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## **CHAPTER EIGHT**

### **EDUCATIONAL DEVELOPMENT IN NIGERIA**

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#### **1.0 INTRODUCTION**

Leadership flows out of followership; leadership and followership flow from a single river, woven from the same fabric especially, in a democratic country like Nigeria (My news 24). This is the case when education is made possible and accessible to all. The greatness of a nation is greatly dependent on the goodness of its people. Nigeria is the giant of Africa, a tall and beautiful giant, but sadly, this giant is battling with lots of deformities and disabilities; but with understanding and proper educational focus, she shall get to the Promised Land.

Education has contributed immensely to Nigeria's development. Three main educational institutions exist and they include: community-based (indigenous) education, Islamic and Western education. These institutions flourished at various times in Nigeria. The Western education still holds sway over the rest till date. Each type of education served its purpose for its consumers and followers and is herein discussed.

#### **2.0 COMMUNITY-BASED (INDIGENOUS) EDUCATION**

This education type existed before the influence of Western culture type of education. It is the type of education offered from the cradle presented by community members who may be gurus, kith and kins who possess special skills/abilities in different fields of endeavour. These occupations include; canoe-building, hunting, blacksmithing, traditional medicine, cattle rearing, palm wine tapping, trading, craftwork, carving, and other forms of native occupations.

In most communities, boys were brought up to take on occupational responsibilities their fathers engaged in. The boys also engaged in other activities like wrestling, tree climbing and archery, intellectual training consisted of their sitting quietly beside their fathers, elders and community leaders at meetings to listen attentively to learn the process of such tasks and skills of settling disputes, enforcing discipline, and arbitrating cases ranging from marriage to divorces. They also learned oratory, wise sayings and use of proverbial folktales and folklores. The boys in most cases were sent to be mentored by masters as apprentices to learn various vocations and trade skills including character formation. Girls were expected to stay home and observe their mothers and the kind of occupational responsibilities they were engaged in such as cloth-dyeing and weaving, doing domestic chores and other necessary skills that may be required. These chores were cooking, sweeping rooms and courtyards, weeding farmlands, hair styling and body tattooing. These activities stimulated their sense of rationality.

These occupations/skills varied from one community to the other. On this wise, traditional education in Nigeria fitted into one's society by learning and practicing economic survival skills, adapting to role expectation, taking responsibility and

contributing to the overall development of the community. Although the type of community-based education offered by individual community was comprehensive and far reaching, providing training in character, intellect, physical, social and vocational development, it had its own challenges and limitations. For one thing, the absence of records failed to document ongoing happenings for each community, but rather, depended on the power of their memories to facilitate retention and transmission of learned ideas to future generations. By this means, large information gathering, records and data were lost. In most cases, the death of a custodian with specialized practice/skill brought an end to an important survival skill in such a community. There was, however, little or no case of unemployment, lack or poverty.

### **3.0 ISLAMIC EDUCATION IN NIGERIA**

According to Fafunwa (1974) Islam was first accepted by a Kanem ruler, Umme Jilmi (1085-1097). Subsequent rulers, Dunana I (1097-1150) and Dunana II (1221-59), continued the tradition of Islamic learning such that by the end of the 13<sup>th</sup> century, Kanem had become a centre of Islamic learning. In the early 14<sup>th</sup> C, Islam was brought into Hausaland by traders and scholars who came from Wangarawa to Kano during the reign of Ali Yaji (1349-1385). Before long, most of Northern Nigeria was Islamized. Islamic education brought with it Arabic learning since Arabic is the language of the Quran and was therefore perceived as having great spiritual value. Arabic and Islam were taught simultaneously in primary schools. As a result of the political and social influence which Islam and Quranic learning conferred on those who possessed it, many rulers employed Islamic scholars as administrators.

The Uthman Dan Fodio Jihad of the 18th Century helped to revive, spread and consolidate Islamic studies and expand access to education that included women. Thus, before the arrival in Nigeria of the Western type of education in the 19<sup>th</sup>C, Islamic learning had been established. Islamic studies had also penetrated the Western parts of Nigeria before the arrival of the Jihadists; but the Jihad strengthened the religion where it was weak. Support for Islamic education came from some Northern Nigerian leaders, especially Abdullahi Bayero (Emir of Kano) who, on his return from Mecca in 1934, introduced new ideas by building a Law School for training teachers of Islamic subjects and Arabic as well as English and Arithmetic. The school continued to grow and expand in scope such that before long, and with the support of the then Northern Region Ministry of Education, it had grown into the popular Bayero College, Kano, which became a part of Ahmadu Bello University and later the present Bayero University, Kano. The institution helped to expand the scope of Islamic studies in Nigeria. Many institutions have sprung up over the years, in many parts of the country, for the purpose of teaching Islamic ideas and practices. However, one major problem of this educational tradition is the focus on Arabic which, in many parts of Nigeria, is not the language of literature, instruction and correspondence ([www.onlinenigeria.com/education/?blurb](http://www.onlinenigeria.com/education/?blurb)).

### **4.0 WESTERN-TYPE EDUCATION**

Western-type education began in Nigeria with the arrival of the Wesleyan Christian Missionaries at Badagry in 1842. It is obviously the most successful in meeting the overall formal educational needs of the consumers for the present and the future. Between the years 1842 and 1914, about ten different Christian missions had arrived

and begun intensive missionary and educational work in Nigeria. The dual responsibility of bringing to Nigeria the Christian religion and western education fell upon the Christian missionaries from Europe, America and Sierra Leone. By 1515 missionary activities had started in Benin when some catholic missionaries set up a school in the Oba's palace to serve the Oba's children and the sons of his palace chiefs in 1485. The first Portuguese traders landed at Benin and these schools were short-lived as the slave trade wiped them off.

