1st CONVOCATION LECTURE

EDUCATION IN NIGERIA: CONTEMPORARY ISSUES AND PATHWAYS TO PROGRESS

by

Felicia Edu-Uwem Etim, CLN, FNLA, FCAI

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**1ST CONVOCATION LECTURE
THE AFRICAN CHURCH COLLEGE OF EDUCATION
DELIVERED ON FRIDAY, FEBRUARY 28, 2014**

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- University Librarian, University of Uyo
- Fellow, Nigerian Library Association (FNLA)
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THE 1ST CONVOCATION LECTURE DELIVERED IN THE AFRICAN CHURCH COLLEGE OF EDUCATION

February 28, 2014

BRIEF PROFILE OF
EVANG. (PROF.) FELICIA E. ETIM CLN, FNLA, FCAI
B.Sc. (Biochem), MLS, Ph.D.

CAREER:
- Professor (Mrs.) Felicia Edu-Uwem Etim is a professor of Library and Information Science and the current University Librarian, University of Uyo, Nigeria. She was the first Professor of Library and Information Science from Akwa Ibom State.

- She has practiced librarianship for thirty years and has been involved in the education and training of librarians for the same period of her professional experience. Professor Felicia Etim is certified by the Librarians' Registration Council (LRCN).

- Prof. Felicia Etim was the Chairman, Family Support Trust Fund, Akwa Ibom State (1995 - 1999).

- She was the immediate past Chairman of the Akwa Ibom State library Board (2003 - 2007).

- She has been the Chairman, Akwa Ibom Stae Library Association from 2005 - 2010.

- She is President and Founder, Association of Educationists and Information Managers (ASSEIMA) 1997 to date

- Professor Felicia Etim is the Akwa Ibom State Consultant to Ibom e-Library, the largest in West Africa.

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- Professor Felicia Etim is a Council Member, Nigerian Library Association (NLA), member, West African Library Association (WALA), member International Federation of Library Associations and Institutions (IFLA) and fellow, Institute of Cooperate Administration of Nigeria (FCAI).

- Member, American Library Association (ALA) and member, Chartered institute of library and information Professionals (CILIP), United Kingdom.

- Professor Felicia Etim is Editor-in-Chief of two professional journals, author of six books and widely published (60 articles) in national and international journals. Her areas of interest are Information user Studies, *Information Literacy and Information Technologies.*

- Prof. Felicia Etim was the 26th Inaugural lecturer of the university of Uyo in March, 2010.

- She was awarded fellow of the Nigerian Library Association (FNLA) in July, 2010.

MINISTRY:
- Professor Felicia Etim is an ordained Evangelist. She served as Cathedral coordinator of Sunday School and bible study in the African Church, Uruk Uso, Ikot Ekpene between 1992 and 2001 and Mother-General of the Cathdral between 1995 and 2003.

- She has been the General co-ordinator of the Diocesan Women League from 2005 to date, and Mother-General of African Church Women's League South-South Zone II Since 2012 to date.

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- She started the Women choir of that Cathedral and composed the Women's League anthem and pledge as the pioneer women coordinator for the Ikot Ekpene Diocese, which is used in the entire diocese up till to day.

- Evang. (Prof.) Felicia Etim is the Founder and president of Jewels of God's Glory Outreach (JEGGLO) an evangelistic outreach that is commissioned to rescue, repair and restore the desolate, a ministry called to reconstruct lives and destinies through the instrument of the word of God. JEGGLO also plants Library Resource Cenres for a READ JESUS project in Churches, and fellowships.

- she is a regular guest speaker at fellowships and Christian gatherings in and outside Akwa Ibom State, Nigeria.

AWARDS AND RECOGNITIONS
- Has over 50 awards and recognitions for diligence, outstanding performance and leadership some of which are:
  - African Church Primatial Award for Outstanding contribution to church development in 2011.
  - African Women of Virtue Gold Award (AWOVGA), Abuja, 2009.
  - Mother Africa Merit Award (MAMA), Abuja, 2008.
  - Distinguished Citizen, Uruk Uso, Ikot Ekpene, 2007.
  - Women Leader of Repute by Federation of Akwa Ibom Women Association, FAIWA, 2009.

FAMILY
- Evang. (Prof.) Felicia Edu-Uwem Etim, is the widow of Chief Ernest E. J. Etim, the pioneer Vice-Lay President of the African Church, Ikot Ekpene Diocese. She is a mother of four - two ladies and two gentlemen.

EDUCATION IN NIGERIA: CONTEMPORARY ISSUES AND PATHWAY TO PROGRESS

Introduction

Education in its broadest general sense is the means through which the aims and habits of a group of people are sustained from one generation to the next. In its narrow technical sense; education is the formal process where by the society deliberately transmits its accumulated knowledge, skills, customs, and values from one generation to another. In other words education is the foundation for development.

