EDUCATION AND GOVERNANCE IN NIGERIA

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Abstract
Effective governance could be described as one in which the government of the day is both sensitive and responsive to the overall development of the state. Based on this definition, it is evident that the successive governments of post colonial Nigeria is very far from being conceived as ‘effective’ since there is a massive erosion of basic and structural amenities which have direct impact on the education of the country. Using secondary method of data collection, the research is focused on unravelling the failed educational structure in Nigeria as a direct consequence on failed government which has not granted the educational institutions the necessary instruments to compete with their peers abroad and which have also discouraged both students and teachers in the country, who consequently have watered down the standards of global education as it applies to Nigeria. The paper suggested that the present ‘value system’ of embezzlement and nonchalance to development which are basically functional in Nigeria’s government, should be arrested and eliminated with a new value system put in place by the current leadership of the government in order to reinvent the wheels for the stakeholders in the educational sector.

Key words: Education, Government, Governance, Nigeria, Value

Introduction
An overview of the successive governments in Nigeria since 1960 till date shows that governance has had a very bad effect impressed on the educational sector of the Nigerian country. Many factors could be held responsible for this aberration which stretched from poor interest displayed by the civilian leaders in promoting education to military incursions in the country after the first republic. Governance is not a stereotyped concept especially in academics since its usage has been modified by one academic discipline or the other depending upon the context such academic field functions. It is believed by some scholars’ that “the use of this term became popular during the 1990s and early 21st century with book titles like “Governance without Government”. The failure of the international organisations like World Bank, United Nations, UNESCO et cetera and the academia to find a centralized definition to the concept have opened it up to being used on any and every venture that is in consonance with global hierarchy of operations. For instance, Hewson and Sinclair opined that “global governance concept does not refer to a distinct sphere or level of global life. It is not monopolized in any special organizations. On the contrary, it is a perspective on global life, a vantage point designed to foster a regard for the immense complexity and diversity of global life.” The study in keeping with the most reasonable approach to the subject of governance, sticks its usage of the term to its analytic purposes only.
Ironically, “education has been at the top of the priority lists of some previous Nigerian governments yet the education system is still far from being ready for the challenges of the new century.”4 Travelling back in history and going beyond 1960, the colonial administrators who amalgamated the two protectorates but not excluding the Lagos colony did not get the educational structure right. This they did primarily by refusing to understand the peculiarities of the African region (presently called Nigeria) when they formulated their various educational policies and so imposed upon the Southern protectorate the British form of education with little participation by the people themselves. They literally excluded the North in their educational policies by restricting the missionaries (who were the agents of Western education) from penetrating the Northern protectorate,5 those whose form of education was arguably based on the Qur’anic Educational Policy.5 Whereas in the south, it is reported that each ethnic group had its own traditional form of education based on its own culture and tradition,7 Fafunwa8 states that “the curricula which is informal comprises developing the child’s physical skill, character, intellectual skills and sense of belonging to the community as well as inculcating respect for elders, and giving specific vocational training and the understanding and appreciation of the community’s cultural heritage.” Then the result of the European imposed Educational Policy was the following school systems: primary, secondary, sixth form and higher education in the country.9 According to Fabunmi10, consequent upon the attainment of independence, it was discovered that this system of education (structurally called the 6-5-4 system) did not meet the aspiration of Nigerians; probably due to its “great emphasis on paper qualification”11 “which had over-emphasised literary, and under-played Vocational education.”12 Hence the foundation to the current 6-3-3-4 educational policy was established in 1977.

It is no gainsaying the fact that at the foundation of every developed society lay sound educational structure which was carefully and consciously crafted based on the culture of the society, from its curriculum preparation to the classroom teaching. The governments of the developed countries of the world started in time to form policies and to implement same which are geared toward enriching the process of teaching and learning in such societies and so, it is not surprising how far they are ahead of Nigeria and indeed other African countries in their technological and scientific attainments, not to talk of other areas of human learning. But this advancement is in fact a far cry from the Nigerian situation. Indeed, Nigeria has great brains which do great academic exploits the moment they go out of the shores of the country, but who as it were, would be considered duns and nonentities in matters of education when they studied in the country. Uma et al affirms this belief stating that “many Nigerians perform wonderfully well when exposed to countries with sufficient education facilities”.13 This is not to be unexpected when for example, the physical condition of most schools are quite pathetic.14 This brings to the fore that the problem of gross failure and academic incompetence among teachers and students do not always reside on the persons involved but most times, is squarely the fault of the poor educational structure which have suffocated great minds and brains in the country and which stems from various factors whose foundation was from the colonial period, and penetrated right into the period of first republic and which got worse within the period of the abrupt interruption by the successive military junta governments; and then the return to democracy in 1999 saw the end to sound educational system in Nigeria and the upholding of values that are clearly in contradistinction with the right tenets of quality education. Such factors are what the study will vigorously consider in the research. The study’s methodological style was to gather data through the secondary means by analyzing quite copiously the available documents in this subject matter. The study’s objective is achieved by setting opinions that if appropriated, could set the academic standard of Nigeria on the pace of speedy measuring up with the standard of education seen world over.