The second missionary journey yielded better results in the 1840s. Some of the rescued slaves from their new home in Sierra Leone found their way back to Egbaland their ancestral home. Some moved up to the new capital in Abeokuta and met some of their kith and kin and told baffling stories about their experiences as slaves, their miraculous freedom, the Whiteman's religion, his schools and culture. After hearing these stories, some Egba people became eager to experience some of the Whiteman's way of life. The freed slaves who came back to their home felt that they had come back to a place of darkness. They therefore, sent frantic messages to the missionary headquarters in Freetown, Sierra Leone. In response to these appeals and calls from Egbaland, the Methodist missionary sent Rev. Thomas B. Freeman to Badagry in 1842. With the help of the local people, he built a mission house and started prayer meetings on Sundays.

The missionaries discovered they would not successfully carry on their work of Christian evangelism without the help of western type of education. So, whenever the missionaries opened a mission, the centre or house was used both as school and as a church. Other missionaries that contributed in spreading this education include: Henry Townsend of the Church Missionary Society (CMS, Evangelical Anglican) who landed in Badagry in 1845, and Mr. and Mrs. Ajayi Crowther. The Church of Scotland Mission (CSM, United Free Church of Scotland) based in Jamaica in the West Indies, sent Rev. Hope Masterton Waddell who later established Hope Waddel Training Institute, Calabar. Thomas Bowen of the American Baptist Mission (Southern Baptist) arrived Badagry in 1850. He opened mission schools at Lagos, Oyo, Shaki, Igboho and Ilorin. Brazillian ex-slaves who had settled in Lagos also wanted a Catholic mission in Lagos. In 1868 the Roman Catholic Mission (RCM) granted the request of the ex-slaves and a mission school was opened in Lagos. Schools were built and the missions struggled for pupils/members such that there was a proliferation of primary schools established by different missions. Although, literary education in the 4Rs (reading, writing, arithmetic and religion) was predominant, this new missionary education prepared the recipients for new job opportunities, as teachers, church evangelists/ pastors, clerks and interpreters. Emphasis was also on character training. Most of the missions established primary schools, and initially, little emphasis was laid on secondary and higher education.

In 1857, following agitations by influential church members, rich merchants and emigrants living in Lagos, the CMS Grammar School was established. The Western type of education developed faster in the South than in the North of Nigeria because of the skepticism of the Muslims about the impact of Christian missionary education. By 1914, it was estimated that about 25,000 Quranic schools were

already in existence all over Northern Nigeria. Thus, the arrival of Christian Western education met stiff opposition. However, in some parts of Northern Nigeria, then Christian missionaries did succeed to establish schools, at times, in collaboration with Government. Much of the education in Southern Nigeria, prior to 1882, was done by the missionaries almost without government assistance. However, from 1882, the Government began a bold intervention by promulgation codes and regulations, guidelines and policies on organization and management of schools. Government also began to appoint inspectors and to give grants to schools to ensure quality. Thus, between 1882 and 1950, many codes and regulations were issued by Government to regulate the quality of education in various parts of the country. Between 1952 and 1960, each of the then three regions enacted and operated new education laws (the West in 1955, both the East and North in 1956). Administration of schools during this period was marked with incoherent policies in addition to lack of professional education administrators.

This situation made the entire school system to be on a shaky foundation. This notwithstanding, problems confronting education in Nigeria were looked into by setting up commissions, namely the Ashby, Dike and Banjo Commissions. The reports of these commissions were important educational documents that constituted a significant turning-point in the development of education in Nigeria. They ushered-in new institutions and contents that gave Nigeria a head-start in its educational transformation efforts. Furthermore, in 1959, the Federal government set up the Sir Eric Ashby Commission to identify the high-level manpower needs of the country for the future. The Ashby report prescribed that education was indeed the tool for achieving national economic expansion and the social emancipation of the individual (Aliu, 1997).

#### **4.1 Primary Education**

Primary education is very important in the Nigerian education system. It is the oldest system of education. Its history in Nigeria dates back to 1843. It is at least a century older than secondary education. No other level comes close to primary education in terms of patronage. As at December 1996, there were 48,242 primary schools with a total of 16,761,591 pupils. Out of this number, 14,796,074 were in government or public institutions while 1,965,517 were in private schools (Gidado, 1997). By 2003, the number of primary schools had increased to 74,982 (The Universal Basic Education Commission, 2004).

In addition, primary education is the only link between pre-primary education and secondary education systems. It takes in successful beneficiaries of the former and supplies entrants into the latter. But more importantly, primary education is regarded as the very foundation upon which the other strata of the educational edifice are built. Besides, primary education is the first level of the national 6-3-3-4 education system that is, 6, 3, 3 and 4 years of primary education, junior secondary education, senior secondary education and university education, respectively. Although pre-primary education is a level below primary education, it is not considered as the foundation. This is because pre-primary education is available mostly in big cities and enjoyed by few children whose parents could afford the high fees and other charges demanded by the private proprietors.