When I was growing up, I was taught that a good education was the gateway to a better life and progress. The presumption was that if one secured a sound education, chances at prosperity was assured. Simply put, education was seen not as a goal but a path; a tool, not a destination. The skills and competencies acquired through education were to determine the extent to which future success is fueled.

Educational institutions were seen to exist for the principal purpose of inculcating the skills of problem solving. The deficiencies among the levels of education are principally to be seen in terms of the scope of the kinds of problems to be solved. Thus at the early childhood level, the objective is brain development, accomplished through various forms of stimulation,

ideas recognition and integration. At the later primary level, the objective is comprehension, interpretation and communication. The secondary level inculcates the acquisition of learning tools, information literacy skills and knowledge creation. The tertiary institutions objectives is the application of learning tools to create knowledge and solve complex problems. Ultimately therefore, education becomes a tool in the hand of the learner to be used for a wide array of applications geared towards sustainable development.

This paper shall therefore endeavour to discuss the goals, objectives and implementation framework in the Nigeria policy for education; the contemporary issues prevalent in the education scenario in Nigeria and the matters arising there from . It will also attempt to point out pathways for the way forward especially in teacher education.

EDUCATION IN NIGERIA: ASSESSING THE IMPLEMENTATION FRAMEWORK

The five cardinals of the Philosophy of Education in Nigeria (not Nigerian Education for this could connote that we are trying to promote education that is not universal) are:
1. The inculcation of national consciousness and national unity;
2. The inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around;
4. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society;
5. The desire that Nigeria should be free, just and a democratic society.

This purpose has given rise to objectives for the different segments of education in Nigeria.

Pre-Primary Education Objectives
1. Effecting a smooth transition from the home to the school.
2. Preparing the child for the primary level of education.

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Pre-Primary Education Objectives

1. Effecting a smooth transition from the home to the school.
2. Preparing the child for the primary level of education.

3. Providing adequate care and supervision for the children while their parents are at work(on the farms, in the markets, offices, etc).
4. Inculcating social norms.
5. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic and musical activities etc.
6. Teaching the rudiments of numbers, letters, colours, shapes forms, etc through play.
7. Teaching co-operation and team spirit.
8. Teaching good habits, especially good health habits.

Primary Education Objectives

1. The inculcation of permanent literacy and numeracy and the ability to communicate effectively.
2. The laying of a sound basis for scientific and reflective thinking.
3. Citizenship education as a basis for effective participation in and contribution to the life of the society.
4. Character and moral training and the development of sound attitudes.
5. Development in the child the ability to adapt to his changing environment.

6. Giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity.
7. Providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Secondary Education Objectives:

1. Preparation for useful living within the society.
2. Preparation for higher education.
3. Diversification of the curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course.
4. Equipping students to live effectively in our modern age of science and technology.
5. Developing and projecting the Nigerian culture, art and language as well as the world's cultural heritage.
6. Raising a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour and appreciate the values specified under our broad national aims, and live as good citizens.

7. Fostering the Nigerian unity with an emphasis on the common ties that unite in the diversity.
8. Inspiring its students with a desire for achievement and self- improvement both at school and in later life.

Higher Education Objectives

1. The acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society.
2. The development of the intellectual capacities of individuals to understand and appreciate their environments through:
   i) Teaching
   ii) Research
   iii) The dissemination of existing and new information
   iv) The pursuit of service to the community
   v) Being a storehouse of knowledge
3. The acquisition of both intellectual skills which will enable individuals to develop into useful members of the community.
4. The acquisition of an objective view of the local and external environments.

Technical Education Objectives

1. To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades.
2. To provide the technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development.
3. To provide people who can apply scientific knowledge to the improvement and solution to environmental problems for the use and convenience of man.
4. To give an introduction to professional studies in engineering and other technologies.
5. To give training and impart the necessary skills leading to the production of crafts-men, technicians and other skilled personnel who will be enterprising and self-reliant, and
6. To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

Adult and Non-Formal Education Objectives:

1. To provide functional literacy education for adults who have never had the advantage of any formal education

Education Administration and Planning

Objectives

1. Intimate and direct participation and involvement at the local level, in the administration and management of the local school.
2. Effective lines of communication between the local community and the state and national machinery for policy formulation and implementation.
✓ 3. A devolution of functions whereby
   (a) The management of schools is placed in the hands of school boards of management
   (b) The co-ordination, planning, financing and direction of the total educational effort within the state are placed in the hands of the state Ministry, Department or Directorate for Education
   (c) The integration of education development and policy with national objectives and programme

Having reviewed the structural framework of education in Nigeria from primary, secondary, tertiary, technical, adult and non formal, special teacher education, educational services administration and planning. It is evident that there is in place a comprehensive policy direction to make education in Nigeria a huge success. It is pertinent for us at this point to assess the state of the education sector in Nigeria.

