

# COMPARATIVE EDUCATION

and Population and Family life



COMPARATIVE EDUCATION

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Edited By

Ken Ayo Azubuike,  
Nneka G. Nwaka,  
A. N. Ajaegbo,  
Heoma Orakwe,  
Constance U. Nzeako,  
M.A. Obikeze

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Comparative Education

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## LIST OF CONTRIBUTORS

**Nnamuma, Okey Francis M.Ed**

**Otugo, Samuel Ogechukwu M.Ed**

**Nneka G. Nwaka Ph.D**

**Emere O. N**

**Ajaegbo A.N**

**Ken Ayo Azubuike Ph.D**

**ChidozieEmekaAlutu M.Ed**

**Obikeze, N.A Ph.D**

**Nnajiolor Henry U Ph.D**

**NwagbataAmaka Rose**

**Ekwealor, F.N. Ph.D**

**Ikegbunam, Uche L**

**Orakwue, IfeomaC Ph.D.**

**Nzeako, Constance .U Ph.D**

## **DEDICATION**

To all past and present NCE and B.Ed students of  
NwaforOrizu College of Education, Nsugbe

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## **Preface**

Education has been viewed by different nations as instrument par excellence for national growth and development. Every nation on earth has its own educational systems fashioned to tackle its own problem. These systems fashioned to tackle its own problem. These systems may be traditional or bequeathed educational systems.

Some of the nations of the world were at one time colonized and resultantly their education systems were influenced to a great extent by their colonizers. This means that the erstwhile traditional education systems were relegated to the background.

The world, however, has become a global village because of the introduction of modern transport system, telephone, social media (WhatsApp, Facebook, radio, television etc). Transfer of ideas, adoption and adaptation of systems have all been made extremely possible. By implication a nation can compare her education system to others for the purpose of fashioning out a better system of education for her citizens. This actually may be the reason why this discipline. Comparative Education was included in the

curriculum for tertiary education in Nigeria and probably elsewhere.

Comparative education is a discipline in the social sciences which entails the scrutiny evaluation of different educational systems such as those in various countries. It is a loosely-bounded field that examines the sources, workings and outcomes of education systems as well as leading education issues from comprehensive, multidisciplinary cross-national and cross-cultural perspective.

This book: “Comparative Education and crucial matters in Population Education”, x-rays some educational system across the world and it is intended to bring to the reader’s knowledge, the resemblance and differences; strength and weaknesses as well as the respective potential contributions of these educational systems to the national and international growth and development.

Finally, this book is intended to expose student teachers and other casual readers to other national systems of education in the world other than their own in order to equip them with necessary information that can improve the quality of their lives in the family, community, nation and the world.

**IfeomaOrakwueCPh.D**



## CHAPTER ONE

# THE CONCEPT, SCOPE AND HISTORICAL DEVELOPMENT OF COMPARATIVE EDUCATION

*Nnamuma, Okey Francis*

### **Introduction**

Generally, human beings are in the habit of making comparison of things around them, especially when such exist in different places and time. Thus, comparative study is a common phenomenon in the academic field. This is so as there are other branches of such as comparative law, comparative literature, comparative religion, comparative politics and government etc. Comparative Education also follows the law and rules of Montesquieu who was described and regarded as the father of comparative studies who suggested in his famous "L' Esprit des lois" of 1747, the pattern of comparative studies. His suggestions were that both historical approach and formulation of principles be utilized in the classification of laws and rules guiding comparative studies.

Comparative education is an academic discipline concerned with the underlying principles of assessing and evaluation of the educational systems. It emphasizes that one must be acquainted with the status of home education and that of neighbour educational system in order to rationally evaluate either the achievements or short comings with the intention of

making modifications and changes as may be orchestrated by the demands of the local community (society).

However, this chapter highlights the concept of comparative education. It also, examines the scope and historical development of comparative education.

### **Concept of Comparative Education**

Terms are defined or explained in order to make any discussion more intelligible and elaborate. Therefore, for a meaningful discussion to ensue on comparative education, there is need to bring to focus such concepts as comparative, education and comparative education. Etimologically, the word comparative is an English word derived from a Latin word “*Comparativus*” meaning “to make equal with” or “to bring together for a contest” (Douglas, 2022). Comparative has to do with putting or bringing at par two or more things with similar circumstances in order to find out their similarities and differences. Therefore, comparative is connected with looking critically at things with similar background to find out their similarities and differences. It is also seen as making comparison of things or objects.

The word education does not enjoy a generally acceptable definition as it means different things to different people, scholars and practitioners. This difficulty in the definition stems from the etymological origin of the concept. The word has been traced to two Latin words. They are (a) “*Educere*” and (b) “*Educare*”. *Educere* is interpreted as “to draw out” or “to lead out”, while *Educare* is interpreted to as “to nourish” “to bring up” or “to raise”. The interpretations of the two Latin words no doubt, are more than what schools alone can offer. Based on this, Azubuike (2012) defines education as the training of the entire person to enable him not only to be able to

read, write and calculate or to be proficient in a given job, but also to enable him live reasonably in the society. Therefore, education is an organized and sustained training/learning designed to bring about total being.

Like other concepts, comparative education is a concept that attracts varied interpretations or definitions. In other words, there are as many definition of this concept as there are many educational practitioners. Therefore, several attempts have been made by different educational comparativist at different times and locations to define comparative education, some of which include:

1. Mallinson (1975), defines comparative education as a systematic examination of other culture and other systems of education deriving from those cultures in order to discover resemblances and differences, and why variant solutions have been attempted (and with what results) to problem that are often common to all.
2. Awolola (1986), defines comparative education as the study of aims and objectives of education, the curriculum method of teaching, teachers–student--relationship, school calendar, modes of discipline, design of school buildings, school administrative among others which may be at the international or national levels.
3. Osokoya (1992), sees comparative education as the comparison of educational theory and practice within a society, state, religion and nations... that scholars could engage in the comparison of educational programmes, theories and practices even within one society.
4. Adeyinka (1994), conceived comparative education as the study of the school system of two or more countries, and of the administrative machineries and structure set up to

implement or to contrast the implementation of government policies at various levels of education system.

5. Alabi (1998), observed comparative education as a way of comparing and contrasting different educational system at national, intra-national as well as international levels.

Also comparative education is a discipline in the social science which entails the scrutiny and evaluation of different education systems (Wikipedia, 2022).

Therefore, following the grain of thought on the definitions of comparative education above, it is a critical study, examination and analysis of the prevailing similarities and differences of educational systems within a particular society or among various societies with the view of making modification.

### **Factors Responsible for Increased Interest in the Study of Comparative Education**

According to Osokoya (1992), the following are factors responsible for increased interest in the study of comparative education. They are:

- i. The emergency of newly and dependent states and developing countries who wanted a good educational system as soon as possible. For instance, the newly introduced educational system in Nigeria 6-3-3-4 which was borrowed from America took the Nigeria delegations to school and companies manufacturing the educational equipment in Sweden.
- ii. The greater frequency of travel to attend conferences, seminars as well as workshops aboard.
- iii. The improvement in the modern means of transport as well as communication.

- iv. The awareness of scientific and technological achievements in the advanced countries such as Russia and Sputnik.
- v. The socio-economic and political problems facing other countries.

### **Scope of Comparative Education**

The term “scope” is seen as the range of things that a subject/action deals with. It is the area within the limit of a subject, action etc. According to UK English Dictionary (2022), scope means “the extent of the area or subject matter that something deal with or to which it is relevant”. Therefore, scope is the area which something cover or extend. It can simply mean the limit or boundary of a thing, subject, action etc.

From the definitions of scope above, the scope of comparative education could mean the area or areas covered by the subject as a discipline. The scope of comparative education also connotes the various subjects or disciplines from which it draws its information either directly or indirectly. Therefore, a good observation of the various definitions of the discipline, no doubt, shows that comparative education is a multi and interdisciplinary subject that depends on other subjects to be able to achieve its objectives. And as such, its scope covers the historical development of education, right from the Roman education as well as the Greek civilization (Lawal,2004).

However, the subjects from which comparative education draws its contents are as follow

- i. History of education
- ii. Philosophy of education
- iii. Sociology of education
- iv. Economic
- v. Anthropology

- vi. Psychology
- vii. Geography
- viii. Statistics
- ix. Literature
- x. Political geography
- xi. Political Science
- xii. International relation

A critical look at the above, reveals that comparative education is not independent from other subjects or disciplines rather it draws its contents from other disciplines most especially in the field of education and social sciences. It is a discipline that relates to other subjects for the accomplishment of its aims and objectives. Therefore, it can be reasonably concluded that the scope of comparative education is broad and interdisciplinary in nature.

### **Historical Development of Comparative Education**

The historical development of comparative education can be divided into three phases. They are: First Phase (Descriptive or Borrowing Stage), Second Phase (Predictive Stage), and Third Phase (Scientific or Analytical stage).

#### **i. First Phase (Descriptive or Borrowing Stage)**

In the beginning, comparative education was not really comparative but descriptive as the people were mostly interested in the description of educational systems of each country without necessarily comparing one educational system with another. However, the 19th century witnessed an increased interest in the study of comparative education as education started to be studied in a comparative manner.

Therefore, the first phase of Comparative Education took place in the 19<sup>th</sup> century after the Napoleonic war. During this

phase, the education data collected would be compared so as to make use of it for the best educational practice of the country studied for the purpose of transplanting it to other countries.

It was observed that since there was no war among the Europeans, they needed something that could enhance their interaction with one another. Hence, a consideration was given to the study of comparative education as strong channel through which the youths of various European countries could be more unified. As a result, John Griscom travelled to Europe and on his return, he published his findings on educational institutions in the countries visited such as great Britain, France, Switzerland, Italy as well as Holland between 1818 and 1819.

Along the grain of thought, Victor Cousin, a representative of the French minister of education visited Prussian in 1831 and also on return published his findings on the Prussian educational institutions and practices. His findings were later translated to English and enhanced the educational development in France, England as well as in America.

Another pioneer in the field of comparative education was Horace Mann of America who after a six months visit to Europe also published his findings in 1843 on educational institutions and practices in England and Scotland, Ireland, France, Germany as well as Holland. His report was purely on the comparison of the school organization and method of instruction.

Mathew Arnold of England visited both France and Germany in 1859 and 1865 on his return, he made some remarks particularly on the educational institutions and practices in both France and Germany. Like others, he advised that some useful aspects of the educational system of France and Germany should be integrated into the systems of education in England.

ii. **The Second Phase (Predictive Stage)**

The second phase in the study of comparative education took place in the first half of the 20th century. The phase is regarded as a predictive stage. This is because the study of comparative education has gone beyond the borrowing stage. At this stage, the educational comparativists studying the educational institutions to predict what is liked to be the successes or failure of adopting the educational practice of the country studied by his own country. It should be remembered by both the students and the teachers of comparative education that the students and the teachers of comparative education that the basis on which a country's educational practice is based may not necessarily be the same thing with that of education comparatives studying the education system of other countries.

This Second Phase in the study of comparative education can be traced to Sir Michael Sadler who in one of his publications "how far can we learn of anything of practical value from the study of foreign system of education" which was published in 1900, went further than other pioneer before him who were more utilitarian and straight forward in the description of the foreign educational system studied by them.

Kandel as was cited by Hansin Lawal (2022) while contributing to the development of comparative education observed that: the chief value of a comparative approach to educational problems lies in an analysis of the causes which have produced them, in a comparison of the differences between the various system and the reasons underlying them and finally, in a study of the solution attempted. In other works, the comparative approach demands first and appreciation of the impalpable spiritual and critical forces which underlies an educational system, the factors and forces outside the school matters even more than what goes inside it.



In the same vein, Friedrich Scheider a German speaking and director of the institute of comparative education Salzburg stated the editing of the international Review of education in four languages in 1930.

In his 1947 publications, he gave the following as the factors that can influence the educational theory and practice of any country:

- i. National character
- ii. Geographical space
- iii. Culture
- iv. Science
- v. Philosophy
- vi. Economic life and politics
- vii. Religion
- viii. History
- ix. Foreign influence
- x. The development of pedagogies

Just like others, he applied historical approach to the problems of education of all the countries visited by him.

