only 18% converse with friends in their indigenous language. To stem the decline in knowledge and use of indigenous languages, the paper advocates bilingual education in English and indigenous languages as a way of promoting English while also ensuring the survival of indigenous languages. This will involve the use of English to teach some subjects (e.g. Science and Math) right from primary one to six and to Junior secondary school. At the same time, the mother tongue (L₁) will be used to teach Arts and Humanities/Life Skills subjects. In the long term, it will become possible to teach any subject either in English or the mother tongue. Finally, the paper calls for greater commitment towards safeguarding and promoting indigenous languages on the part of parents, the Government of Nigeria, as well as from African and United Nations agencies.

4.12 Okeke, V. O., **Linguistic Immersion Scheme within the National Language Policy Implementation Program**, *Nigerian Journal of Professional Studies in Education (NJPSE)*, May and November, 2002, 7p.

In the quest for national unity, the National Policy on Education (NPE), revised 1981 edition recommended that all junior secondary school (JSS) students study one of the three main Nigerian languages – Hausa, Igbo or Yoruba. This policy is not being adequately implemented in schools due to lack of seriousness on the part of government and school authorities alike. Thus, two decades since the promulgation of the policy, very few teachers have been trained to teach the second Nigerian language (NL₂) while hardly any textbooks have been specially produced for teaching them. To enhance the learning of NL₂ in junior secondary schools the paper suggests that language immersion programs be introduced for pupils. The immersion program could take different forms.

- A three-month or a term's sojourn in a well arranged exchange program in the environment where the target NL₂ is spoken;
- Holiday exchange programs enabling pupils to spend some weeks in the area whose target language they are studying. Principals of schools and state governments should actively participate in such exchange programs;
- The immersion program should consist of intensive exposure to the native community and of pedagogical contact with indigenous teachers; this will certainly impact on the quality of language to be acquired by the pupils.

Finally, the Federal Government of Nigeria is called upon to give subventions and scholarships to support the immersion program. The scheme will most certainly create a good forum for children not only to acquire the second Nigerian languages better, but also to get acquainted with the cultures of other areas and makes friends outside their own area – to the healthy promotion of national unity.

4.13 Onuchukwu, O. and Ifeanacho, M. J., **Education Versus Indoctrination: A Critical Appraisal of Nursery Education in Port Harcourt**, *Nigerian Journal of Professional Studies in Education (NJPSE)*, May 2001, 10p.

The new Universal Basic Education (UBE) re-launched in Nigeria in September 1999, has nursery education as one of its components. Nursery schools are, however, to be run by private establishments with the government providing policy and regulatory guidelines. The study evaluated the process of education in nursery schools in Port Harcourt, Rivers state to establish its relevance to the development of the Nigerian child. It used three different school types as samples:

- Type A consisted of very high fee paying nursery schools attended by children of rich and upper middle class;
- Type B nursery schools were moderately high fee paying nursery schools attended by children of the middle class; while
- Type C schools were low fee paying ones attended by children of the lower classes.

The study made a content analysis of the materials (books, play objects, teaching aids, songs, games) as well as the language of the nursery education on offer, with a view to establishing a relationship between them and the indigenous Port Harcourt culture. Some of the findings include:

- There is no unified and defined curriculum for nursery education; each institution fashioned out its own curriculum;
- 80%, 72% and 32% of books used respectively in types A, B and C nursery schools were of Western origin;
- Poems, nursery rhymes and plays were completely American or European;
- English was the predominant language used, closely followed by French, while no Nigerian language is formally taught or used as a means of communication in any of the nursery schools studies;
- In some of the schools, there is prolonged cultural bombardment via the electronic medium in the form of CNN television channel, computers and computer games.

All of these are fast relegating Nigerian languages and cultures to the dustbin of history with unimaginable negative socio-economic and political consequences. The study then calls on Federal and States Governments to urgently draw up curriculum for nursery education, based on the philosophy and objectives of Nigerian Education. At the same time the appropriate mechanism for constant monitoring and evaluation of the education offered in all nursery schools should be put in place.

4.14 Oyetade, S. O., **Attitude to Foreign Languages and Indigenous Language Use in Nigeria**, in igboanusi, Herbert (Ed.), *Language Attitude and Language Conflict in West Africa*, Encrownfit Publishers, (2001) 16 pp

Following the 19th century colonization of Nigeria by Britain, English became the official language and has remained so despite independence in 1960. Consequent upon the use of English in high domains, especially its official and international function as the gateway to the cream of world culture, English is a prestige language in Nigeria. It has established itself as the language of upward mobility in the country because concomitant to ability in it are socio-economic and political advantages. On the other hand, Nigerian languages have received contempt from Nigerians right from the colonial times when several colonial edicts promoted the ascendancy of English and the natives themselves came to desire English which guaranteed them opportunity for white-collar jobs and good conditions of life. In post-independence Nigeria and even despite the provisions of the National Policy on Education (1977, revised 1981) promoting the use of and teaching of indigenous languages, Nigerians favour English above their own languages. The schools ignore the policy provisions and many go ahead to teach all primary classes in English, speaking of indigenous languages (vernaculars) is prohibited and punishable in many schools while some 'elite' parents even go to the extent of banning their children from using their mother tongue at home. The only hope for indigenous language is that there remains a residue of emotional attachment to them, which makes their speakers wish for them to survive. Thus in a 1988 survey of 160 parents in Lagos and Ibadan towards the use of indigenous languages in the early stages of their children's education, the following results were obtained:

- Mother tongue only 6.3%
- English only 23.7%
- Simultaneous use of English and Mother tongue 70%

The proper calls on the government to sponsor more widespread studies of languages attitudes in Nigeria as these would have wide-ranging implications for language planning issues in the country.

4.15 Williamson, Kay, **Use your Language or Lose your Language**, in Emenanjo, E N and Bleambo, P. K. (Eds.), *Language Endangerment and Language Empowerment in Nigeria*, Aba, National Institute for Nigerian Languages (NINLAN), 1999, 7p

The paper examines the fate of minority languages in the educational system and says that the fate of these languages primarily is in the hands of their speakers. These should take steps not only to use their language themselves, but also to ensure that their children are adequately exposed to it and retain it as their home language to pass on to the next generation; the author affirms that there are sound educational, cultural and emotional arguments for studying and teaching minority languages in schools. Rather than trying to suppress, ignore or wish away small languages, it were far better to accept them and look for creative possibilities to cater for them in the school system. With specific reference to production of textbooks and publishing generally the author makes the following suggestions.

- form a language committee for each language made up of community members, linguists, teachers and other interested parties;
- with the assistance of appropriate language agencies, the language committee participates in the writing or standardization of orthography for the language.
- A committee set up by the State Government devises a common plan for its Readers, with common pictures. This means that there is common story line and pictures for Readers, which could then be used by different local language committees. Thus, it is possible for a large number of books to be produced without having to start from scratch for each language. This saves considerable time and money in the development of many languages.
- Publishing can be enhanced by organizing writers' workshops where people are encouraged to write creatively and draw on their cultural background.
- The Government, foundations, individuals, etc can establish publishing houses or subsidize special series in Nigerian languages.

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