EDUCATION IN NIGERIA: STATE-OF-THE-ART

It is almost impossible to take stock of the achievements and shortcomings of educational development for such a heterogeneous, varied and complex environment as Nigeria. We shall only attempt to highlight contemporary features of Education in Nigeria.

1. **Proliferation of Educational Institutions**
Nigeria has about 124 Universities, 121 Polytechnics; 85 College of Education and about 65 professional institutes. This number is largely dependent on state or federal government funding and is intimidating. There are about 395 tertiary institutions in Nigeria, all competing for support from the federal and state government resources.
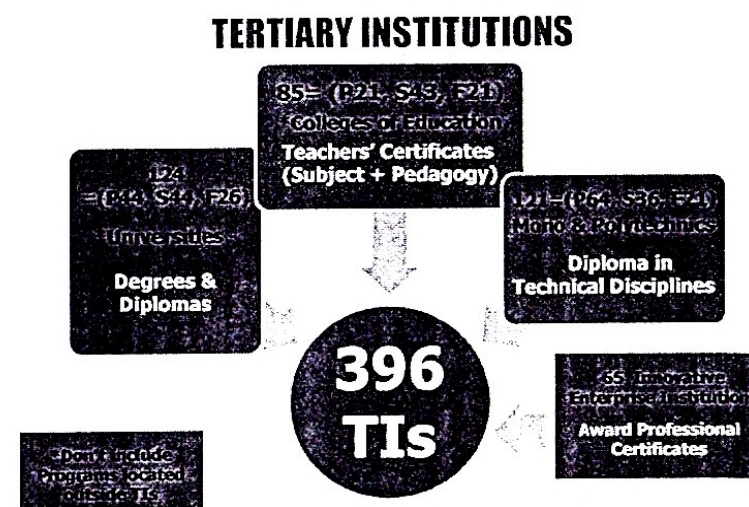
TERTIARY INSTITUTIONS

Figure 1: Tertiary Institutions in Nigeria

2. Large Enrolment of Students

About **2,691,141** Students are enrolled in Universities, Polytechnics, Monotechnics and Colleges of Education. A greater percentage of these pay highly subsidized fees making the internally generated revenue of these institutions very minimal. This puts a stress on the provision of optimal services infrastructure, electricity, teaching facilities etc.

Table 1: Enrolments at All Level of Education in Nigeria 2002 - 2012

YEAR	Education Level Primary	Secondary	Tertiary	Primary	Secondary	Tertiary
2002	20,783,786	5,659,100	689,616	76.5	20.8	2.7
2003	21,410,330	5,857,168	862,023	76	20.8	3.2
2004	23,597,580	6,085,597	941,329	76.9	19.9	3.2
2005	24,895,446	6,359,449	1,463,690	77.1	19.7	3.2
2006	26,140,281	6,677,421	1,522,875	77.1	19.7	3.2
2007	28,754,241	7,345,164	1,540,160	77.1	19.7	3.2
2008	31,054,580	7,859,326	1,691,141	77.1	19.7	3.2
2009	32,533,067	8,100,345	1,742,787	77.9	18.5	3.9
2010	34,679876	8,453,876	1,856,987	77.9	17.6	3.9
2011	35,444,567	9,750,678	1,750,567	78.1	17.4	3.9
2012	36,786,756	10,050,500	1,985,987	78.1	16.7	4.1

Table 2: Tertiary Institutions in Nigeria

TIs SUMMARY OF STUDENTS ENROLMENT			
INSTITUTIONS 2005/2005	**MALE**	**FEMALE**	**MF**
Universities	494822	285179	780001
Mono/Polytechnics	198455	143979	332434
Colleges of Education	150093	201162	351255
GRAND TOTAL			1,463690

INSTITUTIONS 2008/2009	**MALE**	**FEMALE**	**MF**
Universities			1,014,337
Mono/Polytechnics	183717	127864	311581
Colleges of Education	182790	182433	365223
GRAND TOTAL			1,691,141