Sergius Hessen, a Russian Philosopher while trying to contribute to the development of comparative education, looked at it from the angle of philosophical education point of view. Sergius published a book in 1928 where he selected four problems as an educational policy forms. The problem are: (a) compulsory education (b) the school and the state (c) the school and the church and (d) the school and economic life. Hessen was perhaps the first education philosopher to apply philosophical approach.

The comparative education society which was introduced by Brickman came into being in a conference in New York in 1956. This society assists in the publication of journal

called “The Comparative Education Review”. Also, it holds national as well as regional conferences and seminars.

Following the same trend, a similar society was formed in Europe in 1961 after launching the new society in London. The membership of the society was extended to the experts in the field of comparative education or international education in the tertiary institutions or the international organizations. Like other societies, it holds its conferences every two years and published the proceedings of its conferences. Meanwhile, similar societies have been established in Canada, Korea as well as Japan. Perhaps world-wide today, comparative education has become one of the subjects offered in all the universities and colleges of education. The society for comparative education was founded in Nigeria in 1983 while the world congress on the discipline came into being in the year 1982 for cooperation among the people involved in the study of the subject as well as the general development of education (Lawal, 2004).

### **iii. Third Phase (Scientific or Analytical Stage)**

The third phase in the study of comparative education is regarded as the scientific or analytical period. This phase took place in the second half of the 20th century. Arinze (2012) observed that in the 20th century experts in the field of comparative education like Noah and Ecksterin believed that comparative studies in education should involve in hypothesis testing as the connerstone of comparative education. This period witnessed rigorous analysis as well as objectivity in the study of educational practice of another country. At this stage, before transplanting the educational practices of another country to one’s country, such educational practice have to be subjected to a critical analysis unlike the first stage when the educational practices of the country visited can be borrowed or the second

stage when the implication of transplanting the educational practices and another country can be easily predicted.

The comparativist involved in this stage included: Schneider, Kandel Noah, Ecksten as well asutch.

## **Conclusion**

Comparative education is one of the means by which improvement can be enlisted in the educational system of less developed countries as it is a vehicle for bringing at par or contest of the educational system/ policies of the less developed with developed countries. This perhaps will look at their similarities and differences with a view of adopting the good aspects of the later or modifying the former. Comparative education is no more new in African, especially Nigeria as so many universities study it even to higher degrees. In colleges of education, it is included in the minimum requirement for the award of N.C.E by the national commission for colleges of education (NCCE).

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## CHAPTER TWO

### THE RELEVANCE / PURPOSE AND THE APPROACHES TO THE STUDY OF COMPARATIVE EDUCATION

*Otugo, Samuel Ogechukwu*

#### **Introduction**

Naturally, human beings are in the habit of making comparison of the things that are around them particularly when such things exist in different places. This may be done as a result of man's desire to know the relationship existing between, or among the things being compared. Man may also involve himself in this kind of a business when he wants to choose between two things before him. The idea of comparison is not peculiar to the people in the business of education alone. The children at home or anywhere do make comparison between their parents because one of them may be more loving than the other. The school pupils also make a comparison of their teachers particularly when the teachers are not with them. The parents themselves can make a comparison of their children morally and academically. Comparison can take place wherever we have two or more things at the same time either for the purpose of having a better

understanding of the relationship existing between them or for the purpose of having a better choice. In education circles reformers and educationists have been comparing their countries with that found in other countries in order to improve their own. In this chapter, we are going to discuss on the relevance and approaches to the study of comparative education.

### **Relevance of Comparative Education**

There are various reasons that justify the study of comparative education especially for students of education, practicing teachers, policy makers, education planners and managers and all interested parties. Some of the reasons include:

**i) Enhance one's own understanding:** To enable us understand our own education systems in a better way by knowing its routes and how it has been influenced by others to be what it is today.

**ii) To generalize educational concepts:** To enable us make general statements about how education develops and also test how universally applicable existing theories in education are.

**iii) To know other people:** Through comparative education one develops a reservoir of knowledge which satisfies one's intellectual curiosity besides enhancing intellectual enlightenment. Thus, it broadens our thinking when dealing with educational issues and problems thus, think globally and act locally.

**iv) To improve education at home:** By studying other peoples systems of education we get to develop a better perspective of our own education system. We study comparative education to discover which reforms are desirable and possible and how best to implement them, and also what successes to borrow and what failures to avoid.

**v) To make people practical:** We study comparative education in order to get exposure to knowledge in other disciplines in

humanities and social sciences that also study human affairs so as to enable us have a holistic picture of education. Education in this regard is considered to be a consumer good. It therefore must have practical utility for example, ability to read and write. The task of making education practical is the duty of the government and the educationist. Comparative Education is therefore considered very suitable for studying this problem.

**vi) To learn the true nature of a society:** By studying schools in other countries, comparative education opens the window through which we can understand a society for often the school reflects what the society looks like (schools are the mirrors of society). A school actually reflects or represents the national character. Michael Sadler (1900) said "In studying foreign systems of education, we should not forget that the things outside the school matter even more than the things inside the school and govern and interpret the things inside"

**vii) Contributes to international understanding and goodwill:** Comparative education fosters international understanding, peace and co-operation among nations of the world. By discovering and appreciating what exists elsewhere it replaces national pride and prejudice with the objectivity of judgment that facilitates international harmony.

**viii) Humanitarian reasons:** The contemporary world is characterized by a big quest for knowledge, peace, equality and better life. The concern is how education can provide these qualities. In many countries the question of peace and equality are key issues in education. The discipline therefore satisfies our natural desire to learn more about the origins and development of such contemporary and educational issues in various countries including ours.

**ix) Problem solving:** All countries face educational problems that require solutions. Comparative education helps us to

understand differences and similarities between our own education system and others. In this regard one is able to appreciate the fact that countries develop educational systems to serve their own national objectives, interests, values and aspirations, based on their unique contexts and hence solve problems facing them.

x) **International standards:** In order to achieve international standards in education, comparative education makes us aware of the international trends in education and guides countries on how to give their people or citizens a universally conscious and relevant education that fits in the global village today.

xi) **To expose people to innovations:** Today people are using various media to conduct education activities by use of televisions, teleconferencing, radio, e-learning and internet. By studying other systems, one learns how to use such media and their benefits and this helps to bring the necessary reforms in one's own education system.

xii) **To understand the economic implications of education:** There is an argument that there is a correlation between education and improvements in the economy, that is, according to economic theory. Comparative education helps us to examine whether and where this is true.

## **APPROACHES TO THE STUDY OF COMPARATIVE EDUCATION**

There are a number of approaches used by scholars in their approach to the study of comparative education. It is important to note that methodology in comparative education, as in other educational disciplines, is determined by the purpose of the study. In this regard therefore, we note that methodological approaches used in comparative education are divided into two broad categories, namely traditional approach and modern



approach. Under the traditional approach we have the descriptive/statistical method and the historical approach. Under the modern approach we have sociological, analytical and synthetic approaches. We now look at each method independently:

### **The statistical/ Quantitative method**

This method emphasized the collection, interpretation, verification and comparison of data in education by using statistical/Quantitative analytical charts. The main aim was to facilitate borrowing of useful information or lessons from foreign countries. In this method various types of educational data are collected about a country. For example, the data about the number of students at a certain stage of education, expenditure on them, the percentage of passes and failures at various stages of education, expenses on teachers' salaries, school building and other items are all collected and the same compared with identical data of another country.

### **Limitations of Statistical Approach**

1. The unreliability of statistical data, particularly the inaccuracy of local record, which are compiled by officials who may exaggerate figures in order to hide any shortcomings. Generally, due care is not taken in the collection of data. Consequently, many of them are false.
2. There is also the imprecision of certain non-standardized term, when applied in different national context. In many cases, the terms used do not connote the same sense. Therefore their statistical analysis is falsified.

3. There is also the problem of feasibility of data interpretation without due regard to social influences and values and how they affect education.
4. This means, through the statistical method, we cannot understand the educational characteristics that could be as a result of social, cultural, economic, political, and religious situations of a country.

### **The Historical Method Approach**

In this approach we study the modern educational problems. The method reveals the basis on which the modern education system is based. Knowledge gained at this point may help us in eliminating undesirable elements in the system and further strengthening of the desirable ones. It is important to note that, we employ historical method not only to know the past in order to understand the present better, but so that we may improve the future by hinting at those factors which may be more useful. In this approach we also try to understand all those geographical, social, racial, political, religious and linguistic factors which influence the educational system of a country.

### **Limitations to Historical Approach**

1. The data on which we base one study may not be reliable because in the collection of the same, due care is often not observed. As such the conclusions derived may not be very useful. One should therefore keep in mind that historical materials about education systems of various countries are generally not very reliable. This in turn limits the utility of historical data. Hence it suggests the need for more research to make the data more reliable.
2. The other shortcoming is that, historians are generally not impartial in their accounts. In most cases they want to

conceal undesirable elements about the history of their own country and look on facts relating to other countries with some perceived prejudice. In this scenario the truth is not known. Consequently we cannot reach the right conclusions using this approach.

- The third limitation of this approach is that, the past is unduly emphasized. Consequently the study of comparative education can be said to be unbalanced.

### **The Analytical Method Approach**

This approach brings together the relationship that exists between the educational system of a country and its social, political and economical conditions. In any comparative study we have to use analysis. This is because through analysis one can separate the various elements and understand the importance of each independently. The analytical method is considered useful only when the social and educational organizations are compared.

The analytical method therefore follows the four main aspects of analysis:

- i) **Collect Educational Data:** -This is where all educational information is gathered through descriptive and statistical methods and this forms the basis for the analytical method.
- ii) **Interpretation of Related Data:** - This involves interpreting social, political, economic and historical data which is necessary in order to understand similarities and differences found in the educational systems of various countries.
- iii) **Determining Standard for Comparison:** -In order for us to compare the educational systems fairly, we need to do so by having a certain standard. This standard will help us compare the similarities and differences of the various

educational systems. The analytical method often formulates these standards. For example, the political philosophy, aims of education and the method of control of education are good examples of standards, for comparison. It is on the basis of these standards that one can analyze and understand the similarities and differences of the various educational systems of various countries. On the basis of these standards, for example, one can say that since there is a difference between the political philosophies of Kenya and Tanzania, then, we find differences in their educational systems.

- iv) **Interpretation and Conclusion:** -From the above three aspects of analysis, we are able to interpret the collected data and make certain conclusions on the basis of comparison of the various educational systems of various countries.

### **Limitations of Analytical Approach**

- i) This method does not pay adequate attention to the totality of the educational systems.
- ii) The method is also prone to ignoring the inherent similarity, which exists in educational systems in spite of the differences in educational systems of the various countries.

### **The Synthesis Method Approach**

This method has been largely advocated for by Edmond King a renowned comparative educationist in his book "World Perspective in Education". In this approach, the study of comparative education from an international point of view is considered to be of great significance. In this approach the problems of education are considered and studied on an international frame. This is evidenced by the fact that, when we study the problems of education in various countries, we find

some universal truths in their inherent differences the main reason being that, there is much similarities in the needs and aspirations of the people of the globe. For example the United Nations organization, such as UNESCO has contributed much towards the consciousness of this similarity. It is important to note that, the method of synthesis has not been fully developed, since it is at its infancy stage and comparative educationists need to develop it further. However an attempt to use it as a comparative study approach is still significant in comparative education.

### **The Scientific Method Approach**

The scientific method approach emerged in the current phase of the development of comparative education. Its time frame dates, back from 1960s. This method was developed and popularized by Harold Noah and Marc Eckstein in 1960, when they wrote a book entitled "Toward, a Science of Comparative Education". However during this period intense methodological debate centered on the following:

- The feasibility of relying on a particular method as opposed to a multi-dimensional approach.
- The feasibility of the nation- state as the dominant research framework as opposed to intra-national, regional, continental and world systems analyses.
- The over reliance on quantitative (statistical) as opposed to qualitative and descriptive research, and finally
- The range of research concerns that have traditionally dominated studies in comparative education.

In this approach, they recommended the following procedure:

- a. Problem identification and review of literature

- b. Definitions of central concepts, terms and indicators
- c. Selection/sampling of units of study or cases to be studied
- d. Data collection
- e. Data Analysis and manipulation
- f. Interpretation of data -findings & results
- g. Drawing of conclusions and recommendations.

