

NIGERIA: 50 YEARS OF PROGRESS AND CHALLENGES IN THE EDUCATION SECTOR

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INTRODUCTION

- Education is a core development concern in Nigeria.
- Nigeria is committed to promoting education as basic human rights for her citizens being signatory to relevant treaties and conventions
- CEDAW; Beijing Declarations
- Jomtein + Dakar = EFA Goals
- MDG 2 & 3.

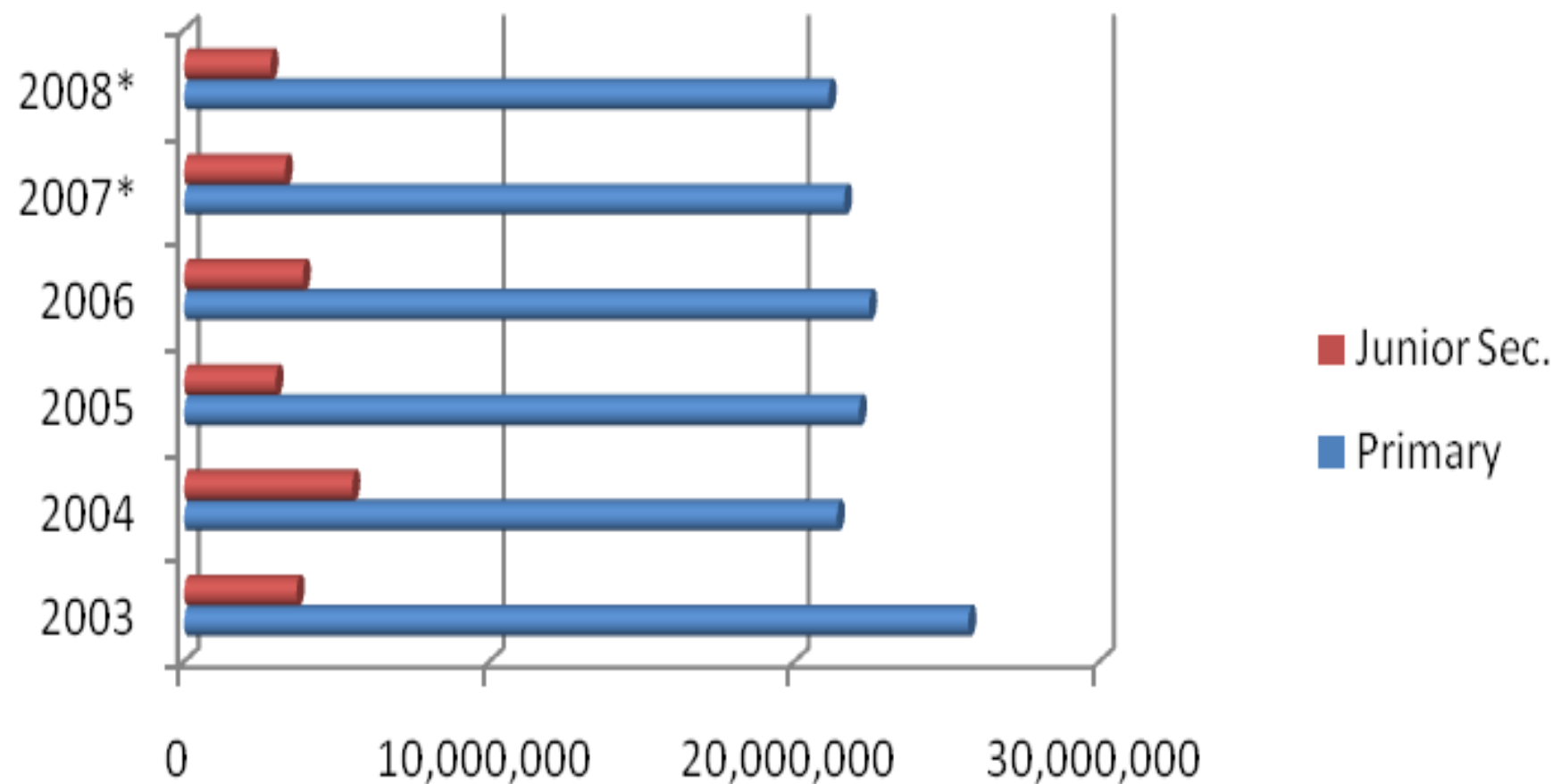
The Nigeria Education System: Progress from 1960 to date.