#### **4.2 Universal Primary Education:**

The initial experiment at Universal Primary Education Programme was started in the West and East in 1955 and 1957 respectively. The Nation embarked again on a free primary education programme in 1976. The programme actually took off, but collapsed long before it actually started due to poor planning, inadequate funding and lack of statistical understanding of those to benefit from the programme. It was another failed experiment in education. Poor handling of the oil boom hay days led to economic recession. The nation suffered untold hardship as a result of low quality of teachers recruited to manage education at this level. The trainees were hastily rushed through ineffective training programmes that did not boost their knowledge adequately. The Universal Basic Education programme launched in September 1999 is designed as an improvement on the Universal Primary Education. State Agencies for Mass Education were inaugurated and mandated to pursue state NEEDS. The Universal Basic Education launched by the Obasanjo administration has solved the problem of access to formal education for many school-age children.

#### **4.3 Adult/ Mass Literacy Programme**

In a bid to develop education, Adult / Mass Literacy Programme were introduced into the Nigerian educational system due to increasing male dropout from schools. National Mass Literacy Campaign (NMLC) was launched on September 8, 1982 by the Federal Government of Nigeria under President Shehu Shagari. Unamma (2008) opines that get-rich-quick-syndrome caused male students to drop out of school. This posed a huge challenge because a large number of the growing population were males who could not attend primary or secondary school at the appropriate age. The mass literacy programme helped to solve that problem. Beneficiaries were able to successfully carry out their businesses and live effectively to contribute to the wellbeing of the nation.

#### **4.4 Schools for the Handicapped (Physically challenged)**

The need to educate the physically challenged has helped to reduce the burdens of families as educating them will help them manage their own lives. Special instructional materials and teachers that specialize in the education of the physically challenged were provided. Most of the beneficiaries are gainfully employed in diverse professions.

#### **4.5 Nomadic Education**

This is the type of education provided by the government to those who move from place to place feeding animals like cattle, horses, sheep, goats and donkeys. Nomads have specially designed education programmes to help integrate them into the society.

#### **4.6 Fishermen Education**

This is the basic education given to illiterate fishermen and their children in riverine areas to improve their knowledge of the world around them.

#### **4.7 The West African Examination Council**

The West African Examination Council (WAEC) was set up in 1952 as a corporate

body charged with the responsibility of conducting examinations in the public interest in West Africa. Such examinations were to qualify candidates for certificates which were equivalent to those from similar examining authorities in the United Kingdom (Adeyogbe, 1992).

## **5.0 INSTITUTIONALIZING SECONDARY EDUCATION**

The administration of secondary education in Nigeria witnessed series of changes in policy with attendant effect on management. Education was administered through certain decrees and edicts. The Education Edicts of 1966-1979 of the then military government of Nigeria gave birth to Decree No. 14 of 1970, which created twelve-state structure. Each State promulgated various edicts in 1970, which gave them powers to take-over the control, management and supervision of all schools within their jurisdictions (Ndu, *et al.*, 1997). It was reasoned that this singular act would ensure uniformity in provision and quality control in the administration of schools.

Among the many policies that brought about changes in the educational system was the National Policy on Education (NPE) of 1977. Again, this policy was the real turning-point in the country's educational development, especially in the structure and administration of secondary education. It defines secondary education as that type of education that students receive after primary school and before the tertiary level, and thereafter prescribed a new structure of educational system based on the 6-3-3-4 model.

According to this system, there are six years of primary, three years of junior secondary, three years of senior secondary and four years of higher education. Since then, the Nigerian secondary education system has expanded over the decades. Statistics over the last few years show that the number of junior secondary schools (JSS) (both public and private) in Nigeria has fluctuated significantly (FME, 2011). In 2006, the number of schools was 10,615, which rose to 19,244 schools in 2008. The enrollment figures in these schools from 2006 to 2010 increased significantly from 2,934,972 to 5,010,227 (FME, 2011). At the senior secondary level, there were 7,915 public and private senior secondary schools in 2006, while in 2010, the number increased by over 100%, to 14,994 schools. During the same period, 2006-2010, the enrollment figure increased from 2,702,811 to 4,046,437. In all of these, the Federal Government owns a total of 101 Federal Unity Senior Secondary Schools.

The statistics highlighted above clearly indicate that there was tremendous growth, not only in terms of students' enrollment in secondary schools in Nigeria over the last five years, but there was also increase in the number and size of schools. These changes have a lot of implications for secondary education. They affect the curriculum and its delivery, funding, teacher supply and quality, infrastructure and provision of other educational resources in order to realize the relevant goals outlined in the National Policy on Education.

Nigeria is made up 36 states and the Federal Capital Territory (FCT), Abuja, which is sub-divided into 774 Local Government Areas (LGAs). This administrative structure provides the framework for the administration and control of secondary schools.

Both the federal and state government have ministries of education and other agencies through which they administer secondary education within their areas of jurisdiction. The responsibility for educational policy-making, planning, control, programme implementation and supervision rests with both the Federal Ministry of Education (FME) and State Ministries of Education, through the instrumentality of the National Council on Education (NCE).

Secondary education at the state level is principally administered by the Post-Primary School Management Board. The Board has a Chairman and members who are political appointees. The Board assists the Ministry in the day-to-day administration of secondary schools, the placement of pupils into schools, transfer of teachers, supervision of instruction and the provision and maintenance of school facilities. Although the school boards perform these roles on behalf of the Ministry of Education, the overall authority rests with the latter.

School Boards are meant to control and direct educational policies in accordance with government regulations, directives and the education goals of the state.

## **6.0 DEVELOPMENT OF NIGERIAN UNIVERSITIES**

The development of university education in Nigeria commenced with the establishment of the University College, Ibadan in January, 1948 as a college of the Metropolitan University of London. The University College became independent in 1962. Today, the University is internationally known for its high academic standards and excellence.