### **The Problem Solving Approach**

This method was developed and popularized by Brian Holmes (1964) in his book entitled "Problems in Education: A comparative Approach". He borrowed the ideas of John Dewey (a famous American Educator) based on the five stages of reflective or critical thinking which Brian applied to the study of comparative education to solve educational problems. The stages are:

- i) Problem Identification
- ii) Problem Analysis
- iii) Proposed problem solutions
- iv) Specification of the context - this involves looking at the factors, and conditions that are likely to influence the outcomes of the proposed solution; such as, conservative mental states like traditions, morals and beliefs. Also, it involves prediction of anticipated results - i.e. making informed guesses about expected outcomes.
- v) Comparison and conclusion: - This involves comparing the predicted outcomes (based on the proposed policy solutions) with the actual observable practices. It is more of an evaluation stage (i.e. have things worked out as anticipated?). It also involves making recommendations and conclusions from the observations, and then new lines of action are made.

## Conclusion

The field of Comparative Education focuses our attention on what might be the appropriate and in appropriate policy, while fostering awareness on the relevance / purpose comparative education. Hence, comparative study can also cultivate a political consciousness. It has been explained above that the study of Comparative Education has different approaches: the statistical/quantitative method, the historical approach method, the analytical method, the synthesis method, the scientific method and problem solving method. In conclusion Comparative Education research invokes the educational experience of foreign countries to guide educational reform projects in the home country. National level studies in the field of Comparative Education can also be of value to other fields of educational inquiry.

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## **CHAPTER THREE**

### **DETERMINANTS OF EDUCATIONAL DEVELOPMENT WITH SPECIAL REFERENCE TO NIGERIA**

*Dr Nneka G. Nwaka*

#### **INTRODUCTION**

Education has great potential to change the world. It is a gradual process which brings positive change in human lives and behaviours. It increases the propensity for better employment opportunities and makes a smart and informed population. Education boosts economic growth and increases gross domestic product (GDP) of a country. No wonder India Times (2020) noted that countries today compete on literacy rates, which ultimately leads to higher economic growth and development. No doubt, when a society is educated, there is a great allocative and productive efficiency with rapid rates of development. A properly planned and managed education system develops the man and the society in which he lives.

Development encompasses growth in different aspects of a nation. It can be seen as the continuous or sustainable qualitative improvement in the welfare of the citizens and the overall material development of a country. National development is the development of a nation. It, therefore,

implies making conscious efforts that aim at moving the various aspects of the society towards modernization and improvement through the application of knowledge emanating from the learning process or educational development. It can be perceived as growth, changes, and improvements that occur in a given society, which involves educational development, technological development, economic development, environmental development, social development, to mention but a few (Mba, 2001). It is a process whereby an economy undergoes social and economic transformations leading to a rise in the standard of living for all in terms of health, per capita income, education, housing, industrialization, other infrastructure etc. such as: improvements in the areas of economic, social and political structure. Thus, a country is developed if her economy is diversified, industrialized, with enough food for all, as well as provisions for social services such as health and education for the people. By implication, any nation that is underdeveloped is associated/ characterized with illiteracy, disguised unemployment, overpopulation with attendant low per capita income, poor health conditions, uneven distribution of wealth, political instability and the like. Development is man-oriented and not institution-oriented. Educational development is a growing and vibrant field, defined as helping colleges and universities function effectively as teaching and learning communities... aimed at enhancing teaching (Research Scholars, 2022).

## **DETERMINANTS OF EDUCATIONAL DEVELOPMENT**

In every nation of the world, many factors determine educational development. There is no way sound educational system can be put in place without these determinant factors. Such factors include family/parental and peer group influence,

economic factors (resources and money), linguistic factors, political factor, sociocultural, religious factors. However, it has been noticed that characteristics like: age, research interests, previous results, perception pattern, family background, food, physical environment, social environment, health and income are other important contributors. Educational development in Nigeria can be influenced by variety of factors, among which are: family background/ peer group influence, economic/wealth-gaps, political, race/ethnicity, geography, history, conflicts, health issues (condition) and teacher quality/remuneration.

### **Family/Parental Background and Peer Group Influence**

Family/parental background and peer group influence affect educational development. Within the family circle, parent's educational level, peer influence as well as the parents'/child's overall perception of schooling, family size, and wealth/income of the family relatively, influence education of the child. While parents' education could have intergenerational effects on the health, schooling, and performance of the child, the magnitude of the effects and the relative roles of the mother and fathers' education vary substantially across the globe. Mother's education is a very strong determinant of lower mortality and education attainment at the household level, though the relationship may weaken when other household and community socioeconomic characteristic are not controlled. The type of friends a child keeps, no doubt, influences the child's life and interest in education. Family size in many Nigerian homes, especially amongst the low classes, also have effect on education of the child. Some measures are usually, though negatively associated with the number of children, which may limit female education, such that parents may choose in favour of sons' education other than the daughters. Invariably,

mothers' education most times encourages or motivates all children education and schooling in most developing countries. Wealth gaps in the families have also been observed to affect educational development in Nigeria. The higher the economic position of the household, the higher the educational attainment of their children. This is because richer families can finance and support their children's education all things being equal. Family income level, parents' level of education, race and gender, all influence the quality and availability of education as well as the ability of education to improve life circumstances (Goggle, 2018).

### **Economic Factors (Resources and Money)**

Among the major factors that affect education systems development in Nigeria are the resources and money that are utilized to support the education system. Expectedly, a country's wealth has much to do with the amount of money spent on education, especially for the provision of resources, equipment and infrastructure. The type of education in a country, largely depends on the economic strength of that country. Economically, expenditure on education refers to the amount of percentage of national revenue spent on education by both individuals and the government. If the economic condition is poor, education becomes backward in many aspects, while if the economy of a country is strong, then educational aims and the curriculum are given a special direction for making the country prosperous. For example, in Nigeria, education system is patterned to make the individual graduate, strong and capable enough to stand on his or her own feet after having received education, but unfortunately, presently, after graduation, graduates do not know where to go after completing their education and most of the students continue to stay-on in the

university as long as they can so that one can postpone for a few years the problem of the educated-unemployed. It is important to note that formal education is often progressive where production exceeds consumption. Economic factors may include costs such as wages, interest rates, governmental activity, laws, policies, tax rates and unemployment. All of these factors occur outside of the business or investment itself, but they heavily influence the value of the investment in the future. A country's economy becomes more productive as the proportion of educated workers increases since educated workers can more efficiently carry out tasks that require literacy and critical thinking. However obtaining a higher level of education also carries a cost. Where there are enough grants in the systems of education, minimum requirements are met and the resultant effect is high quality of education. For instance, in Britain, France, Russia, Japan and the USA, which are among the strong economy countries, they provide enough grants that are allocated to their systems of education; actually they have enough funds to support all educational programmes in their educational systems. Unlike here in Nigeria, where funds are very scarce, that even funds for payment of teachers' salaries, purchase of essential resource materials, such as textbooks are not adequate and in some cases not even available. Consequently, this greatly affects the nature of the systems of education in terms of the contents, quality, and methods in learning institutions and in essence the whole system of education. In this regard, the growth of the capacities of individual citizens and national development is of great importance.

Another economic influence on education is that, poorer classes in communities tend to be content with minimum education for their children, and the richer classes are known to

be able to keep their children longest at school because they can afford to meet the costs. Negatively, reduction in parents' income makes it harder for the parents to bear the direct costs of education such as tuition, fees, books, supplies, uniforms and private tutoring. Educational outcomes are consequently harmed because the child is either withdrawn from school or inadequately prepared for it. In a subsistence economy, that is, one in which people are just able to make ends meet, educational systems tend to be poor. In fact, the education system should be such that, it provides opportunities for the maximum development of each citizen. The aim here is to ensure that wealth of the nation is not concentrated in the hands of a few capitalists who manage to attain some level of education. It is actually by developing individuals that the overall growth of the nation can be guaranteed.

With good leadership, proper national character, and cooperation of the people, there is much that can be achieved even when adequate economic resources are wanting. In other words, economic condition of a nation, determines the direction and dimension of its educational system.

### **Linguistic Factor**

Language is a vehicle for communication in all ramifications of any human society. The gift of language is one of the greatest blessings of mankind. Any nation that does not have one common language has big problem. Such community can be likened to the Biblical literature of the building of the Tower of Babel structure built in the land of Shinar in Babylon (Genesis 11:1-9), an attempt to explain the effect of diverse human language. Thus, when people speak in a variety of languages they would not understand each other. This could spur crises, confusion and disunity and so on. In other words,

language is one of the symbols that gives any community or nation identity and peaceful co-existence.

Language not only shape the character of a nation's education system, but also unites a nation, hence the importance of language in educational development cannot be overemphasized. It is the cornerstone of education. There can be no way of establishing an educational system that is exclusive of language. If education is an instrument par excellence for affecting national development it then follows that language becomes an important factor. This is because it is only through language that nations can communicate her philosophies, religious, economic, political, aesthetic feelings and values to their young ones. In multilingual nation, technological development can hardly take place, efforts towards educational development would adversely be affected or thwarted. Based on the fact that culture/language differs, there is lack of peaceful co-existence. In Nigeria, the possibility of acquiring educational knowledge and realities is adversely affected. For any nation, the language of education should as of necessity and expediency be a language which every citizen can understand. Imposition of foreign language on citizenry as a medium of instruction in the schools is very risky because the tendency for such education system to produce a generation with superficial verbal knowledge unconnected with her surroundings and previous experience is very high.

Good a thing, the Federal Republic of Nigeria (FRN) has reiterated the importance of language in education when she enshrined in the national policy on education that in order to fully realize the goals of education in Nigeria and gain from its contribution to the national economy, government take necessary measures to ensure that every child shall be taught in the mother tongue or language of the immediate community for

the first four years of basic education. In addition, it is expected that every child shall learn one Nigerian language (FRN, 2013: 2). She went further to emphasize development of orthography of more Nigerian languages; and production of textbooks, supplementary readers and other instructional materials in Nigerian languages (p.6). In the primary schools, the medium of instruction shall be the language of the immediate environment for the first three years in monolingual communities. During this period, the English language shall be taught as a subject. Then from the fourth year, English shall progressively be used as a medium of instruction and the language of immediate environment and French and Arabic shall be taught as subjects (p.8). This policy, if well implemented builds up vocabulary covering most of the objects of sense impression and daily activities; enables the young children learn the rudiments or basics of science and mathematics as a foundation for further studies, rather than being superimposing the idea of a foreign language, hence pose problem to the learners.

In Nigeria, although many languages are being spoken, but only one enjoys the status of a national language, which occupies a special place; and government ensures that everyone acquires the capacity to express oneself through the national language. Without a national language, no educational system could be strong.

### **Political Factor**

The strongest factor of all determinants of educational development is the political factor. It is a very important position in determining the planning, establishment, operation, and implementation of national educational system. Usually, the government in power of every nation controls the system of education of her country. This is because the surest way



government can achieve her political goals is to control its educational system with all its structures. For instance, especially in Nigeria, the need to plan education is conceived by the government in power. It is only when the president, governors or those commissioned to oversee education are convinced that there is needs in education and that resources are available for allocation for such needs that government can issue a directive in the education sector before educational planners would start to make preparations in the field of education towards realization of the future of such educational goals and objectives; who gets what, when and how.

A country's political ideology is reflected in the educational system of that country. The ideology, which is the political point of view of those in authority, may be liberal, dictatorial, communist, capitalistic, social or humanistic, in turn is reflected in that nation's educational system. Nigeria government is democratic in nature so educational system is tailored towards producing democratic leaders whose function would be to maintain the status quo. Hence, it may not be any wonder that the educational system is geared towards the execution and maintenance of democratic principles of governance. Thus, government in power deliberately perpetuates its ideologies through the education system. Almost all education has a political motive that aims at strengthening some groups, national, or religious or even social, in the competition with other groups. It is this motive, which mainly determines the admission processes, subjects taught, the knowledge which is offered, and the knowledge which is withheld (Goggle 2006).

The political philosophy which controls the government of a country often has its inevitable impact on education. The political factor dictates the kind of administration the system of education will have. They also underlie the features in education

system and the functioning of the same. For example, the fundamental ideas of democracy as a political philosophy were to shape democratic aspects in education in Nigeria. At the same time, class distinction in the planning of the education should not be permitted, because this results in neglect of the education of more capable citizens. If this happens, it often results in social disparity; and in the long run, weakens the nation. This is evident in the just concluded Nigeria's JAMB admission exercise in 2021.