**Structural/Conceptual Framework**

Nigeria is an amalgamation of ancient city-states and empires by the British so as to enable them have a smooth and successful management of their vast African empire. This therefore divides Nigerian history into two halves, the pre-colonial and the post-colonial, and places the events that happened in the life of the country on the two pedestals. Therefore, the understanding of how the British managed the educational
system in Nigeria under their colonial government and how the indigenes themselves have managed the educational sector in their successive governments becomes the framework upon which the study is structured.

**Educational policies before 1960**

Ebomielien and Idemudia\(^\text{15}\) in Osogie\(^\text{16}\) traced the history of formal education in Nigeria which is fondly called Western to the early period when people in this region came in contact with the Europeans. They continued by asserting that the Portuguese had made contact with people from Edo in Benin as early as the second half of the fifteenth century. Understandably but arguably, this contact would not be the first of its kind among the nations that make up the present Nigeria. There have been a handful of such contacts previous whose aim was not educational or the enlightening of the local people. In fact the European merchants have started communications with the local people in the territory called Nigeria and other parts of West Africa before the missionaries came with their Western education. The primary objective of the Europeans as of then was commerce, whereas their missionary brothers were to educate the people in order to read the Bible in English. However when it became overwhelmingly necessary to educate the local people, the Europeans made use of certain educational ordinances and codes of which Ijaduola\(^\text{17}\) and Ogunu\(^\text{18}\) compiled and cited in Fabunmi.\(^\text{19}\) These ordinances were placed and named after the year dates of the formulation of such ordinances and they tally with years 1882, 1887, 1916, 1926, and 1946. These ordinances/codes of which Fafunwa in Imam described as ”a mile stone in British colonial educational policy in Nigeria”\(^\text{20}\) were meant to make the work of the Europeans in educational administration quite easy but it produced so many huddles due to their complications primarily their lack of communicative power which is as a result of neglect of cultural divides and pace of civilization, which would have been avoided or even ameliorated if they carried the indigenes along. The effect of the imposition of the British educational system through their numerous ordinances was bemoaned by Adeyemi et al\(^\text{21}\) who lamented that ”immediately after independence in Nigeria, there were a lot of ills and shortcomings in Nigerian educational system as it was based on the British educational system which did not pave way for yearning needs, interests and aspirations of Nigerian society.” Imam\(^\text{22}\) denies the ability of ”the British educational policy” in the colonial era in addressing the aspirations of the people which she said led to a clamour for change in the post-independence era resulting in the first indigenous National Policy on Education in 1977. The study looks at these ordinances which would be summarised subsequently. 1882 Educational Ordinance was more of award of grants and capitation grants. It also provided for annual evaluation of pupils, methods of granting teachers certificates, a system of grant-in-aid, and the establishment of a General Board of Education with the power to establish local boards among others. In the 1882 ordinance, Lagos and Gold Coast (Ghana) were jointly administered which stripped autonomy from the two entities and made the work very cumbersome. Hence, in 1886, Lagos and Gold Coast were consequently separated. This therefore necessitated the restructuring of the educational ordinance so that in 1887, a Nigerian educational ordinance, independent of Gold Coast was enacted. But this development did not solve the problem of considering the peculiarity of the people and so the situation of things in educational management continued even with the entrenchment of the rest of the Ordinances until the 1952 ordinance brought academic management to the indigenous peoples themselves who understood better their ethnic and cultural diversity. With the constant clamour by Nigerian nationalists to be given the privilege to govern themselves, this clamour brought the Nigerian nationalists and the British Colonial Government on a round table conference which saw the drafting and production of a new constitution in 1954\(^\text{23}\) This constitution produced a Nigerian federation of three (3) regions with Lagos as the federal capital territory. The constitution empowered each region to make laws for its territory and citizens as well as its own educational policies\(^\text{24}\) through the promulgation of the 1952 Education Ordinance enacted two (2) years previous which subsequently abolished the colonial education board. Therefore Taiwo agrees that the Regional Laws and the Federal Education Act were an advance of the Nigerian Educational Act 1952, adopted to suit the prevailing local regional conditions