Following the Ashby Commission Report in 1960, four Universities were established between 1960 and 1962 in the following sequence:

1. The University of Nigeria, Nsukka was created by the statute of the Government of the former Eastern Nigeria in 1955 and opened in 1960.
2. The University of Ife, now Obafemi Awolowo University. The University was not recommended by the Ashby Commission. It was founded by the Government of the former Western Region. Its first student enrolment was in 1962.
3. Ahmadu Bello University, Zaria, was founded by the Government of the former Northern Nigeria in 1962.
4. University of Lagos was established in 1962 by the Federal Government.

The former Mid-Western Region, now comprising of Edo and Delta States, established the Mid-West Institute of Technology (MIT) which is today the University of Benin in 1972 and was handed over to Federal Government in 1975. The 3rd National Development Plan (1975-1980) made provision for the establishment of 7 more Universities to be located in states where there were none at the time. This gave birth to the 'Second Generation Universities in 1975. The Universities were established as follows:

1. The University of Calabar, which began as Calabar Campus of the University of Nigeria, Nsukka in 1973.



2. University of Jos, founded as a campus of the University of Ibadan in 1971.
3. The University of Maiduguri, 1975.
4. The University of Sokoto, 1975.
5. University of Ilorin, which was a former campus of the University of Ibadan, but became a full-fledged University in 1977.
6. University of Port Harcourt which took off initially as a University College in 1975 affiliated to University of Lagos; became full-fledged as a university in 1977.
7. Bayero University, Kano started as Northern Government owned Abdullahi Bayero College in 1961.

The Federal Government encouraged State Governments wishing to establish their own Universities to do so. Between 1979 and 1983, eight (8) State Universities were established. They are as follows:

1. Bendel State University, Ekpoma, 1980.
2. Anambra State University of Technology, Enugu, 1980
3. Imo State University, Okigwe, 1981
4. Rivers State University of Science and Technology, Port Harcourt, 1981
5. Ondo State University, Ado-Ekiti, 1982
6. Ogun State University, Ago-Iwoye, 1982
7. Lagos State University, Badagry, 1983
8. Cross River State University, Uyo, 1984

In 1988, the Federal Government announced the establishment of the University of Abuja. Other Federal Universities established since then are:

1. Tafawa Balewa University, Bauchi
2. Federal University of Technology, Akure, Akure.
3. University of Agriculture, Makurdi
4. University of Agriculture, Abeokuta
5. Federal University of Technology, Yola
6. Federal University of Technology, Minna
7. Federal University of Technology, Owerri.

As at December 1989, Twenty Federal Universities and Eight State Universities were established. In Nigeria today, there are 124 fully established Universities made up of 36 Federal Universities, 38 State-owned Universities and 50 Privately-owned Universities.

## **7.0 OTHER EDUCATIONAL DEVELOPMENT IN NIGERIA**

Other significant developments during the post-colonial era include the formulation of the National Policy on Education (NPE, 1977/1981) and UBE experiment in 1976.

### **7.1 The National Policy on Education**

In redefining education, a National Curriculum Conference was held in Lagos in 1969 to review the existing educational system and propose a better set of national goals. Others Conferences were held subsequently. The recommendations of these Conferences led to the formulation of the NPE in 1977 which were revised in 1981 (FRN, 1981).

The document stipulates the goals, aims and objectives, and the orientation of various levels and aspects of the educational system. The sections include: the philosophy of education in Nigeria, pre-primary education, primary education, secondary education, Teacher education, technical education, higher education, adult education, special education, educational services, administration of education and financing of education. Against this background, secondary education under the NPE was divided into two streams, namely junior secondary and senior secondary education, with two broad goals of: i) to prepare students with necessary skills for employment and ii) to give them the opportunity for further education.

## **7.2 The Development of Polytechnics and Technology Education in Nigeria**

Polytechnics are institutions for higher education in Technology. They offer National Diploma (ND) and Higher National Diploma (HND).

In fact, Technical Education started with the establishment of the Hope Waddell Institute, Calabar in 1895. The colonial government did not show any interest in Technical Education until the world economic depression in the 1930s made it uneconomical to continue bringing expatriates to meet its needs particularly in technical areas. Education, up to that time, was primarily aimed at producing clerks, interpreters and primary school teachers for the sustenance of colonial administration as well as commercial establishments.

According to Yakubu (2006), the first form of any meaningful development of technical education and training started with the setting up of training schools to produce middle level technical manpower in some departments of the civil service, with each school being managed by its respective department where training was geared mainly towards departmental needs. Although some of these schools were established before the depression of 1930s such as the Survey School established in 1906 for the training of Survey Assistants (initially established in Lagos, but later moved to Ibadan and in 1934 to Oyo, where it has been since), not much attention was paid to them. The Marine Department, Nigerian Railways, the Public Work Department (PWD), the Department of Agriculture, the Department of Health, and the Department of Posts and Telegraphs (P&T) and other service areas established technicians' training schools. The Yaba Higher College, established in 1932, also offered training including technical training and diploma programmes, which lasted at least four years.

In 1943, the colonial administration set up a commission for higher education in West Africa under the Chairmanship of Sir Walter Elliot. At the conclusion of its work in 1945, the commission recommended the establishment of a university college at Ibadan and closing down of Yaba Higher College. In January 1948, students of Yaba Higher College were transferred to the new University at Ibadan as the first undergraduates of the University College, Ibadan. The facilities and buildings of the defunct Yaba Higher College were now used to establish Yaba Technical Institute in 1948, to provide, more economically, the training given by several government departments. The Elliot Commission had envisaged a future need for the establishment of similar technical institutes in Kaduna, Enugu and elsewhere.