### **Sociocultural Factor**

Education at large, often and closely reflects the social life patterns prevailing in a particular country. No wonder, education system is usually seen as a social factor, which must reflect the ethos of the people that it serves. In this regard, it is the prime aim of education to ensure cultural continuity through fostering the growth and development of national characteristics that often act as stabilizing forces. However, there are three cultural determinants: geography, history and religion, but they would be treated separately, subsequently, because each one carries its own weight, specifically.

In its simplest definition, culture is people's total way of life. It refers to all things, both the material and non-material made or invented by man; the things man value and appreciate in his environment. Culture includes what people actually do and what they believe. Culture influences greatly how we see the world, how we try to understand it, and how we communicate with each other. Cultural factors encompasses the fabric of ideas, set of beliefs, skills, methods of thinking, aesthetic objects, moral values, customs, institutions/traditions, language and laws (or rules of behaviour) held in common by a group of people in their environment. Culture includes the societal

organizational structure, ethical norms, beliefs and attitudes and behaviours of peoples. In other words, it includes the way people as human beings make a living, the music they play, their celebrations and festivals and dances, their modes of dressing, communication and transportation. Every society consists of human beings and in whatever state they find themselves, they always have some kinds of educational system through which they always strive to perpetuate and protect its customs, traditions and aspirations. Thus, education system design in Nigeria focused on the sociocultural patterns of the people. While the Northern Hausas mostly encourage Islamic type of education, the Southerners prefer Western type of education. Particularly, Nigeria encouraged Nomadic education type of education for the nomadic population in Nigeria and fishermen of riverine areas, Special Education for the handicapped, Adult Education for the adults (men and women), Preprimary Education for non-school age children, Distance Education for School drop-outs and working class adults, among others. Interestingly, not only that some ethnic groups are given preference in order to balance the inequality in education among other tribes, some tribes are discouraged from going to school based on the orientation they received; “Boko Haram- Education is Evil”. Apparently, education is adversely affected in Nigeria, based on the above submissions. No doubt, nations that developed educationally consider cultural patterns of their people in designing their educational system, thus they are meaningful, sustainable, and realistic in approach. Cultures that encourage learning help to improve the learning abilities of learners because they are brought up knowing that learning is important (Uk Essays, 2021). Therefore, culture determines, to a great extent, learning and teaching styles. As such, a close study and analysis of each education system in any society will always

reveal the cultural concept and pattern of the community in question. That is why social patterns of people in any particular community are reflected in its system of education.

## **Geography**

The geography of any particular place is often natural that is the landscape or the climate of the people, which means that it is often undefined by man. Man in this respect ought to behave in accordance with the geography of their natural environment in particular. In this regard the education system cum school system is influenced by the geography of that particular area. By and large the geography of a particular area dictates the type of building and equipment, means and methods of transporting children to school, school-going age of pupils, among others. However, there are three major geographical aspects that influence the educational system directly. These are climatic conditions, population distribution and land configuration. Climatic conditions influence the system of education, relatively. Extreme low /low temperatures affect schooling activities and access to school by young children. Temperatures also affect the time at which schools can reasonably begin in the morning and when they end; time of vacations. In Nigeria, for example, in the Northern region, very little learning takes place due to excessive heat and cold during the harmattan period. Also, during the rainy season, those in the Niger Delta area of Nigeria experience over flooding and cold, hence, educational activities are normally affected negatively to the extent that schools are closed down. Nevertheless, areas that are not affected by the adverse weather conditions enjoy normal educational activities in their own localities. This results in the problem of disparity in the literacy level of the Nigeria citizens.

Population distribution, which often, is as a result of geographical influence, also affects educational system. Generally worldwide, population is either concentrated in urban areas or scattered in the remote areas. In the urban areas, there are well equipped schools with adequately qualified teachers and administrative personnel. While in the rural areas, schools are small with few teachers for ten up to forty students. This is because farms are far away from the nearest schools and daily attendance is difficult. In regard to land configuration, in terms of architectural structure of farm houses, school buildings, village location and also the whole way of life and thinking of people because of the rigours of the climate, in some cases, because of closeness of family ties, boarding schools for children are nonexistence, except for the few who come from far and inaccessible places on daily basis. By and large land configuration determines settlement and location of schools.

## **History**

History surrounding any system of education is among the determinants of educational development in that country. For instance in Nigeria, colonization of Nigeria by the west has great influence on the systems and type of education she adopted. The Civil War of the 1966-1970, also had its effect. It hampered educational activities, especially in the Southeastern Nigeria. Among the effects of this war on national system of education was the immediate takeover of, especially, primary and secondary schools that originally belonged to the missionaries by the federal government with the reason that they want to upgrade and reconstruct the schools. Unfortunately, experience showed that immediately government took over these levels of education, things adversely changed in the system. The standard and quality of education fell and has not recovered from that fall

since then. No wonder the various government changes in the policy statements and implementation strategies as well as some state governments handing schools back to their former owners, especially the mission schools.

Today, Nigeria education system promotes functional, vocational, and entrepreneurial education for skill acquisition, job creation and poverty reduction (FRN, 2013). This is in order to alleviate the devastating effects of unemployment and unemployable graduates that roam the streets of Nigeria in their large numbers are having on the image of the nation.

### **Religious Factor**

Religious factor to a large extent affects educational systems. Religion is so vital that no nation can isolate it in determining the course of her educational system. This is because the spiritual or ideological factors offer guidance to child's education in his activity and set before him a definite aim for the training of growing minds. Religion, notably, appeals to the whole man and not only to his intellect. Religion penetrates the emotional depth of human nature. It conditions habitual reactions in daily life and colours the reasoning ability of a creative mind. It is not surprising therefore that when it embraces the whole nation, it becomes one of the characteristic national features, which is thus perpetuated through the instrumentality of education.

Religious loyalties also dictate aims, content and even methods of instruction in education. Indeed, religion and beliefs have also been known to influence and shape aspects in education. Religious organizations have also been and are still involved in educational development through building of educational institutions. For example, the Catholic Church, the Jesuits succeeded in building up some of the greatest systems of

systems of secondary and higher education institutions known in history in Nigeria.

In Nigeria, in view of the powerful influence of religion on educational systems, primary and secondary curriculums have religious subjects being taught in schools. Religions education and moral instruction have been included in the curricula. No doubt, religion has been widely accepted as a medium for moral training and no country would choose to go without morality. Most countries of the world tailor their educational systems towards their main religious lines. In Nigeria there are three major forms of religion that are dominant: African Traditional Religion, Christianity, which made its way into Nigeria through the Southern part of Nigeria, establishing missionary schools with western type of education dominating the South of Nigeria and has remained so till date; and Islamic religions, which came from the Northern part of Nigeria, establishing Koranic schools. However, because the Christianity western education came much earlier and gaining grounds than the Moslem education in the north, this accounts for the education gap that has remained between the Northern and Southern parts of Nigeria till date.

### **Wars/Conflicts and Health Condition Factor**

Undoubtedly, wars and conflicts conditions affect education in any country. Conditions of this nature disturb/disrupt schooling activities. During the Nigerian Civil War, there were no schooling activities in the many parts of Nigeria. Many families and teacher went into hiding for safety of their lives. Many schools were destroyed and schooling valuables carted away by soldiers. Many schools became refugees' camps as health conditions of majority of the school

aged children are deteriorating as a result of diseases and malnutrition since feeding was a herculean task.

Health conditions of the citizens affect educational development. In a descriptive survey carried out by Yoloye on the cause of poor academic achievement in Northern Nigeria, it was reported that majority of the children were labelled backward or unintelligent were good, but they were handicapped by physical characteristics such as defective vision, learning defects and other preventable diseases.

It is also, understandable that individuals with higher levels of education live healthier and longer lives than those who are less educated. There is need for economic stability, healthcare access and quality environment i.e. conditions in the places where people live, learn, work and play that affect a wide range of health and quality- of-life etc. The health factor is also dependent on measures of individual and family socioeconomic position, neighbourhood conditions and societal and cultural factors that influence health.

### **Technological Factors**

With the emergence of computer technology, internet technology has revolutionised the whole world and the education system, especially in the developed countries. Technological changes cannot also be ignored in education. Technology and especially modern technology also influence education system of the country. Historically, emphasis on industrial and technical education followed the industrial revolution. Technology affects the type of education as well as the means of instruction. Through information and communication technology, home learning has been made possible. Universities are also adopting projects like AUV and e-learning. Presently, school administrators and policy makers



are being challenged to ensure that the right infrastructure is in place in order to allow the use of information technology fully and be able to reap its maximum benefits in the education system especially in developing world like Nigeria.

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## **CHAPTER FOUR**

### **DESCRIPTIVE AND ANALYTICAL VIEW OF THE PROFILE OF NATIONAL SYSTEM OF EDUCATION OF GREAT BRITAIN**

*Emere O. N.*

#### **Introduction**

The United Kingdom (UK) of Great Britain is a developed nation. It is a sovereign union of England, Wales, Scotland and Northern Ireland, a constitutional monarchy. It operates a unitary parliamentary democracy with English as her national language. Great Britain believed in democracy due to her long aged tradition of historical experience and insularity (Ilorah, 2012).

Education in English at the initial stage, was provided by voluntary agencies including the churches. However, such schools founded by the voluntary agencies were financially aided by the government. With the rapid growth in population as well as the expansion in the industrial sector and the enactment of education Act of 1870, schools' boards were established to assist the Voluntary Schools, later, the parliamentary Acts Elementary Education made elementary education compulsory and free. The beginning of a national education system in Britain can be traced to the HADOW REPORT of 1926. It was

this report that brought about the reorganization of the elementary education.

In the same vein, the SPENS report of 1938 also assisted the reorganization of the elementary education and the recommendation of technical secondary education. In the development of education in Great Britain, the Catholic played significant roles as quite a number of the Voluntary Schools were founded by them. The Butler Education Act of 1944, observed that the educational system of England and Wales is the national system of education administered locally.

The education and training systems of England, Wales and Northern Ireland are broadly similar. The education system in Scotland has, however, always been completely separate with its own laws and practices. Differences across the United Kingdom are particularly marked in the school systems. At the higher education and training levels, this is less so. Under the Education Act 2002, which covers both England and Wales, the basic principle underlying school education is that it should provide a balanced and broadly based curriculum which is suitable to a child's age (DfE, May 2012a). Therefore, the description and analysis on the national educational system of Great Britain is going to concentrate on the educational system of England and Wales which serves as the basis.

## **The Philosophical Aim and Objectives of Great Britain Education System**

British philosophy of education is greatly based on the freedom of experimentation, empiricism, non intervention and education for responsibility. The British purpose of education is to prepare people for life, equipping them with the knowledge and skills to contribute to a thriving society. It should provide young people with the understanding and motivation for further

studies and enable them to make informed decisions in their everyday lives, including about their education and employment. Science education should enable all students to develop the knowledge, interest and skills that enable them to connect with the science around them and progress into careers in STEM fields. Current school performance measures concentrate on exam results without recognising the wider benefits of education. They developed a Framework for Governance that outlines a series of high-level performance indicators that go beyond exam results and can be used to monitor school performance. The Education Select Committee look into how current reforms are being monitored and evaluated, and encourage the Government to put stronger research programmes in place to underpin future reform (Wellcome Trust CONSULTATION RESPONSE, 2018).

Therefore, education in Britain is aimed at academic excellence, self and social discipline, enhancement of science and technology and the preservation and maintenance of cherished values and cultural heritage.

### **Administration of Education in Great Britain**

The administration and control of education in Great Britain is shared between the central government, Local Education Authority and the teacher. The central government through the Education Minister as appointed by the prime Minister enact education laws through the parliament. The Minister has Permanent Secretaries to help him in carrying out his official duties. The Minister is the controller as well as the Director of Education Board. He has the power to organise the schools at any time. The Local Education Authorities are elected bodies for the purpose of controlling schools under them. They

also have voluntary schools under them. They employed teachers and pay their salaries as well. Each school has the power to select the textbooks for the use of its pupils. However, unlike primary and secondary schools, higher institutions are not under control of the Ministry of Education. The Department for Education and Science (DES) appoints inspectors of education who through Office for Standard in Education (OFSTED) establish and maintain standards by regular inspection of all state- funded schools in England and Wales, consulting and advising Local Education Authority (LEAs), teachers and State secretary for Education (SSE); offering guidance on all levels and subjects; publishing and distributing (DES) publications to LEAs and schools, schools with inadequate standard of education may be subjected to special measures which may include replacing the governing body and senior staff.