**Education in Nigeria after 1960**
Nigeria’s independence in the 1960s ushered in an opportunity for the transformation of Nigerian society through the development of locally responsive national policies and locally managed development programs.\textsuperscript{25} This unarguably reflected in the educational sector as well, placing the sector on the right footing to compete and in fact, take over in the comity of nations. UNESCO avers that “By 1960, the structure and strategies for educational delivery had become so inadequate that a revised structure was inevitable if the content of education was to be relevant to the needs of a new and vibrant nation.”\textsuperscript{26} Therefore immediately after the independence, the nationalists saw the opportunity to take the destiny of Nigerians into their very hands and one of the ways to achieve this was to repackaged educational system in a way that considers and is suitable to the cultural and ethnic diversities of the nation\textsuperscript{27} replacing the European educational policies and ordinances with ones that reflect the African way of pedagogy and upholding its negritude. First of all there was massive decision to fully implement the Ashby Report of 1959\textsuperscript{28} which prescribed that education was indeed the tool for achieving national economic expansion and the social emancipation of the individual.\textsuperscript{29} This report also recognised and fairly dealt with Nigeria’s plurality since it recommended the expansion and improvement of primary and secondary education, the upgrading of the University College at Ibadan to a full-fledged university and the establishment of three other universities at Nsukka, Ife and Zaria. It also recommended the establishment of University Commission in Nigeria so that the universities will maintain uniform academic standard. The post-secondary school system was to produce the post-independence high-level manpower needs of Nigeria.\textsuperscript{30}

Consequently the foundation to the new education system which is based on the National Policy on Education (NPE) document of 1977\textsuperscript{31} was established. According to Moja,\textsuperscript{32} the policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources and girls’ education. This NPE structure was called “the 6-3-3-4 system of Education” during the Babangida regime and is said to be similar to the USA and Japan education system.\textsuperscript{33} It provides for six years of Primary Education, followed by three years of Junior Secondary Education, three years of Senior Secondary Education and Tertiary Education of varying periods, provided a first degree in a University shall be of not less than four years duration\textsuperscript{34} and this was possibly to meet the post-colonial educational policy plan.

But within the period of consolidating on the educational sector, Nigeria was unfortunately moved away from the first republic and launched into the first era of military rule (1966-1979). This was the result of the regional governments degenerating into political constituencies, with mutual distrust and suspicion\textsuperscript{35} among the federating units. However at this period, the

The Federal Military Government of Nigeria enacted Decree No. 14 of 1967, with which it created twelve states out of the existing four regions (West, Mid-West, North and East). Lagos remained the federal capital. The number of the legislatures increased to thirteen, twelve state and one federal legislatures.[sic] In 1976, the states were increased to nineteen, thus making the legislative bodies to be twenty. Each state promulgated an edict for the regulation of education, and its provision and management. Examples include East Central States Public Education Edict No. 5 of 1970, Lagos State’s Education Law (Amendment) Edict/No. 11 of 1970, South Eastern State’s Education (School’s Board) Edict/No. 20 of 1971 and Mid-Western State’s Education Edict, No. 5 of 1973. Each state amended its education law when necessary. All the edicts had common features, such as state take-over of schools from individuals and voluntary agencies, establishment of school management boards and a unified teaching service.\textsuperscript{36}
One would agree that in spite of these, the military era in Nigeria did more harm than good to the educational sector. For it was that period, especially within the tenure of General Ibrahim Babangida, that they “changed the curriculum of education to reflect their own interest”\(^{37}\), an interest based on tribalism and nepotism. At this time, the study of History in schools started dying away because the government of the day frowned at it, and so, the leaders of tomorrow in Nigeria (the children) currently exists in lacuna not knowing yesterday (history) nor tomorrow (their rightful positions). It was sadly at the same time that the notorious Structural Adjustment Programme (SAP) which laid the foundation of liberalization and deregulation with the attendant implications for the education sector was operational.\(^{38}\) The military era in Nigeria was indeed the period of locust, caterpillar and cankerworms\(^{39}\) since they mapped out a heavier percentage for defence even when Nigeria was not in a period of war.