Figure 2: Enrolment by Category of University

ENROLMENT BY CATEGORY OF UNIVERSITY
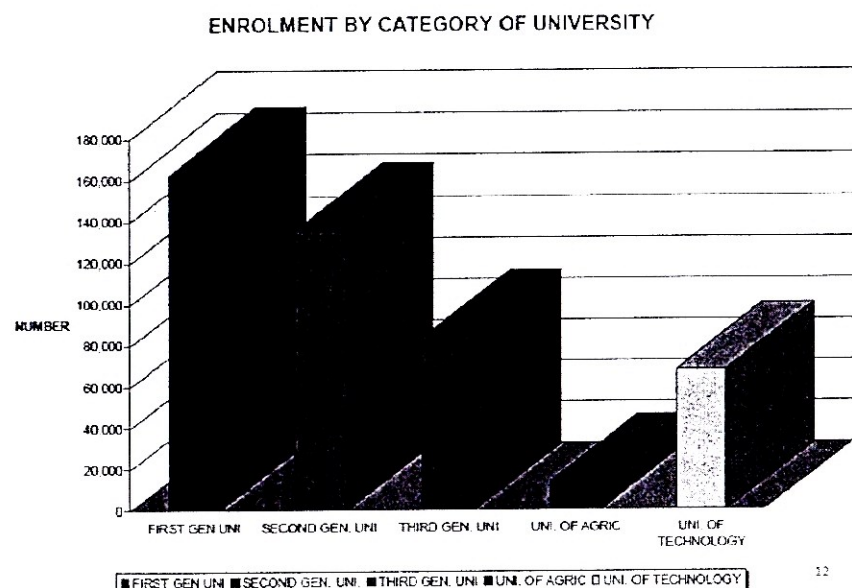
3. Inadequate Staff Provision

The shortfall in staff requirement in the National Teachers Institute range from 10% to as much 70% in the National Open University of Nigeria. This is alarming considering the required staff student ratio and staff mix mandatory for programmes accreditation in Nigerian tertiary institutions.

Table 3: Faculty Staff in Tertiary Institutions

Faculty Staff in Tertiary Institutions

System	Academic	No. Required	Shortfall
1. Colleges of Education	11,256	26,114	14,858 (56.9%)
2. National Teachers Institute	6,526	7,000	474 (06.8%)
3. Poly/Monotechnics	12,938	30,016	17,078 (56.9%)
4. Universities	30,452	50,000	19,548 (39.1%)
5. NOUN	5,220	15,000	9,780 (65.2%)

2007 System wide Staff Audit

Faculty Staff in Tertiary Institutions

University - Academics   Poly/Monotechnics - Academics

University - Academics:
- Number Required 50,000
- Current Figure 30,452
- Shortfall 19,548 (39.1%)

Poly/Monotechnics - Academics:
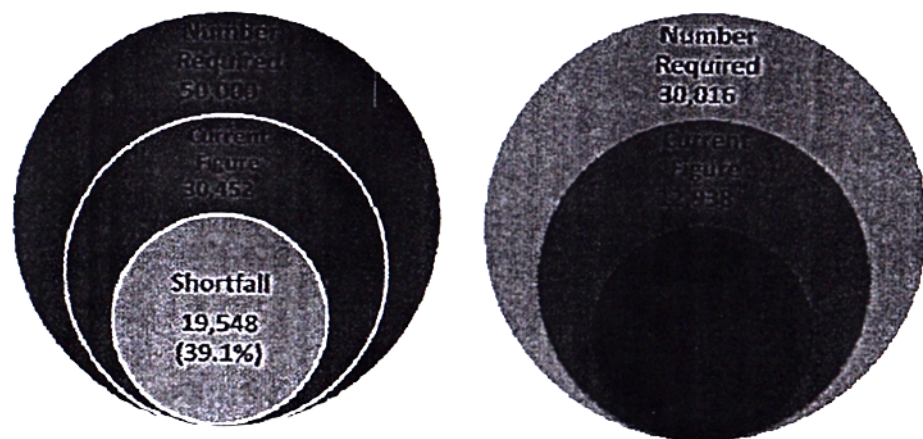- Number Required 30,016
- Current Figure

Figure 3: Faculty Staff in Tertiary Institutions

4. **Cultism and Drug Abuse**

This has become a wide spread phenomenon among students of both secondary and tertiary institutions in Nigeria. The Nigerian educational curriculum needs a reorientation toward character development to solve this threatening situation. Students become addicted to the point of mental disorientation. Victims become wastes and dropouts who vandalize infrastructure.

5. **Corruption**

Effort to secure wealth or power through illegal means at public expense has become the order of the day in educational institutions and government agencies. Staff employment and students admissions into institutions of higher learning are far from placement by merit. Inspite of clear and transparent fiscal standards and tools like the Economic and Financial Crimes Commission (EFCC); the Independent Corrupt Practice Commission (ICPC); the Code of Conduct Bureau; the Recovery of public property Act 1904 etc. these unethical attribute continually erodes the core values expressed in the National policy for Education.

6. **Insecurity**

Threat to security range from low-level civic disorder, large-scale violence, armed robbery, insurgency, crime, industrial unrest, domestic terrorism, kidnaps and bombings as witnessed in the Niger Delta crisis, Boko Haram bombs in northern Nigeria, religious clashes in Jos etc. Insecurity promotes fear, limits economic development, inhibits tourism, educational partnerships and collaboration.

7. **Unstable Academic Calendar**

Some of the above challenges in addition to aggressive staff and students unionism have seriously hampered the smooth running of the academic calendar. A stable and predictable academic calendar has eluded the Nigerian education system, giving rise to the drift of student to institutions outside Nigeria. The resultant effect of this is that the Nigerian economy is drained to support other countries.