The LEAs are charged with the provision, ownership, administration and maintenance of a full range of educational opportunities at the primary, secondary, technical and higher education levels below University which are national institutions under the care of university Grant Committee (UGC). The LEAs provide the site, buildings, materials, equipment and some advisory services. They recruit, pay and provide in-service training for teachers. There is Management Committee or Board of Managers for each primary school, a Board of Governors for each secondary school and a Governing Council for each higher educational institution. The Boards and council have the teachers, parents, the community and pupils represented in them and promotes it's own teachers.

Teachers have free hand in determining and controlling the content and curriculum of education, the methods of teaching and discipline, the selection of textbooks s, laboratory equipment and facilities, other material aide and educational

services. Therefore, teachers are always represented in Boards and Councils.

### **Financing of Education in Great Britain**

As it was earlier mentioned, Education in Great Britain is compulsory and free to certain level. Money is always voted for the Ministry of Education from the national revenue by the parliament. The Minister of Education also disburses part of the money in form of grants to local Education Authorities. The public school system is financed by grant-in-aides from the UK Government tax resources and local income. The former which cost more than the two thirds of the cost of public education is provided by central government while the later sourced by the LEAs accounts for the remaining one third. All funds are disbursed to schools by the LEAs. The central government also funds universities through universities Grants committee (UGC). Wealthy parents sponsor their children's education financially. The private school system is financed through school fees and other school levies. The UK students are generally entitled to students loans for maintenance. Students outside UK and EU are charged differently. There are scholarships and numerous bursaries awarded to students of low income to help them offset their undergraduate and postgraduate fees.

### **The Structure of Great Britain Educational System**

The structure of the educational system of England and Wales reflect the British National System of Education. Also, the principle of equal educational opportunity for all children which is compulsory and free remains priority.

### **(a) Nursery Education**

A nursery school is school designed for children aged 3-5 years. Nursery school also serves as a temporary home for the children whose parents are working. Nursery education can be dated back to 1850, through the efforts of Friedrich Froebel as well as Maria Montessori. It should be noted that day-nurseries where the children of working parents are kept are not the same thing as nursery school. The reason is that, real nursery education is for the children aged 3-5 years and it is also part of the school system. The normal nursery school last for 3 years. It is tuition free. The Hadow Report of 1933 and Plowden report of 1967 greatly enhanced the development and improvement of nursery education in England.

### **(b) Primary Education**

The starting age of this stage of education is 5 years and it last for 6 years. The Balfour-Morant Act of 1904 gave the following as the objectives of primary education in England.

- i. Recognising the child from 7-11 is a total being whose character, intelligence as well as physical abilities are moulded and trained.
- ii. Arousing in the pupils a lively interest in man's ideals, achievements, literature, history as well as language.
- iii. Developing an awareness in the pupils limitation; and
- iv. Demonstrating to the pupils how to acquire knowledge as well as learning for themselves.

Primary school in England could be divided into:

- (a) Elementary and
- (b) Higher elementary schools.

According to statistics, about 93 percent of the children within the age of twelve years were in the elementary school. The Fisher education, Act of 1918 made primary education compulsory for children up to the age of fourteen years and it also recommended the re-organization of primary education. Simply, primary education in England can be described as the education of young children below the age of eleven years.

For the purpose of administration, all the public primary schools were being administered by the local education Authorities. It was also the responsibility of the Local Education Authorities to control all forms of secular education in the privately owned (Voluntary) primary schools. Also in England, there are some primary schools called Direct Grant School. Parents pay school fees in these schools. Primary school head is always given contract appointment. Inspectors only visit schools on request. Primary school subjects include: History, Geography, Nature study, Crafts, Arts and Physical Education, French, Religious Education. Also, the extra school activities include: Gynamastic, Swimming, music among others. The 1944 Act increased the compulsory education in England to 15 years. It also recommended that the number of pupils in each class should be reduced to make it more manageable. The plowing report of 1967 had recommended a change in the age at which school pupils may transfer from eleven to twelve's years. It was also recommended that the junior schools were recommended for pupils aged 8-12 years or 9-13 years to enable the Local Authorities have a better reorganization of the secondary schools.

## **Secondary Education**

The starting age of this stage of education is 11 years and it is expected to last 5 years. Secondary school in Great Britain



may be day or boarding school which offers to each of its scholars, up to and beyond the age of 16, a general, education, physical, mental and moral, given through a complete graded course of instruction of wider scope and more advanced degree than that in elementary schools. About four types of secondary education can be identified in England. They are:

- a) Secondary Modern Schools
  - b) Secondary Grammar Schools
  - c) Technical High School and
  - d) Comprehensive School
- a. Secondary Modern Schools are designed for students who are not academically inclined after their Primary Education. Secondary Modern Schools cater for secondary education for academically weak students up to the age of fifteen (15) years.
  - b. Secondary Grammar Schools are designed for the students who are academically inclined after their primary education. These schools in addition to giving sound formal education to the students, also serve as the custodian of English tradition.
  - c. Technical High Schools are provided for students who have an intention of working in the industry later in life. In other words, these schools are established to cater for the needs of commerce and industry. The products of this school are admitted into the faculties of engineering for engineering courses in the British Universities.
  - d. Comprehensive Schools: These schools are established to cater for children aged 11-18 years. The students in these schools offer the same subjects up to their second year. At the end of their third year, the students will be expected to choose three subjects apart from English language and Mathematics which they will like to study in their last two

years. In the school, the students will have opportunity of learning one vocation or the other. As from the third year, the students were exposed to one vocation or the other which he may want to do later in life. To assist the students, career officers are always provided by the school for the purpose of counseling the students on their future vocation. Technical or Further Education in England. These are the institutions provided for young persons for the purpose of assisting them to develop their various aptitudes and also to train them to become responsible adults in life. Such schools among others include physical, practical as well as vocational training. An increased interest in the development of British Industry after the World war II for the training of skilled manpower in the area of technology greatly contributed to the development of further or technical education in England. At the end of the course, the students could be presented for the examination of the city and guilds of London Institute or any other related professional examinations. For children under the age of sixteen years, tuition is free while those who are above the age of 16 years and are working have to pay fees. Technical colleges or further education are run on both part time and full time basis. The academic calendar for both primary and secondary school starts in September and end in June of the following year.

### **Further Education**

Further education may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education. It is post-compulsory education (in addition to that received at secondary school), that is distinct

from the education offered in universities (higher education). It may be at any level from basic skills training to higher vocational education such as City and Guilds or Foundation Degree. A distinction is usually made between FE and higher education (HE). HE is education at a higher level than secondary school. This is usually provided in distinct institutions such as universities. FE in the United Kingdom therefore includes education for people over 16, usually excluding universities. It is primarily taught in FE colleges, work-based learning, and adult and community learning institutions. This includes post-16 courses similar to those taught at schools and sub-degree courses similar to those taught at higher education (HE) colleges (which also teach degree-level courses) and at some universities. Colleges in England that are regarded as part of the FE sector include General FE (GFE) and tertiary colleges, Sixth form colleges, Specialist colleges (mainly colleges of agriculture and horticulture and colleges of drama and dance) and Adult education institutes. In addition, FE courses may be offered in the school sector, both in sixth form (16-19) schools, or, more commonly, sixth forms within secondary schools. In England, further education is often seen as forming one part of a wider learning and skills sector, alongside workplace education, prison education, and other types of non-school, non-university education and training. Since June 2009, the sector is overseen by the new Department for Business, Innovation and Skills, although some parts (such as education and training for 14-19 year olds) fall within the remit of the Department for Education. This stage of education lasts for two years.

### **Higher or University Education**

Higher institutions in both England and Wales include: the Universities, colleges of education as well as the

polytechnics. The most popular universities are the Oxford University founded in 1185 and Cambridge University in 1230. The two oldest universities were founded by the Church of England. In order to break the monopoly of both the Oxford University and the University of Cambridge, London University was established in 1828. School fees are charged by the universities with which the universities are being financed in addition to financial aid from the public. Each university is autonomous in respect of admission, examination and award of degrees among others. This stage of education lasts for three years with award of degree.

**Fig. 1 The Diagrammatic Structure of the National System of Education in Great Britain**

Age										
	0	1	2	3	4	5	6	7	8	
Level	Pre-school			Primary			Secondary		Tertiary or Higher Education	
Stage	1	3	3	4	5	6	7	8		
Free and compulsory Education				Free and Compulsory				Free and compulsory from 2015		
School Type	Daycare/ Nursery	Kindergarten	Infants	Primary	Comprehensive		Sixth form Higher School	Diploma 1st Degree	Post-graduate	
Tertiary Education Types									Polytechnics	
									College of Education	
									Colleges of Further Education	
									Universities	
									Under-graduate	Post-graduate
Adult & Non Formal Education									Adult Education	
Ownership Pattern	Private or Public (government)									

Source: Ilorah (2012)

## Teacher Education

Teacher education is the professional training designed for teachers of all categories starting from the nursery school to the university. Perhaps, the first teachers' College for the training of secondary school teachers was the college of preceptors which was founded in the year 1846. With effect from 1904, the local education authorities were allowed to establish their Teachers Colleges. As from 1921, the British Universities included Teacher education programme in their curricula. For the degree in education, students would spend three years and the fourth year would be for their teaching

practice after which a university diploma or certificate in education would be awarded. In 1943, the Board of education recommended that more Teacher's colleges should be founded so as to be able to solve the problem of inadequate qualified teachers. The Me Nair report of 1944 among others, recommended that universities as well as Teacher Training Colleges should work hand in hand for the general improvement of teacher education. However, before the education Act of 1944, the primary school teachers were of four categories:

- (a) Certificated
- (b) Uncertificated
- (c) Supplementary and
- (d) Specialist teachers.

In case of secondary schools, the teachers are expected to specialize in a particular subject. While the teachers for the old elementary schools were trained in the two-year colleges after their secondary education, the secondary school teachers were trained in a one-year teachers' diploma course at the university departments after graduating either from the faculty of Arts or Science. On the other hand, the teachers of independent public schools were degree holders.

## **Curriculum**

Due to curriculum innovation, this has undergone and is still undergoing diversification and updating. It has gone beyond liberal, classical and humanities to include commercial, science, technical, technological and vocational areas. Teachers are the key factors in this case. They resist any form of government intervention, be it central or local. In teacher education, government and other agencies were established. They are to prepare or commission various curriculum studies and developments which schools would adopt.

## **Adult Education**

Adult education in England can be described as education designed for people who have left school, adequate facilities for leisure time occupation in organized cultural training and recreative activities for persons who are above compulsory school age and can benefit from such educational programmes. The beginning of Adult education in both England and Wales could be traced to the activities of British Philanthropists who initiated the idea by first of all establishing Sunday schools for the Literacy Education of both the children as well as the adults. Many children and adults profited from this kind of education. The success recorded from this kind of education led to the establishment of London Mechanics Institution for the training of Mechanics in 1823. Within a very short time, similar institutions were cited in both England and Wales. The formation of the workers' educational Association which was affiliated to the Oxford University also contributed to the development of Adult Education in England. The association used to organize tutorial classes for its members in England. With effect from 1907, the Board of Education in England started to assist the university tutorial classes for general enhancement of Adult education. Also, for the promotion of Adult education, an Adult education Committee was set up in 1921. Primarily, the committee was to assist in the co-ordination of all the Adult education Voluntary Agencies. To crown it all, an open University was founded between 1960 and 1970 to provide better education for both the Adults as well as the workers. With the open University education, workers in particular, were able to improve their working condition even though such Open University education was not tuition free.

## **Conclusion**

The united kingdom of Great Britain is a sovereign national union of England, Wales, Scotland and Northern Ireland. The educational philosophy of Great Britain is based on freedom of experimentation and education for responsibility. The administration and control of the education is shared between the central government, LEAs and teachers. The structure of Great Britain national education system in figure is 6 years of primary school, 5 years of secondary school, 2 years of sixth form or higher school and 3 years for first degree.