**Failed governance and poor educational system in Nigeria: possible causes**

a) **Lack of good governance and Corruption:** Governance in every country of the world, whether good or bad, has direct implications on the general socio-cultural factors of any people, including their education. The paper is however interested on how good governance could help alleviate the poor education situation in Nigeria. In a paper presented by Im Sethy titled “Cambodia Country Paper” and contained in a paper by the *International Journal for Educational Planning*\(^{40}\) good governance is described as “a key mechanism in translating the efforts of development partners into real benefits for the people.” But in the context of this study lack of good governance in the educational sector is not limited to government’s naivety to proper educational system management and policy implementation, but also includes the weakness of the nation’s constitution at some point in this regard. The constitution has been accused of being weak in its division of labour among the three (3) tiers of government on many issues but not excluding the educational system in Nigeria. Therefore, “the Nigerian constitution does not articulate fully the division of labor among the three tiers of government in the education sector”\(^{41}\) Initially it gave too much power to the federal government which defined the position of the three tiers of government in the educational functions as concurrent but basically the responsibility of the federal government to oversee and it enabled the federal government to take full control of Primary Education which should in reality be strictly under the state and used the Local Government Educational Authority to run its day to day activity as a puny.

As a result, the primary education sub-sector is highly fragmented. Each tier, each organization, is doing something in almost every functional area, but none is accountable for any. The various functional areas suffer from lack of leadership and direction. They have no integrated approach – no coherent conceptual framework, policy or strategy. Some areas, such as early childhood education, and some functions, such as policy analysis and research, receive insufficient attention. But other areas, such as construction and maintenance of schools, the management of human resources and school supervision, receive a lot. In these areas there is considerable functional duplication and waste.\(^{42}\)

Such lack of division of labour in the government sector and usurping of authority by one level of government over the others have led to serious corruption in the forms of intimidation of stakeholders in the educational sector, embezzlement of funds meant for educational advancement, impoverishing parents and teachers by imposing some senseless levies so that the level of poverty in the land no longer give room for quality education and other vices which have brought education in Nigeria to a halt. Ituma et al makes a case that corruption is a breeding ground for poverty\(^{43}\) and Jacques and Muriel (eds)\(^{44}\) agrees that poverty and corruption are interrelated. These confirm “the negative impact of corruption on the economic, social and political development of countries, due to the increased transaction costs, the reduction in the efficiency of public services, the distortion of the decision making process, and the undermining of social values.”\(^{45}\) Therefore the study believes that “corruption is a major drain on the effective use of resources for education and should be drastically curbed”\(^{46}\).
b) Poor funding: Various successive governments in Nigeria from the post-colonial period downwards have had poor funding of the educational sector as one of their major failures in governance. This accounts for numerous strike actions from the organised body of Academic Staff Union of Universities (ASUU) and Non-Academic Staff Union of Universities (NASUU). On many occasions, the meetings between the representatives of the Federal governments and these academic bodies have ended in deadlocks. With such obstinacy shown the stronger bodies of university staff by the Federal government, the primary and post-primary school teachers do not seem to stand any chance in their dialogues with the federal government, and so are worse off in educational funding. It is noted that funding allocations from the Federal Government have remained unchanged; despite the high rise of annual per pupil costs. This situation puts heavy pressure on the teachers who are then forced to improvise in a bid to manage the pupils’ wellbeing. It is reported that In Nigeria, there appears to be a perennial shortage of funds for the education system at all levels. Politicians, economists and educationists are in constant search for answers to such questions as who should pay for education and what is the reasonable ratio of contribution of funds towards educational support from different tiers of Government, parents, communities and corporations, whether public or private.