Subsequently, the then regional governments established the following institutes:

- Technical Institute, Kaduna, established in 1956 by the then Northern Regional Government;
- Technical Institute, Enugu, established in 1958 by the then Eastern Regional Government
- Technical College, Ibadan, established in 1960 by the then Western Regional Government;
- Mid-West Technical College, Auchi, established in 1964 by the then Mid-Western Government.

These five institutions owned by five different governments under five different enactments and standards became the forerunners of the first generation polytechnics. Curricula from different cultural backgrounds and varied levels of industrial development were adopted as the proprietary governments deemed suitable.

In April 1959, at the eve of Nigeria's independence, the Federal Minister of Education appointed a commission on post-school certificate and higher education under the chairmanship of Sir Eric Ashby of Cambridge University, U.K. The Commission, which submitted its report in September 1960, just before independence, noted that the major defect in the Nigerian education system was its strong bias towards the "traditional literary and academic subjects, which led to lack of respect for manual and technical achievement". Subsequently, the technical institutes were expanded and upgraded. Thus, Yaba Technical Institute (established 1948) became Yaba College of Technology in 1963; Technical Institute Kaduna (established 1958) became College of Technology (and later Institute of Management and Technology) in 1965; and Mid-West Technical College (established 1964) became Auchi Polytechnic in 1972. The Commission, however, made no recommendations for provision/training of teachers in technical and vocational education.

Serious thought was given to technical and vocational education (including business studies) at the 1969 National Curriculum Conference, which led to the formulation of the National Policy on Education (NPE) published in 1977 (subsequently revised in 1981, 1998, 2004, 2008 and 2013). The Blueprint on the implementation of the NPE, published in 1979, gave expansive attention to technical education. Issues like the pattern of technical education, training of artisans, craftsmen, technicians and technologists, training of technical teachers, encouraging women into technical education, and avenues of advancement from one level to another, were clearly addressed.

An appraisal of the manpower requirement for the Third National Development Plan (1975-1980) revealed serious distortions. For instance, it was discovered that there was surplus of academic/literary graduates at the expense of basic craftsmen and technicians required for development. The Federal Government then proclaimed its resolve to ultimately provide one technical college and one polytechnic in each state of the Federation to complement the efforts of State Governments. The Third National Development Plan era also witnessed the establishment of the National

Board for **Technical Education** (NBTE) in 1977 to coordinate and advice on all aspects of technical education falling outside the universities. The Board instituted a system of minimum standards for accreditation of National Diploma (ND) and Higher National Diploma (HND) programmes in polytechnics and similar institutions in 1984/5.

By 1970, there were four Polytechnics/Colleges of Technology in Nigeria with a total enrolment of 1400. Following the Civil War, which lasted from July 1967 to January 1970, the Federal Government embarked on the Second National Development Plan (1970-1975) and subsequently the Third National Development Plan (1975-1980). During the 2<sup>nd</sup> National Development Plan, the report of the Nigerian Council for Science and Technology on middle level technical manpower had, in 1972, identified lack of executive capacity brought about by shortage of technical manpower, as one of the factors responsible for difficulties in implementing the 2<sup>nd</sup> National Development Plan.

The report highlighted the shortages and estimated the numbers involved. Following this discovery, steps were taken to provide for the shortages through expansion of training facilities as well as a "crash programme" of overseas training. As a result, over 6,000 Nigerians were sponsored overseas to pursue 2-3 year programmes leading to various qualifications, mainly for technician and craftsmen levels, in many countries including USA, UK, Bulgaria, Hungary and Yugoslavia. The programmes, as was to be expected, came with their own problems, chief among which was the variety of qualifications, which led to problems of evaluation of the certificates.

The 2<sup>nd</sup> and 3<sup>rd</sup> Development Plan era, which coincided with the "oil boom" period, led to the establishment of Nineteen (19) additional polytechnics, many of them owned by State Governments. Many states established polytechnics as a result of the Federal Government's policy of providing matching grants of 50% of both recurrent and capital expenditure. The Federal government also established six (6) additional polytechnics during the period. Thus, by 1988, the number of polytechnics had grown to twenty-seven (Ocho, 2005).

As stated earlier, uniformity, particularly in administrative structure, started emerging. For Federal Polytechnics, the administrative and academic head, called rector, is appointed by the Federal Government through governing councils of the polytechnics. The appointment of other principal officers, namely: The Registrar, Bursar and Librarian ends with the council. These days, because of administrative problems, part of which are caused by the unions, particularly the academic unions, the appointment of the rectors and other principal officers of polytechnics ends with the governing councils. The administrative structure of polytechnics remains the same in spite of agitation to the contrary.

## **8.0 POLYTECHNICS AND TECHNOLOGY EDUCATION IN PRESENT DAY NIGERIA**

The administration of Polytechnics and technology education whether federal, state or private, is now autonomous and utilizes funds at its disposal. The proprietors still have some influence on them through the governing councils, but in most cases, this does not affect the teaching and learning matters except in the provision of fund. The

Academic Board of each polytechnic is in charge of all academic matters. Subject or course curricula are developed by staff and finally approved by the college Boards through the school Boards and departmental meetings. Polytechnics are established for the production of middle level manpower in technology and other technical areas, while the colleges of education are for the production of teachers of all categories at middle level of education, the university is geared towards producing senior level manpower in all sectors.