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## **CHAPTER FIVE**

### **THE PROFILE OF NATIONAL EDUCATION SYSTEM OF UNITED STATES OF AMERICA (USA): ADMINISTRATION, CONTROL AND STRUCTURE**

**Ajaegbo A.N.**

#### **Introduction**

The United States of America (USA) is one of the developed and richest countries of the world. U.S ranks third

from the bottom among 38 developed nations that make up Organisation for Economic Cooperation and Development (OECD) in terms of its poverty gap and fourth from the bottom in terms of poverty rate (Wikipedia, 2020). The country was formerly under the imperial rule of Great Britain. She violently fought for and obtained her independence in 1776 A.D. USA is made up of migrants from European nations, Asia and Australia, Africa and South America, hence USA is described as the melting point of the different peoples of the world. To safeguard the specific and religions interests and freedoms of the different migrant nations who had their niches in different states, education was excluded from the authority of the federal government by the American independence constitution. This conferred on the fifty different states that make up USA authority and control of education within their territory.

Basically, education in the United States is provided in public, private and home schools (Wikipedia, 2020). Unlike many countries, Americans rarely have resisted the wide spread of schooling to all citizens. Although education is primarily a responsibility of the states and local communities, yet the country as a whole is virtually concerned in educational development everywhere to the highest standard and to compete universally. The emphasis on curriculum is exactly what most Americans want (Cronin, 1980). Although, the U.S Constitution is silent on education, each state constitution makes specific reference to the necessity of maintaining a system of free and accessible education. Public education is free and compulsory in USA from Kindergarten to Grade twelve (12). Children who do not comply with compulsory attendance laws without good cause are deemed to be truants and their parents may be subjected to various penalties under state law. There is large

number and large variety of publicly and privately administered colleges and universities.

### **The Philosophical Aims and Objectives of Education in USA**

The United States (U.S) philosophy of education is based on liberty, permissiveness, pragmatism and liberalism. Pragmatism or experimentalism gave full expression to the enterprising spirit of USA and profoundly influenced the theory and practice of U.S education. The pragmatic philosophy is built on the ideas of creativity, progress and the cult of individualism. It accepts the thesis that the culture of a nation grows out its traditions in a process of adaptation to a changing civilization and so is not a one shot definition and prescription. USA schools therefore concentrate on sparking in their pupils an urge towards continuous creativity with sincere dedication to the tasks that interest and absorb them. This permissiveness is said to have released hidden mental and manual energies in men, who hardly suspected they have them, for instance the most improved pupil in a school finds his place which with time towers above the best pupil likewise teachers or professors in academic professions who improve their knowledge would, with time, outpace their colleagues who simply know their subject.

Accordingly, the individual is educated to develop all his potentials which will equip him to explore and exploit the wide open possibilities in USA for individual and societal benefits. The idea of liberty and equity made them to pioneer a common school at primary and secondary levels for all with provision for free and compulsory attendance. Within the concept of common school and equal access there is emphasis on a wide range of curricular provisions (as many as, 250 subjects compared with 35 subjects in Europe) to ensure that the individual benefits according to his natural ability.

The objectives of USA education may be summarized as follows:

1. Developing all the potentials of all children including the handicapped through broad-based general education and enlightenment to enable each child benefit according to his natural ability. This would enable them explore and exploit the vast resources of USA for their own benefit and that of USA.
2. Inculcating in all children the spirit of continuous creativity and sincere dedication to the tasks that interest and absorb them in order to release hidden mental and manual energies in them for individual and societal benefits.
3. Providing all children equal educational opportunity through free and compulsory common school with ample provision for individual benefits according to natural ability, aptitude and inclination or interest.
4. Using the agency and instrumentality of education to:
  - a. solve varied types of individual and societal problems social, economic, political, environmental and cultural problems
  - b. gain access to and discover the methods of diversifying their solutions to a variety of problems and hazards,
  - c. enhance economy and production efficiency in order to ensure economic buoyancy, self-reliance, better health and better living standards,
5. Ensure, through "No Child Left Behind" (NCLB) Act of 2001, that every child achieves and sustains the desired level of minimum standard and quality of education. This would ensure the development and utilization of each child's potentialities for individual and societal benefits. This U.S congressional nationwide mandate

was signed into law by President George W. Bush in 2001.

6. Maintain and uphold U.S global prestige and world power. Education in USA also aims at preventing the growth of class-distinctive features. The full education opportunity is for every boy and girl to further rise. The selective process of education can help secure good leadership ideals.

## **Administration and Control of Education in USA**

### **(a) Authority and Control of Education**

Constitutionally or legally authority for the control of education from pre-school through primary and secondary to higher education in USA is specifically vested on the State except for the powers either withheld or delegated to the federal government. The authority of the Federal Government for education is delegated not inherent or specifically vested. It is found in the implied powers delegated to it the General Welfare Clause of the U.S Constitution, article I section 8 Clause 1. This clause restricts Federal Government public or general education or any educational matter that of public interest or general welfare. State government enact overall educational standards, and supervise usually through a board of regents for state colleges and universities (Wikipedia, 2020). Private schools are free to determine their own curriculum and staffing policies with voluntary accreditation available through independent regional accreditation authorities, although some state regulation can apply.

### **(b) Administration and Control of Education**

Educational administration in USA is decentralized. There are three administrative levels of education control: federal, state and local district (local government).

**1. Federal Government:** By virtue of the implied delegated constitutional authority and moral responsibility for general and specific - purpose public education, the federal government carries out these functions.

- a. Legislation, encouragement, financial support and guidance on issues of broad and specific national concern in education
- b. Safe guarding the right of access of every citizen to free public education and equality of educational opportunity.
- c. Collecting collating and disseminating educational statistics and facts reflecting the conditions and progress of the organization and management of schools, school systems and methods of teaching in order to enhance the establishment and maintenance of efficient school systems throughout USA.
- d. Supporting educational research in respect of the above functions, common defence and general welfare of USA.
- e. Providing advisory services to states, local districts and educational institutions.
- f. Representing USA internationally in education.

The public interest at the federal level is represented by the Congress which legislates in respect of the above functions. The education division of the Department of Health, Education and Welfare (DHEW) comprises:

- a) The US or Federal Office of Education set up by the 1867 Congressional Act to effect federally legislated programme and headed by the Commissioner for Education.
- b) The National Institute of Education set up by the Congressional Act of 1922 for federal government-supported educational research and headed by a Director.

- c) The office of the Assistant Secretary for Education responsible for -coordinating the division, and
- d) The fund for post secondary education which liaises with other federal agencies, collects and disseminates statistics.

**2. State Government:** The constitution of each state defines its authority and responsibility within the bounds of U.S Constitution. State Legislature enact state laws for all levels of education in their respective states.

The education agency of each state comprises of the State Board of Education (SEE) whose members are either directly elected or appointed by the governor or have ex-officio status, the State Department (or Office) of Education (SDE) and the Chief State School Officer who may be directly elected or appointed by the SBE or governor. He is the Secretary and Executive Head of the SBE. The SBE determines the general policy and guidance in the educational development of the state and the general financial provision by which state government contributes certain percentage of expenditure on education to local districts within the state. These are executed by the chief school officer and his staff. He is responsible for distributing state funds to local district authorities, administering and interpreting school laws, certificating teachers and in-service training programmes, and providing advisory services to local teachers.

At the national level state boards and chief officers meet to discuss and coordinate federal legislation and policy. The coordinating or consolidated Governing Board of each state idea the development of public higher education. However there is institutional authority for higher education institutions.

By state law, education is compulsory over age range starting between five and eight and ending everywhere between the ages 16 and 18, developing on the state.

This requirement is mostly in public schools state certified private school or an approved home school, programme in most schools, compulsory education is divided into three levels: elementary middle or junior high school and high school.

**3. Local District:** Each State (except Hawaii) is divided to school districts each with a popularly elected or in some cases appointed Local School Board (LSB) of 5-7 members. This practicalises direct participation and influence of the people in the governance of schools because education helps each child to develop his full potential and provides the basis for many of the beliefs, aspirations and actions of the people. The LSB is responsible for all matters affecting the development of schools within the district. The LSB:

- (i) Collects property rates with which schools are funded and disburses funds collected including grants from federal and state governments,
- (ii) appoints, posts and promotes teachers and other personnel,
- (iii) Provides and maintains school buildings and school transportation
- (iv) Purchases school equipment and supplies
- (v) Stipulates rules and regulations consistent with state demands,
- (vi) Determines curriculum content and text books.

The school board in cooperation with the school superintendent and staff to the day to-day control of schools. In summary educational decisions in USA tend towards populism by bearing the stamp of the people; individualism and toleration



by emphasizing and sometimes encouraging choice making; emotionalism by responding to feelings as well as to reason, and inventiveness by providing and encouraging creativeness in virtually anything. School subjects are as numerous as there are talents or aptitudes and inclinations.

### **The Structure of the Educational System in USA**

The USA system of education is typically divided into three levels or schools. Elementary (grades Kns) middle (grades 6 – 8 and high school) (grade 9 – 12) some districts vary this by occasionally including grade 6 in the elementary level and offering a junior high school for grade 9 and grade 8 the structure of U.S education system is hereby highlighted.

### **Pre-School (Nurseries and Kindergartens)**

There are creches (Daycares) or nurseries for 2 - 4 years and kindergartens for 3-6 years. Both are voluntary and are mainly located in the cities. Most families pay for their children's pre-school education. A growing body of pre-schools are adopting international standards such as the international preschool curriculum. The federal government funds the head start preschool program for children of low-income families.

### **Primary Education**

The 5-year (formerly 6-year) primary education generally starts at the age of 6 and ends at age 11 moving through 1st to 5th grades. It is free and compulsory for all children with free provision for textbooks. The curricular content varies from state to state. In all there is patriotic instruction and ceremonies as well as emphasis on U.S way of life. The school district selects curriculum guides and text books that are reflective of a state's learning standards and bench

marks for a given grade level. All programmes are based on the continuous assessment system. All school districts establish their own times and means of transportation within guidelines set forth by their own state.

## **Secondary Education**

There is a common comprehensive secondary school system throughout USA. It is split into 3 - year middle or junior high school (6th to 8th grades for 11 to 14 years of age) and 4-year high school, sometimes called senior high school (9th to 12th grades for 14 to 18 years of age) in most states, students in these grades are commonly called, freshman (grade 9), sophomores (grade 10), junior (grade 11) and senior (grade 12). Some States however operate 4 year middle school and 2, 3 or 4-year high school. This gives four different structures of the same comprehensive high school lasting for 6,7, or 8 years, viz the dominant 3-4 (7 years) and the minority 4-2 (6 years) or 4-4 (8 years) system. The USA educational system therefore comprises 12 grades of study over 12 calendar years of primary and secondary education before qualifying for tertiary education. The comprehensive high school begins at the age of 6 and ends at 18. School attendance is free up to age of 18 in all states and compulsory up to between 16 and 18 years.

Its comprehensive curriculum is adapted to the abilities and inclinations of the children and offers general, commercial, vocational technical and arts subjects. The high school is designed to offer young ones opportunity to develop their abilities and hidden talents. Unlike the Western European system the programme is based on continuous assessment system with guidance and counseling, this yields subject/course credit system of examination and evaluation quite different from the European final one-shot examination and evaluation system.

Hence there is neither entrance nor final examination. This enables USA to ensure, through her Congressional "No Child Left Behind (NCLB) Act of 2001, that every child achieves and sustains the desired level of minimum standard and quality of education.

Technical education developed unevenly and sporadically through individual efforts and so was not nationwide before 1917. The federal government through Smith Hughes Act of 1917 provided huge fund for the establishment of technical and vocational institutions; throughout USA. She supervised, controlled and popularized; technical and vocational education established since 1917. :

The middle or Junior high school serves as a stage of psychological balancing and differentiation. It has a very wide range of subjects with a common core of obligatory subjects (English, mathematics, history and civics) for all students. Students enter high School based on continuous assessment report. By this time the child's ability and aptitude must have been identified and firmly established. Large high schools offer as many as 250 subjects covering all aspects of human learning from which each student, under guidance, would choose based on his ability, aptitude, interest and aspiration. The subjects are grouped into systematic courses and divided into classical, modern and foreign languages, natural science, social science, agriculture, mathematical, technical, commercial, manual arts, household arts, fine arts and music. All courses and subjects are equivalent. The same number of credits is required from all students for Higher school graduation regardless of one's area of specialization. The most interesting thing about USA education is that one can earn a degree in whatever course or area of specialization one has chosen if he works hard for it.