Such poor funding from the government have reduced the standard of Nigerian education to an abysmal level by forcing highly qualified teachers in all strata of education to flee the profession in search of greener pasture either in the country or outside. The direct consequence is government’s hiring of quacks, armatures and substandard persons to fill in the gap, quacks that are just grateful to the government for giving them an undeserved opportunity; and the proliferation of private schools which could afford to hire professionals but at a very exorbitant price thereby making education both inaccessible and unaffordable. Howbeit, what the country need at this time is a solid foundation of education which requires able and efficient qualified hands.

c) Poor teacher education: Ogunyinka et al. sees teacher education as professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. Adewuyi and Ogunwuyi’s opinion is that teacher education is the provision of professional education and specialized training within a specified period for the preparation of individuals who intends to develop and nurture the young ones into responsible and productive citizens. For value added service and efficiency all work force in all areas of life need training and retraining, this is especially true with those in the teaching sector. Moja explained that as of the year 2000, there were fifty-eight colleges, of which nineteen were controlled and funded by the Federal Government, thirty-six by state governments, and three were owned by private agencies and the National Commission for Colleges of Education (NCCE) was responsible for teacher education in Nigeria. He stated that the requirements for admission for teacher trainers differ from one level to the other in terms of academic qualifications. For admission into colleges of education, prospective candidates must have at least three credits in the senior school and two other passes. Furthermore, Moja explained that at the university level, the entry requirement is five credits which must include the chosen major teaching subjects. Prospective colleges of education students are required to sit for and pass the Polytechnic/College of Education Matriculation Examination, while prospective university students are required to pass the Joint Admission and Matriculation Board examination. But one is forced to ask if the current crop of teachers the country have today seriously speaking, had this rudiment qualification for training before being enlisted to the profession.

d) Lack of motivation on the youths and core values: Having it at the back of the mind that education improves the development of any society and to achieve this, the youths must be the target of proper education Nigeria should have done more in youth formal education. But the youths themselves are not
helping matters either. It is a popular maxim the fact that an idle mind is the devil’s workshop. This is proven true in the lives of the students themselves right from the primary level to the tertiary. Most students in Nigerian schools today are academically idle, busying themselves with so many activities other than their books and lecture materials. They find fun in the social media; spend hours, most times into the night “chatting” with friends and imaginary beings online. Even when these social media have the aspects of them that provide educational services, these services are rarely used. This situation have created students whose academic value is malpractice because they lack the concentration to read at all. Another factor which has encouraged malpractice in schools is the giving of courses which are not in line with a student’s flair. Here, parents and various exams regulatory bodies like JAMB and the universities are to be blamed. Parents choose course of study for their wards which the students have no interest whatsoever in and so, they stay in the university writing pile up of carry-overs until they are generously ‘pushed’ out with a pass certificate. It is recorded that legislation has been passed to discourage malpractice but little has been done to effectively enforce it. Some of these students end up as cultists since their primary aim of coming to school is defeated, and currently, even the post-primary school have had its fair share in cultism. The current educational situation in Nigeria suffers for issue like this. Right now, the role model of an average Nigerian youth is one popular hip up star or one money bag somewhere. At the brandishing of wealth by these uneducated celebrities, Nigerian youths become disenchanted with studies justifying their disenchantment with the statement like ‘the primary reason for going to school is to make money, and if illiterates can make it, education is useless.’

e) General Low level of economy in the country: The mismanagement of Nigeria’s economy since after independence especially within the oil boom of the 70s, 80s and beyond accounts for why the country cannot comfortably afford the needed human and material resources to build a viable educational sector. While politicians embezzle and stash away trillions of dollars from the shores of Nigeria to banks abroad, the Nigerian educational profile falls to a situation in which

Pupils sat on building blocks or were cramped on long benches, without desks. Overcrowded classrooms, especially in southern schools, left no room for the teacher to circulate among pupils and discouraged both class work and homework. Untrained and unqualified teachers faced the worst challenges. It was not uncommon for a single teacher to be found managing two or more grade levels, due either to shortage of teaching staff or to absence of teachers from school. In such circumstances, and where multigrade teaching techniques have not been learnt, the teacher is left to his or her own devices and rarely coped with the situation.55

It is reported in New African Magazine (Sept/Aug 2005:15), that Nigeria’s Anti-Corruption Commission estimated in June that year that about $521bn had been stolen from the Country and stashed in Western Banks between 1960 and 1999. This is wickedness and unpatriotic to the nation. But apart from embezzlement and mismanagement of public funds by these politicians, Nigeria’s main and possibly only viable source of income, has become the oil. Sokol56 explains that in the year 2000, Nigeria’s oil exports accounted for about 95% of the country’s merchandise export, 90% of the Federal government’s revenues, and 70% of state and local governments’ revenues. Such a heavy dependence on oil has exposed Nigerian economy as the endangered species since according to him, a $1 increase or decrease in the price of oil in that year would have changed Nigeria’s foreign exchange earnings by some $770 million and would have changed public revenues by $300 million. Understandably, no good educational foundation could be built under such an economy; research grants for academic advancements would be a farfetched phenomenon and the knowledge taught in such a country will at its best be regarded as both stale and recycled.