8. **Funding of Academic Insitutions**

The issue of funding of academic institution is very contentious in the Nigeria agenda presently.

Table 4: Federal Government Appropriation*

Federal Government Appropriation*

YEAR	TOTAL FEDERAL BUDGET (N) Trillion	EDUCATION BUDGET (N) Billion	%
2009	3,445,410,000.00	226,676,000,000.00	7%
2010	N4,206,465,684.00,	271,196,102,115.00	6.45%

*Budget does not include expenditure for other Tiers of Government. Federal Education Budget includes funding for all Federal Institutions & subsectoral interventions.UBE is funded from the first charge of the Consolidated Revenue Fund. Education Trust Fund is a 2% Tax on Mega Companies/Industries

Table 5: Tertiary Institution Funding

TIs FUNDING - FEDERAL UNIVERSITIES 1999- 2009

YEAR	RECURRENT	CAPITAL	TOTAL
1999	10,362,430,271.98	1,469,500,000.00	11,831,930,271.98
2000	28,206,216,805.91	1,936,785,632.00	30,143,004,497.91
2001	20,119,719,502.84	1,226,691,359.00	32,646,410,861.84
2002	30,351,483,193.00	0.00	30,351,483,193.00
2003	34,203,050,936.33	0.00	34,203,050,936.33
2004	41,492,948,787.01	11,973,338,699.00	53,466,287,486.01
2005	45,264,489,886.00	11,423,660,000.00	58,688,149,886.00
2006	89,195,206,559.26	7,080,757,723.10	96,275,964,282.36
2007	75,535,305,299.90	9,430,127,234.00	84,965,432,533.90
2008	93,568,110,781.00	15,402,382,790.00	108,960,493,579.00
2009	101,134,141,830.00	11,110,830,980.00	112,244,972,810.00
TOTAL	577,723,105,913.23	74,054,074,425.10	551,777,180,338.88

Table 5: Tertiary Institution Funding
ETF Allocation

TIs FUNDING - ETF ALLOCATIONS 1999 - 2010

YEAR	UNIVERSITIES	POLYTECHNICS	COLLEGES OF EDUCATION
1999	2,124,999,960.12	1,087,209,288.00	1,099,137,930.00
2000	1,050,000,000.00	450,000,000.00	520,000,000.00
2001	1,794,128,000.00	967,500,000.00	1,108,018,500.00
2002	3,243,500,000.00	1,642,500,000.00	1,742,625,000.00
2003	1,440,500,000.00	634,500,000.00	678,625,000.00
2004	1,515,750,000.00	722,750,000.00	744,625,000.00
2005	2,025,000,000.00	1,657,500,000.00	1,249,000,000.00
2006	2,475,000,000.00	1,302,000,000.00	1,240,000,000.00
2007	3,659,000,000.00	1,430,000,000.00	1,579,900,000.00
2008	7,122,000,000.00	3,611,520,000.00	3,824,160,000.00
2009	6,858,000,000.00	3,472,320,000.00	3,760,920,000.00
2010	16,672,700,000.00	9,055,000,000.00	9,587,370,000.00
TOTAL	49,970,577,960.12	26,032,799,288.00	27,134,411,430.00
GRAND TOTAL			

9. Weak Private Sector Participation

From inception, communities, mission agencies, individuals and other accredited bodies participated in the provision, supervision and management of education in Nigeria. The quest for control of the Federal Government and takeover of institution did not consider the consequences of funding, provision of learning facilities, and infrastructure. Research is not limited with Development as findings are utilized for industrial development inhibiting the symbiotic relationship that should benefit both the town and gown.

10. Issue of Responsibility and Control

The greatest -problem of educational development all over the world is that of responsibility and control. In this exercise, the various agencies of education are actively involved, at times in unhealthy rivalry or competition, but the pattern of this rivalry or competition is often determined by the nature and problems of development itself. The question as to who should assume responsibility for, and control of education is as old as the beginning of life itself and it does not seem that the question has yet been satisfactorily answered, even in highly developed countries of the world. The conflicts of

Opinions as to what should be the appropriate roles of the various agencies of education are a proof of this assertion. However, in the early 1970s, the Federal and State Governments became more sensitive to their roles in the provision of education for the citizens. More schools were opened by the Governments, more grants given to the voluntary agencies and more scholarships and bursaries were given to students. But the conflicts between the various Governments and the Voluntary Agencies continued, so that it was still not clear who was or should be responsible for what or controlled what. It was probably in an attempt to remove those conflicts that the Federal and State Governments embarked, from the mid-1970s, on the policy of gradual take-over of schools from the various voluntary agencies an exercise that was not completed until the early 1980s. By the mid-1980s, the Governments had started to feel uncomfortable about the running costs of the schools and it would appear that today some State Governments would be willing to hand over the schools if the proprietors are able and willing to take them back, with all the financial burdens entailed. Recently, most state governments are taking on free and compulsory education at the primary and secondary levels of education.