- Progress in Policy Initiation and Innovation
- Changes in Education curriculum content
- Changes in educational Assessment System
- Progress made in educational structure
- Progress made in Education System Governance

ACCESS and EQUITY: Basic education

- Scope and objectives of Basic Education
- Increase in number of Schools and total enrolment since 1960
- Low gross enrolment ratio across board- ECCE, PS, JSS , Adult Literacy, and Education for disadvantaged groups.
- Net attendance ratio poor compared to average in Sub-Sahara
- Completion rates of on the average
- Gender equity –in favour boys generally and girls at JSS in the south
- Geopolitical disparity- access fairer in urban than rural, in the south than in the north
- Poverty, socio-cultural practices, lack of sanitary facilities, poor infrastructure are strong reasons limiting access.
- Transition from PS to JSS and GER for JSS are below expectations

Enrolments in Primary and JSS compared



Improving Access to Primary School enrolment: External Aids

- FGN in collaboration with DFID of UK and UNICEF assisting to increase girls' access to education in Northern Nigeria. (GEP)
- ActionAid International (AAIN) with support from Oxfarm Novib, - EGBENN making great strides in Northern Nigeria
- CEF – DFID, Save the Children, Oxfarm and AAIN collaborated to improve access to children in difficult circumstances, demand for access to quality education and Build CSO Coalition to engage in Policy arena

Access and Equity in Tertiary education

- Great strides have been made in improving access to higher education in Nigeria since independence-establishment of National, State and Private Inst.
- From 3 Universities, 4 Polytechnics in 1960, 101 in 1999 ,107 universities and 183 Polytechnics and Monotechnics in 2009 and 110 universities in 2010
- Demand is biased towards University, against Polytechnics and Colleges of Education.
- Carrying capacity of universities is a major hindrance to access of over 1 million admission seekers.
- Gender equity is in favour of males, especially in sciences courses.

FINANCING EDUCATION

- Generally, budgetary allocations to education have been less than 10% of the total federal budget from 1995 to 2006, against UNESCO recommendation of 26%
- Out of the 4.07 trillion Naira Nigeria Budgeted for year 2010, only 249.08 billion Naira was allocated to the education sector representing a mere 6.1%.
- Failure of some states to access UBE grants from UBEC is a major obstacle to achieving UBE objectives nation wide.
- Poor Funding is affecting quality of input and output.

CHALLENGES IN NIGERIA EDUCATION SYSTEM

- Huge and persistent data gaps and poor implementation of birth registration policy
- Huge burden of out-of-school children and non literate adults
- Quality deficiency in resource input and product output at all levels
- Indiscipline, corruption and poor political will.

EXTERNAL AID TO IMPROVE QUALITY : ESSPIN

- Over 1200 head teachers and local school support officers have been trained in school management and professional leadership;
- 1,000 School-based Management Committees (SBMC) have been established (approx 8,000 individuals, of whom approx 3,000 women;
- Water has been supplied to 83 schools through provision of boreholes. School health clubs also have been established in these schools.
- Separate girls and boys toilets have been provided in 83 schools;
- 35,100 teachers, in four States, tested in the Teacher Development Needs Assessment,

CONCLUSIONS

- It safe to say that progress has been made in a number of areas in the sector- policy initiation and adaptation, increased access to marginalized groups.
- Gaps persist however between policy and its implementation and supervision, between curriculum content and achieved curriculum and generally in the quality of input and output.
- To arrest the dwindling trend of progress made state need to respond to the demands and recommendations of 2010 Education Summit.

SPECIFIC RECOMMENDATIONS

- Increase Funding, improved utilization of fund and tracking of resource utilization.
- Improve Teacher quality and quantity
- Strengthen Guidance and Counselling services in ALL schools in the country
- Abolish automatic promotions in the system.
- Equip schools and colleges with basic amenities- water, toilets, electricity.
- Let university degrees count in the labour market
- Tertiary institutions graduate should be prepared for leadership, constructive engagements and community service.