## **Junior and Community College**

Junior and or community college offer a 2-year systematic preparatory course in Arts and Sciences to students who wish to pursue studies in traditional universities. The College awards Associate of Arts (AA) or Associate of Science (AS) degree. Holders then move on to university for their Bachelor's degree. Some community colleges have automatic enrolment agreement with a local university. The college provides the first 2 years of study with associate degree while the university provides the remaining years of study and Bachelors degree. They are privately owned fee-paying boarding schools.

## **Higher Education**

There are three types of higher education institutions in USA. They are independent universities and colleges established and maintained by private foundations, independent universities and colleges established and maintained by church foundations and state universities and technical institutes established and maintained by state governments. They differ in their competitiveness and reputation. The most prestigious are the private foundation institutions which also boast of the best institutions with very high fees and are the largest in number. Their degrees are highly prized and are the equivalent of the degrees of British Oxford and Cambridge Universities or those of French “GrandesEcoles”. The church foundation institutions are fewer with varying academic standards. Entrance examinations into outstanding private foundation universities are very competitive. The first degree in the university rations takes 4 years and masters degree takes additional 2years. Like high school the four undergraduate grades are called freshman, sophomore, junior and senior grades, Five years professional

architecture program are offers B. Arch degree. Professional degrees such as law, medicine, pharmacy and dentistry are offered as graduate study after first degree or at least after 3 years of undergraduate study. The average USA university (independent and state) has the traditional facilities of European universities plus other facilities. The State universities in addition cater for vocations laundry services, home economics, fashion designing hair dressing. From the USA academic point of view this is the true interpretation of democracy but from the European academic point of view it is a degradation ofuniversity studies and university degrees. The main functions of the universities in USA is traditionally reaching, research and service and greater weight is on service (Walberg 1980)

Higher education in USA and include extremely wealthy and selective universities, public research universities, private liberal arts colleges, historically black colleges and universities, community colleges, for profit colleges and many other kinds and combinations of institutions.

The dominant educational structure in USA is 5-3-4-4. However few states are operating 5-5-2-4. or 5, 3- 3-4 while new York State alone is experimenting on 4-4-4-4.

Age	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25																								
Level	Pre-school			Primary				Secondary				Tertiary or Higher Education													
Stage	1		3		3		4		5		6		7		8										
Free and compulsory Education					Free and Compulsory										Free Education										
School Type	Gardens or Nursery		Kindergarten		Primary		Middle or Junior High School		High School		Diploma 1st Degree		Post-graduate Diploma Degrees												
Tertiary Education Types													Colleges												
													Technical Institutes												
													Universities												
													- State - Private - Church												
Adult & Non Formal Education													Adult Education												
Ownership Pattern	Private or Public (government)																								

## *The Diagrammatic Structure of the National System of Education in the United State of American (USA)*

### **Teachers**

There are two groups of teachers in USA teachers for the primary and high schools. Teachers for the primary schools have an educational background of primary and high schools plus two years training in a normal (training) school. There are various kinds of normal schools in USA but 150 of these are universally recognized as efficient and their certificates of graduation are accepted throughout by State Boards of Education.

High school teachers must have a bachelors degree and a certificate of professional studies in education from an Education Department of a College or university.

### **Adult Education**

Adult education exists in USA in many forms but the most popular ones are university extension courses and Americanization programmes. The university extension courses

are organized on university campuses to update knowledge and skills in various professions, vocations and fields of study. Americanization programmes are organized various school buildings and university campuses for asses of immigrants who cannot speak English or are iterate.

### **Funding of Education**

The U.S spends more per student on education than any other country according to an (EOEC) report.

All states provide free and compulsory public primary and secondary education. Numerous scholarship schemes including institutional ones provide ample opportunity for free public higher education especially for the brilliant students. Students or Education loan facilities are equally available for the not so brainy students that failed to secure scholarship and whose parents may not easily afford the cost of higher education. Indigency cannot therefore deny one higher education.

The Federal and State Governments as well as the local School Districts or Boards help to fund public education. The local education fund and the grants from the federal and state governments are distributed by the local School Boards (LSB). Apart from public education; institutions there are privately owned very expensive preparatory secondary boarding schools and independent foundation universities and colleges. These expensive fee paying private educational institutions provide a more suitable preparation for an academic career and are attendee y children of wealthy parents.

### **The Uniqueness of the Education System of USA**

USA belongs to western educational system and is the most typical western democracy based on capitalist system of

economy and free market enterprise. However, USA differs in many ways from the western European models:

1. USA operates a federal system of government as against the unitary systems of Great Britain, France, Italy, Russia and others. Some countries like Germany and Switzerland also operate federal system.
2. Economic and geographical factors rather than historical experiences became the overriding factors influencing the educational development of USA. Consequently USA educates for individual responsibility in the exploration and exploitation of the vast resources of USA under capitalist free enterprise. Education for individual responsibility in Great Britain makes for the state, in Germany it is for a strongly unified state and in France it is for centralizing and unifying the state. In Russia education is for collective responsibility. In France, it is for centralizing and unifying the state. In Russia education is for collective responsibility.
3. The force and factor of religion engendered different effects and results among Western democracies. In USA it led to the complete separation of powers in education control between the state and the church. State and church schools run along parallel lines. In both Britain and Germany the effect was decentralized system of educational administration. But whereas education control in Britain is at the level of local education authority (LEA) that of Germany is at the state or land level. In France the effect was strong centralization of Educational administration.
4. Although USA shares with other western European democracies the belief in public and private partnership



in education, She does not believe in public subsidy of private (church) schools as they do.

5. The American concept of liberty and equality produced the common or unitary comprehensive school structure of the educational system among all the states in USA. This is in contradistinction to the dual or multi-tract system of the Western European nations. Russia like USA operates a unitary school structure but under a centralized rather than decentralized educational administrative system.
6. The principle of utilitarianism is much more pronounced in the USA system than in any other Western European system whereas the central government in Britain, France and Russia has the legal responsibility of legislating on all education laws in their respective countries the USA Federal Government lacks such legal responsibility. She can only legislate on education matters that affect the national interest of USA. The state government in USA legislates on all educational matters within their respective states. (Ilorah, 2012)

The education system of USA, particularly its school curricular, when compared with the European system, is unique in several ways.

### **1. Curricular Control**

In the European system curriculum is controlled by people with strong academic professional background for instance in Britain by teachers, in France by civil servants with the teaching profession and academic background, and in Russia by Party leaders. But in USA it is controlled by people who may or may not have strong academic background

### **2. Curricular Orientation**

In Europe, for instance Britain and France the tendency of the curriculum is towards academic excellence or brilliance hence the academic orientation of the curriculum of European schools. In USA the tendency is towards need and practical considerations hence the orientation of the curriculum of USA schools is utilitarian practicability. Curricular control strongly influenced Curricular orientation which in turn would influence the style or pattern of curricular evaluation.

### **3. Curricular Differentiation**

Curricular differentiation is built into the educational structure of European system with the exception of Russia, for instance, Britain and France are yet to completely break away from their track structure. In USA there is a unitary or common comprehensive system of secondary education. Here differentiation is in the curricula and not in the structure. This means that in one comprehensive school there are various curricular arrangements like natural science, social science, technical, commercial, manual arts, the household arts, fine arts, languages etc. There is a core curriculum common to all students and numerous electives from which each student would choose according to his/her ability, aptitude and inclination. There are 250 subjects as against 35 subjects in Europe grouped into courses and divided into curricular areas to accommodate variations in ability, aptitude and inclination.

### **4. Curricular Evaluation**

In the European or continental system curricular I evaluation in terms of what and how far the child I has learned is done through periodic assessment at the end of the term, year and course (formative and summative evaluation). The end of year or promotion examination decides whether or not the child

would be promoted to the next higher class or stage of the course regardless of the termly examination a one shot affair. The end of course or certificate/degree examination decides whether or not the child qualifies for the certificate/degree in view. On other hand curricular evaluation in USA schools is through continuous assessment from the beginning to the end of the course. Certification is determined by a series continuous assessment which is systematic, objective cumulative, comprehensive and guidance oriented. It is never decided by one single assessment as is the case in European school.

## **5. Curricular Democratization**

As we noted the curriculum of European schools is academic because the curriculum is controlled by people with strong academic professional background. Consequently any field of human endeavour which in their own consideration has poor or shallow academic content is not worthy of inclusion in the schools curricula. If ever included it will not be approved for certification particularly at the degree level. Their vowed insistence on the quality and depth of academic content made them to be conservative and restrictive in curricular expansion and democratization. Europe has far less number of subjects and courses than USA. True to democratic spirit and principle USA democratized and expanded the curricular of her schools to accommodate a vast number of abilities aptitudes and inclinations. Consequently large High schools offer as many as 250 subjects grouped into systematic courses. Some professional and vocational areas or fields of activity were encouraged, promoted and upgraded to degree certification level. In this way courses like Health and Physical Education, Home Economics, Music, Guidance and-Counseling, Fine Arts,

Fashion Designing, Hair Dressing, Laundry etc. found their way in the nation's schools and universities. European scholars regard this as a degradation of university studies. Nevertheless USA by her democratization of the schools' curricula has greatly advanced the frontiers of knowledge in several areas of human endeavour.

## **6. Credit Course and Semester Systems**

In the USA credit course system a subject is divided into course contents and specific number of contact hours per week. The number of weeks necessary for the completion of the course are pre-determined and strictly adhered to. Each course is examined, graded and forgotten at the end of the course. Evaluation is by a continuous assessment system. School subjects in Europe are not weighted on credit hours. Each subject has formative and summative or final examination and fading.

An academic session in Europe is divided into terms usually three terms. But in USA it is split into semesters, usually two semesters. While Europe operates the term system of academic session USA operates semester systemic

## **Distinctive Characteristics of the National System of Education in USA**

The story of USA education is partly one of uniqueness, of departure from western tradition, of new commitments, of widened purpose, of altered structures. The various components of the educational system of USA are joined into a distinctive totality which made the stem very unique in comparison with other national systems education. Its major and distinctive characteristics are:

(i) **Publicness:** The USA education is unique in its openness to public attention and control. USA is the only society whose educational institutions are formally operated by layman

and whose desirability for openness of schools to public become the professional ideology.

**(ii) Diversity:** There is great freedom for variety and vast opportunities for innovation and experimentation. 250 subjects (as against 35 subjects in Europe) which traversed all fields of human endeavour are available to cater for J every imaginable ability, aptitude and inclination.

**(iii) Universality:** The USA education attuned its curricula methods and standards to the proposition that public education (schools) must reach all the children of all the people without exception and that public colleges should accept all who have the eagerness and the aptitude for college level work. In consequence the school curriculum was extensively democratized and expanded to provide for all abilities, aptitudes and inclinations. The USA education universalized public education (school) democratized and universalized subjects and courses of human endeavours and activities which were hitherto unattended and thought unfit for formal educational inquiry and study, actively encouraged, promoted, upgraded and universalized commercial, technical and vocational degrees which were hitherto unheard of or imagined.

**(iv) Breadth or Comprehensiveness:** This encompasses what the schools do to what they attempt to teach and support as appropriate goals. USA society has an exceptionally generous conception of the function and content of formal schooling hence the attainment and democratization of its curricula, methods and standards to the reach of all children, abilities, aptitudes and inclinations without discrimination.

**(v) Curricula Uniqueness:** The school curriculum in USA is unique in control, orientation, differentiation, evaluation and democratization in comparison with European and other systems

of education. The subjects and courses are weighed in credit hours.

### **Challenges of USA Education**

Although U.S has highly developed education system, there are some shortcomings

First, American schools are expensive unequal and have low rating in mathematics. The cost of tertiary or higher education is so exorbitant especially for foreign or international students. As a result of high cost, students resort to schooling on loans. Although the loans serve the purpose of seeing them through school, with increased students' enrollment over years, students loan debits in US have increased over a long time according to report published by New York Times in (2018) and National Centre for Education Statistics (2018).

### **Conclusion**

United state of American has one of the most developed systems of education. Education is given much attention, it is compulsory at lower and middle levels of education. Additionally huge investment is order in education and tremendous efforts are made to ensure access to education by citizen. The US education is decentralized. The states and local communities are allowed substantial freedom in control of their school.

Standard of education especially is very high the country has two worlds' best universities.

There is no one uniform pattern of state. The administration of schools prevails the county is generally concerned with educational development everywhere to the high standard. The dominant education structure in USA is 5.3.4.4 system.