Today, there is so much confusion as to the role of graduates of Nigerian polytechnics, colleges of education and the universities. Undergraduate degree programmes are mounted in colleges of education. The polytechnics are agitating to run degree programmes in their technological and technical areas too. This is because the polytechnics want to equate the terminal diploma of the polytechnic, the Higher National Diploma, HND, to the undergraduate degree of the university. Thus, polytechnic education faces a lot of challenges.

### **9.0 NATIONAL OPEN UNIVERSITY**

The National Open University of Nigeria took off on a wobbly foot and was closed down one year after it took off. With few universities and increasing population thirsty for education, the NOUN was reconsidered and was set up twenty years later to deliver instruction using Open and Distance Learning (ODL) model.

In 1980, the Federal Ministry of Education, on behalf of the Federal Government, set up a three man planning committee to work out the modality for the establishment of a single mode open university to offer higher education programmes to Nigerian workers and others who could not leave their means of livelihood and families to pursue full time studies in conventional universities. The members of the committee were: Professor Afolabi Ojo, University of Ife, (Chairman), Professor Adiele Afigbo, University of Nigeria, Nsukka and Dr. Aminu Dorayi, Ahmadu Bello University, Zaria (Omolewa, 2010). The committee completed its work and submitted its report to the Federal Ministry of Education in 1982. This was followed by an approval for the establishment of an open university in 1983 by the Federal Government under the leadership of Alhaji Shehu Shagari. The University named the National Open University (NOUN), was to be sited in Abuja, the Federal Capital City. Professor Ojo was appointed the *Vice-Chancellor* with Professor Afigbo as his deputy. A number of activities were immediately undertaken such as the admission of the first batch of students and organization of workshops to develop learning materials (Personal interview with Professor Aminu Dorayi).

The University was established by an Act dated 22<sup>nd</sup> July, 1983. The objectives of the University as contained in the first section of the Act read:

- (a) to encourage the advancement of learning throughout Nigeria by means of tuition carried out mainly by correspondence and closely supplemented by lectures, broadcasts by radio and television as well as by occasional seminars, *tutorials and counseling services organized through a network of local study centres* and to hold out to all persons, without distinction of race, creed, sex or political conviction, the opportunity of acquiring a higher and liberal education;
- (b) to provide courses of instruction and other facilities for the pursuit of learning in all its branches and to make those facilities available on proper terms to such persons as

are equipped to benefit from them, especially those who may not, by the nature of their special circumstances, be able to enroll for residential full-time university education (Federal Ministry of Education, 2002).

The National Open University was to be the fountain-head and springboard of modern-day open and distance education in Nigeria. This, however, was not to be as the University was shut down on April 25, 1984 less than a year of its establishment by the Military Government who toppled the then Civilian Government.

### **9.1 The Resuscitation of National Open University**

- A draft National Policy on Open and Distance Education later became Section 9 of the National Policy on Education.
- A declaration of a Plan of Action for a Decade of Distance Education in Nigeria-2001 to 2010 (Federal Ministry of Education: Communiqué for the National Workshop on Distance Education, September, 2000).

The above workshop gave impetus to the Federal Government's resolve to develop the education sector, especially, on the issue of access and equity. The workshop also generated international interest in the Nigerian education sector. In 2001, for example, the World Bank through COL International sponsored the production of a funding proposal for the distance education component of the Nigerian University System Innovation Project. The terms of reference for the project covered issues of institutional and professional capacity development in distance education (See COL, 2001). The project team carried out a need assessment study of Federal Universities on the above areas and made proposals for developing technical and professional capacity to support implementation of distance education in Nigeria.

The national workshop and the World Bank project, gave the needed impetus towards the re-birth of the National Open University. With the non-abrogation of the 1983 legal instrument establishing the National Open University, the Federal Executive Council on the 27th of March 2002, gave approval for the resuscitation of the National Open University (Jegede, 2004) which was later re-named the National Open University of Nigeria (NOUN). Professor Olugbemiro Jegede, who had served as the Chairman of the Technical Committee on Distance Education (DE), was appointed the National Coordinator to midwife the university.

The University was formally launched on Nigeria's independence anniversary, 1<sup>st</sup> of October, 2002, by the then President, Chief Obasanjo, through a public enlightenment advocacy on the Nigeria Television Authority (Jegede, 2004). It is important to state here that President Obasanjo was a great advocate for the re-opening and subsequent development of the National Open University, the first single mode ODL institution in Nigeria. He did not only ensure the financing of the university by the Federal Government, but got enrolled as one of the first set of students in the Diploma in Theology Programme of the university. This action by the President gave a monumental boost to the university.

### **9.2 The Development of the National Open University of Nigeria (NOUN)**

The National Open University of Nigeria (NOUN), began operations immediately at its Abuja Planning Office, using as a guide, a document prepared for this purpose, titled, Blueprint and Implementation Plan for the National Open and Distance Learning Programmes, published in 2002 by the Federal Ministry of Education. The

objectives of the Open and Distance Learning Programmes as contained in the Blueprint include:

- The widening of access to education to ensure equity and equality of opportunities;
- The enhancement of opportunities that support Education For All and life-long learning;
- The entrenchment in the Nigerian populace of the emerging global culture of technological literacy;
- Provision of infrastructure for the acquisition and dissemination of educational resources via information and communication technology;
- Provision of avenues for the acquisition of flexible and qualitative education for all categories of learners which will be accessible anywhere, anytime and via an appropriate and cost effective medium( Federal Ministry of Education, 2002).

These educational avenues are providing highly accessible and enhanced quality education anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers (Omolewa, 2010).