Way forward
The study has arrived at a conclusion after analyzing the data on ground that educational excellence in any given civilization is seriously tied to the quality of leadership operational in such society. A government with
less interest in education would surely do little in encouraging teaching and learning process since they pursue agenda contrary to the educational sector and stash the nation’s wealth in foreign banks instead of developing minds with it through education. The study believes that the Nigerian government should first of all develop strong interest and passion for education in order to build the educational sector. If this is not achieved, every other proposition resulting from the study will be a waste of time. The president does not need to have a PhD to love education; he does not need to be a lecturer in order to know the importance of education in moulding of the minds of the people especially the young ones and in manpower development. When a leader who is both patriotic and imbued with passion for education assumes leadership, then the educational sector is on its way to rising and the society is on the verge of enlightenment and advancement.

The government then should be able to enforce the Universal Basic Education policy in ensuring that every Nigerian child is in school despite their parents’ financial level. Some countries like Japan is said to have achieved 100% literacy based on a compulsory free education; here, Nigeria should adopt same measure and implement it fully. The government should as a matter of urgency kill the spirit of strike action among lecturers and teachers since education is a brain work and the moment the school is on strike, the brain is overly preoccupied with other activities other than academics and the information gathered so far under a learning environment vanishes leaving the brain to retrogression. If members of the National Assembly are paid heavily for making laws, teachers and lecturers should be paid higher for making the brains that make the laws. A lecturer should be well paid in order to settle mentally and carry out great researches as they do them in the western world instead of always being at the mercy of the government.

The research also discovered that the present value system popular among the youths is seriously appalling and calls for serious frowning at. A situation where mediocrity is celebrated brings to mind the stone-age phenomenon. The youths of Nigeria should be carried along by the present government by giving enviable positions to any of them who distinguishes himself in education. Some students, who passed out from some Nigerian universities with a first class grade, are awarded a paltry sum of five thousand naira (N5000) by their alma mater (as of 2018) and sometimes they do not even get the promised money at all. So many first class graduates also roam the streets looking for work and this seriously lays doubts on the minds of others who on the other hand, watch entertainers cart away millions of dollars. Such a value system should be seriously frowned at.

**Conclusion**

The study concludes by telling the Nigerian government that the world is indeed a global village. In any village there is a village square where important decisions are taken by men. But the village square of the global village is the classroom and not the government houses and anyone who is not in the village square during important meetings, is automatically emasculated and whatever decisions taken by others is strictly binding on him.

**Endnotes**


10. Fabunmi Historical Analysis p.2


19. Fabunmi, Historical Analysis p.2


21. Adeyemi et al Overview of educational issues (para 1)


25. Moja, Nigeria Education Sector Analysis p.1


27. According to Adeyemi et al, (para. 3), Nigeria is a multi-ethnic nation with diverse cultural diversities of not less than 350 distinct ethnic groups and diverse indigenous languages, a case which the European colonialists clearly neglected.


29. Fabunmi reports that In April, 1959, the Federal Government of Nigeria constituted the Ashby Commission to investigate and report Nigeria’s manpower needs for a period of twenty years (1960-1980). The Commission led by Sir Eric Ashby, comprised three Nigerians, three Americans and three Britons

30. Fabunmi, Historical Analysis p.5

31. Moja, Nigeria Education Sector Analysis p.4

32. Moja, Nigeria Education Sector Analysis p.4

33. Uma, K.E, et al. p.330

34. Imam p.186

35. UNESCO Abuja. *The state of Education in Nigeria.,* p.3

36. Fabunmi, Historical Analysis p.5


42. Orbach, *The Capacity* p.8


44. Jacques Hallak and Muriel Poisson (Eds.) p.5

45. Jacques Hallak and Muriel Poisson (Eds.) p.5


47. Moja, p.11

48. UNESCO Abuja, p.15

49. Uma, K.E, et al. *Revamping the Nigerian education* p.332


52. Moja, p.26


54. Moja, p.43

55. UNESCO Abuja, p.37


57. Uma et al, *Revamping the Nigerian education* p.336