So, it is clear that one of the most prominent problems of educational development in Nigeria today is that of responsibility and control: the conflicts between the Federal, State and Local Governments in the management and control of various levels of education in the country is still prevalent.

11. Prevalence of Multiple System in Education

Another major problem of educational development in Nigeria today is the prevalence of multiple systems of education. As of today there are thirty-one systems of education in the country: the national system, or Federal (Abuja) system and the thirty one state systems. Each education system is unique, backed up* by the Federal or State Education Laws. In a situation like this, uniformity is virtually impossible and this has the potential for disrupting the education of the children of Federal staff moving from one part of the country to the other. However, the gap that this multiple systems could create, particularly at the senior secondary school level could be closed or narrowed by the existence of a common curriculum and the influence of a common external examining body.

This writer believes that the national education system should supersede the State systems. In other words, the nation (the Federal Government) should set a standard, a pattern of operation to be adopted by all the states. The present system whereby each state follows its own way, particularly in the operation of the primary and secondary school systems, does not make for national uniformity/For example, there are variations in the duration of primary schooling between and within states, even In spite of the provisions of the current National Policy on Education. Further, there are variations in the nature and scope of school leaving examinations set for outgoing pupils of primary and junior secondary schools in the various states.

This is because each state system is independent in this area of academic activity. Thus, there is no central examining body to organise a joint School Leaving Certificate Examination for children in the final year classes of the primary and junior secondary schools, as the West African Examinations Council (WAEC) does for the senior secondary school leavers.

12. **Unstable curriculum and subject syllabuses**
    Because of the need for schools and colleges to meet the requirements of certain examining bodies, Nigerian educational institutions, particularly at the pre-tertiary level have to change their syllabuses from time to time Even when the national subject curricula are constant for some years, the school subject syllabuses are subject to change or modification by teachers, particularly where subject teachers are changed frequently. This is particularly the case with rural schools where teachers frequently ask for transfer to urban primary or secondary schools. In effect, rural schools are usually filled with itinerant teachers: Youth-Coopers, fresh graduates on state service or other categories of newly-employed teachers who have no other option. The tendency for these categories of teachers is usually to modify the syllabus to embody their newly acquired knowledge.

13. **Poorly Equipped Libraries, Laboratory & Lecture Rooms**
    For effective teaching and learning, well equipped laboratories and subject rooms are needed; but the truth is that a majority of Nigerian secondary schools today lack these essential facilities. Many schools and colleges have buildings that they call libraries, but most of these are not equipped with essential books and current journals and magazines. Also, many schools and colleges do not have science laboratories while a good number of those that have, do not possess the basic tools or equipments as microscopes, dissecting instruments and specimens. Also, many schools do not have "special rooms for teaching such basic subjects as history, geography and French. In such a situation as this, the teachers cannot put in their best; and the students, too, cannot derive maximum benefit from the instruction being given. Again, the teaching-learning process is stalled and the overall development of the children, within the school system is retarded.

14. **Standards and Quality Assurance:**
    The entrenchment of quality and standard in the Nigerian educational system has been a recurrent issue. Addressing this challenge would involve infusing quality into education right from the basic

level. This does not mean more competitive and selective examinations, for Nigerian students are already over-examined. It does not simply mean more money, more facilities and more teachers. What is required is a more holistic view of quality in education that reminds us of the adage "What you sow is what you reap".

Table 7: A Holistic View of Quality in Education

INPUT	PROCESS	OUTCOME
• Politics • Policy • Management • Personnel • Curriculum • Physical infrastructure • Phyco-Socio infrastructure • Teaching-learning facilities • Financial resources	• Institutional management • Teacher professional support process • Learner psycho-social support process • Teaching learning process	• Cognitive learning • Life coping skill • Life long learning skill • Enhanced potential for positive contribution to society • ULTIMATELY, a self-sustainable educational system and society

15. **Critical Inappropriate Infrastructure**

In a majority of Nigerian secondary schools, the classroom accommodation is grossly inadequate; student in some universities receive lectures under trees". As a result of the large enrolments in these schools, the classrooms are usually overcrowded, with up to sixty or more students receiving instructions in classrooms designed for only thirty or, forty students. In most cases, the chairs and desks are not enough; you see them sharing chairs, standing up, or sitting on windows or broken desks! When students are overcrowded like this, there is a stalling of the teaching-learning process and a disruption of the children's mental activity, 'a situation that generally militates against effective teaching and intellectual development of the learners.

DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA

The origin and development of teacher education in Nigeria can be traced to the beginning of Western education. The various church missions – Methodist, Baptist, Presbyterian, Catholic, were very active in Nigeria between 1842 and 1860. The first teacher training college, known as The Training Institution was established in 1859, by the Church Missionary Society (CMS). The college was later moved to Lagos in 1896 when the missionaries were expelled from Abeokuta. The African church College of Education was established in 2007. Private colleges of Education have been on the increase even though, there was a severe criticism of the teacher training system of the missions by the Phelp Stokes report of 1925. According to the report, the pupil-teacher was poorly conceived. The supervisory system was inadequate (Fafunwa 1974).

The missions did not understand the purpose of African education. To address the issues raised by the Phelp Stokes report, two types of teacher training were evolved;

1. The Elementary Training College (ETC) for primary school teachers and
2. The Higher Elementary Training College (HETC)

The Elementary Training College (ETC) course lasted for two years and culminated in the award of Grade III Teachers Certificate, while the Higher Elementary Training College (HETC) course also lasted for two years and led to the Grade II Teachers Certificate. Any candidate willing to for the ETC course would have served as a pupil teacher for two years and on the successful completion of the Grade III course had to teach again for at least two years before proceeding to the Higher Elementary Training College for the Grade II course.

The Ashby Commission's Report while summarizing the facilities for post secondary education in Nigeria, observed that there was a gravely inadequate supply of trained and educated teachers in Nigeria Secondary Schools. The curriculum content of the college were to be evaluated.

CURRICULUM CONTENT OF COLLEGES OF EDUCATION

1. Early Childhood Education

Early Childhood education is a branch of educational theory which relates to the teaching of young children up till the age of eight, with a particular focus on education, notable in the period before the start of compulsory education. Early Childhood education focuses on children learning through play, based on the research and philosophy of Jean Piaget. The belief is centered on the power of play. It has been thought that children learn more efficiently and gain more knowledge though play based activities such as play, arts and social games.

2. Educational Psychology

Educational psychology is the study of human learning. This involves studying instructional processes within the classroom setting. Educational psychology involves the study of memory, conceptual processes and individual differences. The field of educational psychology heavily relies on testing, measurement, assessment, evaluation and training to enhance educational activities and learning processes.

3. Special Education

Special education or special needs education is the practice of educating students with special needs in a way that addresses their individual differences and needs, ideally, the process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials accessible settings, and other interventions designed to help learners with special needs to achieve a higher level of personal self sufficiency and success in school and community than would be available if the student were only given access to a typical classroom setting.

2. Health and Physical Education

Health education is the profession of educating people about health. It can be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. However, as there are multiple definitions of health, there are also multiple definitions of health education. The Joint Committee on Health Education and Promotion Terminology of 2001 defined Health Education as "any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions." [3] The World Health Organization defined Health Education as "comprising of

consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are conducive to individual and community health."

5. Science Education

Science education is the field concerned with sharing science content and process with individuals not traditionally considered part of the scientific community. The target individuals may be children, college students, or adults within the general public. The field of science education comprises science content, some social science, and some teaching pedagogy. The standards for science education provide expectations for the development of understanding for students through the entire course of their K-12 education. The traditional subjects included in the standards are physical, life, earth, and space sciences.

6. Arts Education

Art education is the area of learning that is based upon the visual, tangible arts drawing, painting, sculpture, and design in jewelry, pottery, weaving, fabrics, etc. and

design applied to more practical fields such as commercial graphics and home furnishings. Contemporary topics include photography, video, film, design, computer art, etc.

7. Social Science Education

Social science involves the study of people and their interactions with each other, with their social and political institutions and with their environments. Accordingly, the social science education major includes a broad range of courses and subjects. Students are expected to demonstrate both breadth and depth of understanding in the academic disciplines that make up the social sciences.

8. Educational/ Instructional Technology

In education, instructional technology is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee.[1] Instructional technology is often referred to as a part of educational technology but the use of these terms has changed over the years.[2] Educational technology

is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources."[3] While instructional technology covers the processes and systems of learning and instruction, educational technology includes other systems used in the process of developing human capability.

9. Educational Foundations

The concentration in Educational Foundations brings various disciplinary perspectives to bear on the analysis of educational theories and practices. Among these perspectives are history, philosophy, political science, and sociology. These disciplinary foci can be pursued in depth, as when one seeks to become a historian or philosopher of education, or they can be pursued in an effort to develop scholarly strength in the cross-disciplinary areas of cultural studies, policy studies, or teaching and teacher education.

10. Curriculum and Instruction

Curriculum and Instruction (C&I) is a field within education which seeks to research, develop, and implement curriculum changes that increase student achievement within and outside of schools

The field focuses on how students learn and the best ways to educate. It is also interested in new trends in teaching and learning process. It tries to find answers to questions such as "why to teach", "what to teach", "how to teach" and "how to evaluate" in instructional process.