The objectives outlined in the Blueprint, the vision and mission statements and the motto of NOUN clearly capture the essence of the philosophy of ODL, which is, the democratization and liberalization of education in accessible and flexible manner. To give access to higher education to those who may be hindered from gaining admission into the university because of their deficiencies in O'level subjects, the university set up a remedial programme, appropriately named, the Access Programme.

The choice of programmes to mount in the various Schools and the Centre was made following needs assessment study of much sought after programme of studies. A major undertaking before the commencement of the programmes was the development of self -instructional materials. The first course material writing workshop was held in Lokoja, Kogi State late in 2002 and another in Kaduna, Kaduna State in mid 2003.

Two other events that occurred before the close of 2003 were: the movement of the University to its headquarters at 14-16 Ahmadu Bello Way, Victoria Island, Lagos in the southern part of Nigeria and the appointment of Professor Jegede as the pioneer Vice Chancellor. The Abuja Planning Office was retained as a liaison office. To have a presence in the northern part of the country, the University set up a campus in Kaduna on a property formally used by the National Educational Technology Centre. It is on this campus that the Directorate of Instructional Resources Development is located. All learning resources are produced, stored and distributed from this campus to the various study centres.

### **9.3 Growth of NOUN - 2004 to Date**

With the commencement of academic activities in 2004, the National Open University grew in leaps and bounds. Management, academic and administrative staff were recruited. The Senate, Registry, academic and administrative departments were in place as found in conventional universities. There are however, some major differences between the two systems. The difference in nomenclature is for the reason that in DE, academic staffs do not lecture but are essentially charged with overseeing programmes, managing and coordinating courses within programmes.

trade schools were expanded and new ones were established. Within the plan period, the Federal and State Governments had a total allocation of £12.3 million for Technical education projects (FRN, 1970). The Third National Development Plan (1975-1980) was a follow up to the Second National Development Plan. Government became aware that successful plan implementation did not depend on finance and other capital input alone but also on adequate trained manpower. As a result, training for specific technical and business occupations was increased and incorporated in educational programmes in monotronics, polytechnics and universities to meet the needed manpower. In 1976, a Federal College of Education (Technical) was established in Gombe. Colleges of the same status had been established in Asaba and Bichi. The College of Technology/Polytechnics increased from eight in 1973, to fifteen in 1978.

The Fourth National Development Plan (1981-85) implemented the provisions of the National Policy on Education. In 1982, the 6-3-3-4 system of education was put into operation. The new system involves a shift in emphasis towards pre-vocational and vocational training. The 6-3-3-4 structure replaced the 6-5-2-3 structure. The new structure consists of the six years of primary education, three years of junior secondary school, three years of senior secondary school and four years of university education. With a regular review of the policy in 1998 and 2004, full section was devoted to Science, Technical and Vocational education with special emphasis on Pre-Technical and Vocational Education as well as Technology education offered in Polytechnics, Monotronics and Colleges of Education Technical. The Fourth National Development Plan specified that the primary school curriculum be re-organized in line with the new system of education so as to make provision for courses like Agriculture, Home Economics and Health Education. It is worthwhile to note that enrollment in Technical Education programme increased during this period.

The Fifth National Development Plan period consolidated and further developed Technology Education. By 1988, Federal Science and Technical Colleges were opened in Abuja, Ilesa, Zuru, Jalingo, Kafanchan, Shiroro, Uyo and Okposi.

#### **11.0 ESTABLISHMENT OF DISTANCE EDUCATION PROGRAMMES IN NIGERIAN**

The first move at establishing Distance Education (DE) in Nigeria started at the tertiary institutions though not for degree programmes, but for agricultural extension courses to farmers. Ahmadu Bello University, Zaria and the University of Ibadan were "early providers" of such extension services from the early 1960s, via radio and television broadcasts (COL, 2001). From about 1985, Distance Education was used more at the higher education level for the training and re-training of teachers and for other areas of human capacity development. Four Universities were to pioneer its use during the early stage, by setting up special units to run Distance Education Programmes to meet the increasing demand for higher education. These universities were Ahmadu Bello University, Zaria, the University of Lagos, the University of Ibadan and the University of Abuja. At the pioneering stage, there was a non-university status institute, the National Teachers' Institute (NTI), set up to address the problem of teacher shortage using Distance Education mode.

The establishment of DE units in these universities was as it were a "providential" fulfilment of a plea by Hon. B. U. Nzeribe, who stated thus: I wish to recommend that



In terms of access, equity and S&T Ratio:

- Only about 30% of the secondary school cohort is in school and only about 8% of the tertiary cohort is in tertiary education.
- Only about 30% of all secondary education students are studying S&T subjects in the country but the proportion in the federal colleges is over 60%; with only about 25% of girls' enrollment in colleges in the North studying S&T.
- Females account for only 30% of the student population in the Universities and only 16% of the academic staff population with over 70% of them in non-S&T areas.
- The science: arts ratio in the federal universities in 2000 was 57:43 as against the policy prescription of 60:40; in the polytechnics, it was 46:54 as against the policy prescription of 70:30.
- There are no sufficient data on access to technology institutions to analyze student characteristics across gender, income variation and geopolitical zones, hence recommend strategies to promote equity between rich and poor, gender and zones. School data tend to show higher enrollment of girls in some high schools but distribution across subjects is unknown at the moment (Akpan, 2013).

The National Board for Technical Education (NBTE) has been supervising technical education and training but suffers from a discrimination of technical diploma graduates in the labour market due to the non-existence of a national qualifications framework that allows people to move freely across the qualifications ladder as long as they meet required criteria as in other countries. A Federal Government Circular issued to address this problem has not been implemented.

## 10.0 TECHNOLOGY EDUCATION

The National Development Plans had a major influence on Technology Education in Nigeria. During the First National Development Plan Period (1962-68), technical and trade schools were established and facilities for teaching the subjects were provided. Enrollment into Technical and Vocational schools was about 6,000 in 1962 but the number increased to about 12,000 in 1968 (Callaway & Musone, 1968). The National Technical Teacher Training College (NTTTC) was established in Lagos in 1968 by the Federal Government with the assistance of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The college which is now known as Federal College of Education (Technical) was established to train:

- (1) Technical Teachers for Technical Colleges, and
- (2) Technical Teachers for pre-vocational subjects in secondary schools.

Schools in this category offered a three-year programme in Technical and Business Studies. The three-year programme leads to the award of the Nigeria Certificate in Education (Technical). Also, they offered a one-year programme for the award of the Technical Teachers' Certificate (T.T.C.) in Technical, Business and Nursing Education.

During the Second National Development Plan Period (1970-74), efforts were made to improve upon vocational education in Nigeria. To this end, existing technical and

when the time comes, the University of Ibadan, that of Nsukka, Zaria and the rest of them should come together to work out a policy for enabling the brilliant but otherwise financially handicapped Nigerian boys and girls to pursue their university degrees as external candidates (Omolewa, 2010). Thus, as far back as the First Republic, visionary Nigerians like Nzeribe had seen the great potential of DE in making education accessible to Nigerians. A brief discussion of the establishment of DE units in the above mentioned universities is given below:

- **Ahmadu Bello University, Zaria**

The need to upgrade teachers' qualifications and skills in the Northern part of Nigeria became a prime objective in the late 1960s and early 1970s. Ahmadu Bello University, Zaria, through her Institute of Education introduced the Teachers In-Service Education Programme (TISEP) to raise the quantity and quality of teachers to obtain grade III or grade 11 Teachers Certificate (COL, 2001). The Institute later introduced National Certificate of Education (NCE) by correspondence, when the National Council of Education ruled that NCE was to be the minimum qualification for teaching at primary school level. It should be noted that ABU, Zaria, did not go further than this in using DE to educate and train.

- **The University of Lagos Distance Learning Institute**

In 1973, the University of Lagos established a Correspondence and Open Studies Unit to provide facilities for part-time studies in such fields as Business Studies, Accounting, Law and Education through correspondence and Distance Learning Techniques (DLI Prospectus, 2001). The University of Lagos by housing a DE Unit is an example of a dual mode institution. In 1983, the unit was renamed Correspondence and Open Studies Institute, to reflect the growing degree of autonomy of the unit. Again in 1997, the Institute was renamed a Distance Learning Institute (DLI). The Institute is headed by a Director of the level of a professor.

- **The National Teachers' Institute, Kaduna**

The Head of State, General Yakubu Gowon, in 1974 announced the intention of the Federal Government to introduce Universal Primary Education (UPE) in 1976. While this announcement was welcomed by Nigerians especially by stakeholders in the Education Sector, it was clear that there was insufficient time to produce the estimated number of teachers to cope with the demands of the programme (COL, 2001).

How was the government going to make available the large number of teachers needed to start the programme? The answer was to use distance education, which in the early 1970s and mid 1980s was "gaining currency internationally as a viable strategy for delivering large scale educational opportunity" (COL, 2001). Thus, the National Teachers' Institute was established by Decree No 7 of 10 April, 1978. It was located in Kaduna. The mandate of the Institute was to upgrade the quality of under-qualified and unqualified teachers, preparing them for grade 11 certificates at the first instance. In 1990, following the directive of the Federal Government that the National Certificate of Education should be the minimum qualification for teaching at primary school level, the Institute introduced National Certificate of Education programmes by DE.

It is important to note that although the National Teachers' Institute was not a tertiary institution of a university status, it was the first single mode institution specifically established to provide teacher education using distance learning mode. The Institute delivers her programmes predominantly by print medium, using a house style and layout that are typical of writing and developing self-instructional materials (SIMs). The institute has since her establishment produced thousands of teachers to teach at the primary and even secondary school levels.

- **University of Ibadan Distance Learning Centre**

In 1988, the University of Ibadan through her Department of Adult Education, started the Centre for External Studies. The mandate of the centre was initially to offer in-service teacher education to practicing teachers who needed to upgrade their qualifications. Special focus was given to degrees in Guidance and Counseling and Adult Education. By 2001, the centre's mandate included the offering of two Arts Degrees in Theatre Arts and French as well as Agriculture (COL, 2001). The main medium for programme delivery was the print.

From their inception at the close of the 20<sup>th</sup> century, the above institutions grew and expanded providing access to as many as they could absorb. But, they lacked the carrying capacity to address the ever growing demand for higher education. For instance, the late 1990s were characterized by a yawning gap in higher education provision. The result was an all comers' establishment of study centres, popularly called "outreach centres", in several cities in Nigeria, which offered unregulated programmes in the name of ODL. To respond to this need, the Federal Government of Nigeria in 2002 resuscitated the National Open University.

## 12.0 CONCLUSION

As the nation grows, new skills become relevant for individual success as well as for national economic and technological development. This transitional period, has ofcourse found its reflection in the educational arena. Obviously, the western educational tradition has remained the most visible in Nigeria's educational history. It has developed much of mental skills that has tremendously improved knowledge. However, other forms of education should be developed and integrated along with the western form of education to enable holistic teaching and learning processes.

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