11. Educational Management

Management in business and organizations means to coordinate the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

12. Guidance and Counselling

Guidance and counseling comes from two words namely guidance and counseling. Guidance and counseling is aimed at helping individuals understand themselves and there environment so that they can function effectively in the society. It is aimed at helping individuals overcome their problems. Prayitno and Erman Amti (2004:99) suggested that the guidance is the process of aid

committed by people who are experts on one or several individuals, both children, adolescents, and adults so that people can be guided to develop his own abilities and self-contained with harness the power of individuals and facilities that exist and can be developed based on the prevailing norms. Meanwhile, Winkel (2005:27) defines the guidance: (1) an effort to equip individuals with knowledge, experience and information about himself, (2) a way to provide assistance to individuals to understand and use efficiently and effectively all the opportunities that possessed for personal development, (3) type of service to individuals so they can make choices, set goals with appropriate and realistic plan, so they can adjust to satisfy themselves in an environment where they live, (4) a process of assistance or aid to individuals in terms of understanding yourself, linking himself with an understanding of the environment, choose, decide and plan in accordance with the concept itself and the demands of the environment.

13. Library and Information Science

Library and information science often termed library studies or library and information science is an interdisciplinary or multi-disciplinary field that applies the management, information technology, education, and other areas to libraries which are the collection, organization, preservation, and dissemination of information resources; and the political economy of information. Library science also entails how information resources are organized to serve the needs of selected user group, how people interact with classification systems and technology, how information is acquired, evaluated and applied by people in and outside of libraries, how people are trained and educated for careers in libraries, the ethics that guide library service and organization, the legal status of libraries and information resources, and the applied science of computer technology used in documentation and records management.

14. Teaching Practice/ Practicum

A temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher. A practicum is a graduate level course, often in a specialized field of study, that is designed to give students supervised practical application of a previously or concurrently studied theory.

15. Educational Evaluation

Educational evaluation is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are endeavoring to facilitate.

CHALLENGES OF PRIVATE INSTITUTIONS

1. **Academic Staff**

There is a death of academic staff in private institutions in Nigeria. The staff mix for tertiary institutions is 20:35:45 private institutions find it difficult to hire this caliber of staff so the reliance on part time is common. Thus lead to some compromise.

2. **Legal Status**

The legal status of quite a number of private universities is questionable. They operate without the valid license permitting the establishment of the institutions.

3. **Quality Assurance**

Quality Assurance in relation to the standard of resources and infrastructure are at best shoddy in some private institutions. Thus is often attributed to lack of sufficient funding (Laboratory facilities, equipment, books, classrooms)

Minimum Academic Standards

Quality of Education

1. Academic Content - 23%
2. Staffing - 32%
3. Physical Facilities - 25%
4. Funding - 5%
5. Library - 15%
6. Employee Rating - 3%

4. Funding

Table shows the extent of support given to state and federal colleges of Education through TETFUND intervention. This privilege is not enjoyed by private institutions even though they are still assessed using the same parameters by NUC and other professional bodies.

TABLE 7: TETFUND ALLOCATION TO COEs 2009 - 2013

S/N	YEAR	2009	2010	2011	2012	2013
	NUMBER OF CEOs	62	54	54	54	55
A	Project	37.16m	112.67m	125m	208m	215m
B	Research	2.5m	5m	10m	5m	10m
C	Library Development	5m	10m	10m	20m	30m
D	Staff Training & Development	15m	20m	30m	55m	80m
E	Publications of Journals	1m	2m	5m	5m	10m
F	Manuscript Development	-	-	1m	1m	5m
G	Conference Attending	-	7.5m	10m	15m	10m
H	Teaching Practice	-	-	10m	10m	10m
	Total	50.66m	157.17m	190m	319m	390m

THE WAY FORWARD - PATHWAY TO PROGRESS

1. There is urgent need to evolve strategies to make the best use of limited funding and generate internally generated revenue to support government subvention.

2. Combining online and face-to-face instruction through ICT. E-Learning resources through online and offline links should be maximized through instructional technology workrooms.

3. Implementing the "common core" academic standards should be enforced for harmonization of curricula.

4. Improving teacher quality by continuous professional development and effective models of evaluating educators should be put in place.

5. To improve approaches to education in rural and impoverished communities- public libraries/ mobile libraries, mobile libraries with well kitted vans should be revived.

6. A strong synergy/ symbiotic relationship should be evolved consciously between the industry, society and educational institutions.

CONCLUSION

In this lecture, an attempt has been made to bring to the fore, the implementing framework of education in Nigeria with a view to relate the set objectives to the status quo. In analysing the state-of-the-art, fifteen contentious issues have been highlighted. Fifteen focus areas in curriculum content have also been emphasised for quality assurance and global outreach in teacher education in Nigeria. The challenges perculiar to private institutions like The African Church College of Education have been discussed and recommendations made as pathway to progress.

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