However, although U.S education system is highly developed, there are problems plaguing their education. These include high students' loan debit, low rate of student performance in mathematics at lower level of education, disparity in access to equally education and high cost of education.

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# **DESCRIPTIVE AND ANALYTICAL STUDY OF THE PROFILES OF SOME SEMI-DEVELOPED AND DEVELOPING NATIONAL SYSTEMS OF EDUCATION: CHINA AND ARGENTINA**

**Dr Ken Ayo Azubuiké&ChidozieEmekaAlutu**

## **Introduction**

This chapter presents the description and analytical accounts of the national systems of education of China and Argentina. China is a semi-developed nation while Argentina is a developing nation. The description and analysis of these nations' national systems of education would enable educationists and policymakers to adopt eclectic approach in solving some problems in Nigeria's education system and also help other nations having similar characteristics with China and Argentina to address educational challenges in their countries.

## **The Profile of China National System of Education**

China is the most populous nation of the world with about 1.5million people, having a landmass that is as large as the whole of Europe. It is one of the world's four ancient civilizations. China launched herself into the League of Nations, in the forefront of modern civilization with her four great inventions namely paper, gunpowder, compass and printing. These inventions otherwise called the 'Great four inventions' brought her to limelight early in the history of mankind.

Politically, China from ancient times enjoyed well-structured political system. Firstly, it was ruled by powerful families called dynasties. The first dynasty was the Xia dynasty (2100 – 1600Bc) and the last, the Qing dynasty (221 - 206) BC that introduced the first China empire. Arts, culture and religion were fanatically promoted by the Chinese and remain cherished values up till today. Notable among those that helped to shape modern China were Confucius, Qin Shi Huang, Sun Izu, Sun Yat-Sen, Chiang Kai-Shek, Mao Zedong among others.

The Chinese Communist Party (CCP) is the founding and ruling political party of modern China, officially known as the People's Republic of China. Although China calls itself a People's Republic, people's role in the government is limited. The CCP has manipulated a political monopoly since its emergence on the 1<sup>st</sup> of October 1949, overseeing the country's rapid economic growth and rise as a global power.

### **The Philosophical Aims and Objectives of Education in China.**

China's philosophy of education is based on the beliefs of prominent Chinese thinkers like Confucius, (founder of Confucianism) Lo Izu (founder of Taoism) Huineng (Buddhism) Mao Zedong (Maoism) and others. Confucius saw education as a process of constant self improvement and held that its primary function was the training of noblemen (Junzi). A learner-centered education is privileged in Confucianism so that human beings can be equipped and empowered to realize and broaden knowledge (dao). The pedagogies, resources, activities and learning environment are customized to produce Junzi. For the Taoists, education is a solo quest without walls or boundaries. The Taoist seeks to understand the naturalness of everything as it exists in the present. Instead of trying to know

each separate piece, the Taoist tries to understand the whole, for the whole is the Tao (way). Drawing from the above, the education of the Republic of China is based on the following: to improve national living, support decent existence in the society, pursue economic development and prolong the life of the nation so as to achieve independence of the nation, implementation of democracy and advancement of national livelihood. The ultimate goal being to attain to the ideal world of universal brotherhood. In general terms therefore education in the People's Republic of China must serve the construction of socialist modernization, be combined with production and labour, and foster builders and successors with all round development of morality, intelligence, and physique for the socialist cause. Education shall be carried out in the spirit of inheriting and expanding the fine historical and cultural traditions of the Chinese nation and assimilating all the fine achievements of the civilization progress of human beings. It is also geared towards maintaining a disciplined society with high moral standards, expanded education opportunities, improved standards of cultural and scientific development as well as imitating effective planning and coordination of all sectors in the modernization of a socialist society.

### **Administration and Control of Education in China**

Administration and control of education in China is centralized under the direct supervision of the state council and the ruling communist party to ensure compliance with party's ideological principles. The ministry of education of People's Republic of China is the agency of the State Council that oversees education throughout the country. The State Council is the chief administrative authority in China and is chaired by the premier. The Council is responsible for carrying out the policies

of the communist party in all areas, especially in the matters of education. The State Council devises policies and strategies required to advance education in China.

The State Education Commission, an organ of the State Council is the supreme administrative authority for the education system and formulates major educational policies, designs, overall strategies for promoting education, coordinates educational undertakings supervised by various ministries and directs education reforms. The 21 provinces, 5 autonomous regions as well as the 3 municipalities in China are delegated and authorized by the communist party to supervise education in their respective areas and if need be, set up their own education commission (Nzeakor, 2012). In the same manner, all higher education institutions are highly controlled and regulated by the central government. The presidents in the universities are appointed by the ministry of education and their activities monitored by the State Council and ministry of education: the state exercises control and regulation over curriculum development and teaching and research activities through various ordinances and official documents.

### **Funding of Education in China**

The nine-year basic education (6 years primary and 3 years junior secondary) is free and compulsory for all children aged between 6 years and fourteen years. Senior secondary school and college education though not compulsory and free are the responsibilities of the State Education Commission (SEDC). The arrangement for funding of basic education in China was legalized through the 1986 compulsory education law. Higher education in China is funded through multi-source system. Chinese higher education funds come from four channels namely: government funding, tuition fees, institutional

fundraising initiatives and philanthropy and donations. Governmental sources however towers above all the other sources. By the reform of 1985, colleges and universities were given financial autonomy which enables them to generate funds through entrepreneurial activities, school-run industries, social services, high-tech enterprises, tuition fees technology and patent transfers and other outreach and consultancy services.

## **The Structure of China Education System**

### **Pre-school Education in China**

Pre-school education is an important component of Chinese education system. Kindergarten enrolls children aged 3 plus for a three year full time or part time study. It is however not compulsory but mainly attended by children in urban areas. Pre-school was another target of the Chinese education reform of 1985. The Chinese government made pre-school to be social responsibility of individuals, organizations, and welfare services of various government organizations, institutions, and states. The costs of pre-school education vary in accordance with services rendered.

### **Primary and Secondary Education in China**

Primary education in China is simply defined as an elementary school. It is an educational system that prepares children for the transition to secondary which in turn is an advancement from pre-school.

Three systems co-exist for primary and lower secondary education, that is, 6+3 system, the 5+4 system and the 9 year system. However, the 6+3 is most popular in the country.

Primary education is free and compulsory and is provided in such a way that it would be reasonably located to be conveniently accessible for the children attending them. Primary

education is not complete in itself without middle education. The primary school is sited within their neighborhoods or villages and parents are to take care of books and other expenses such as transportation, food, and heating.

The age of enrollment into primary school was usually seven years of age and they attend school for six days a week, but with the regulatory changes in 1995 and 1997, the enrolment age was changed to approximately six years to attend school for five days in a week. A primary school in China runs in semesters. The years for all schools are divided into two-semester; February to mid-July with six weeks of summer holidays and starting in September to the end of January with four weeks of winter holidays. There is nothing like half-terms. The primary school education curriculum includes nine compulsory courses, which are Chinese, Mathematics, Social Studies, Nature, Physical Education, Ideology and Morality, Music, Fine Art, and Labor Studies. Any Foreign Language is normally offered as an elective course. At the turn of fourth grade, the students are being made to perform productive labor for two weeks per semester. They relate classwork with production experience in workshops or on farms and relate it to academic study. There is an after-hour activity for most schools at least one day per week.

After primary education, the pupils move on to middle school or junior secondary without any form of entrance examination. The required age of completion of primary education is the age of twelve or thirteen, students will then move to junior secondary education.

## **Middle Education**

The middle or lower secondary education together with six years of primary education form the Basic education which runs for nine years. It is after the completion of this lower/junior secondary that a certificate of Graduation is issued. The graduation examinations are designed and administered by individual schools based on the guidelines provided by the provincial educational bureaus or the local educational authorities. To meet the minimum education standard, students are required to pass graduation examinations. For students to graduate, they will be typically examined in the following subjects; Chinese, Mathematics, Chemistry, Physics, Foreign Language, and Politics. The completion of junior (lower) secondary education also marks the end of a 9-year compulsory education programme.

### **Secondary Education**

Secondary education has two routes: academic secondary education and specialized/vocational/technical secondary education. Academic secondary education consists of junior (three years) and senior middle schools (three years). Junior/middle school graduates wishing to continue their education take a locally administered entrance examination, based on which they have the options of:

- i) continuing in an academic senior middle school; or
- ii) entering a vocational middle school (or leaving school at this point) to receive two to four years of training. Senior middle school graduates wishing to go to universities must take National Higher Education Entrance Exam (Gao Kao).

According to the Chinese Ministry of Education (7th June, 2015), 9.42 million students took the examination which was a little increase from the previous year.

After the graduation examination from middle education or junior secondary school, the graduates wishing to continue will choose the senior secondary school. Senior secondary is routed into two; academic secondary education and specialized/vocational/technical secondary education. Academic secondary education consists of three years of junior secondary and three years of senior secondary. Those that wish to continue with academic secondary education have three years while those that choose specialized/vocational/technical secondary have three or four years to complete. After the final school year, graduates of senior secondary schools seeking admission to post-secondary education are required to take the National Higher Education Entrance Examination, also called National College Entrance Examination (NCEE). This is commonly known as (Gao Kao 高考) in China.

## **Higher Education**

China has one of the largest higher education systems in the world. It is fashioned to play an important role in the economic construction, science advancement and social development of the nation, by bringing up large scale of advanced talents and experts for the construction of socialist modernization.

Chinese Higher education is divided into two categories namely universities offering academic degrees (Bachelors, Masters and Doctorate programmes) and colleges that offer Diplomas and Certificates courses on both academic and vocational subjects. It is provided by either private or public institutions. A bachelor's degree in China lasts for about four years for the majority of major disciplines except for programmes in Medicine and surgery that last up to six years of education.



Master’s studies in the Chinese education system are divided into two categories: taught or course based and research based. The programme lasts for at least two years and admits only candidates who have completed their Bachelor studies. The doctorate programme lasts three to four years. The first 2-3 years of doctorate studies in China are devoted to teaching exercise and the fourth year to academic dissertation writing.

### Summary of Levels of Education in China

Typical Age	Education	Levels	Status
3 – 6 years	Pre Primary		Not compulsory
6 – 11 years	Primary School	1 – 6	Compulsory
12 – 14 years	Junior middle school	7 - 9	Compulsory
15 – 18 years	Vocational School or Senior High School (Middle Education)	10 – 12	Not compulsory
18 – 22 years	University or College	varies	Not compulsory

### Adult Education

China enjoys high growing adult literacy rate having moved from 90.9 percent in 2000 to 96.8 percent in 2018. Adult literacy rate is the percentage of people ages 15 and above who can both read and write with understanding a short simple statement about their everyday life. Adult education in china is designed to garnish the illiterate population and make their functionally adverted. So adult education in china is for those that initially did not have the luxury of education. It ranges from

primary education to higher education. Examples of such adult education are; Workers' Primary Schools, Peasants' Primary Schools. This is an effort to raise literacy level in remote areas. There is equally adult secondary education which includes specialized secondary schools for adults. There is also adult higher education, example the traditional Radio/Television universities, Cadre Institutes, Workers' Colleges Online Learning Institutes etc. Most of these institutions now employ Internet learning facilities to ease teaching and learning. Certificate and Diploma Courses are offered by most of these Institutions with a few others running undergraduate degrees.

### **Teacher Education**

Teacher education is an important part of Chinese education system. In china teacher education can be broadly categorized into two parts that is pre-service education and in-service training. Four year teacher training institutions including normal universities and colleges, three year teacher training colleges and secondary teacher training schools primarily conduct pre-service education. They train respectively teachers for junior and secondary schools and primary schools, kindergarten and special education institutions.

#### The four levels of Pre-service Teacher Education

- Level 1: Normal/Teacher University
- Level 2: Teachers College
- Level 3: Teachers School
- Level 4: Kindergarten Teacher Training School

In-service training is conducted respectively by education institutes and in-service teacher training schools for teachers of secondary and primary schools including kindergarten. In addition education departments in regular

higher education institutions and a kind of teacher training classes including TV and correspondence education programmes, were also set up for training secondary school teachers.

Adult education in China is for those that initially could not have the luxury of education. It ranges from primary education to higher education. Examples of such adult primary education are; Workers' Primary Schools, Peasants' Primary Schools. This is an effort to raise literacy level in remote areas. There is equally adult secondary education which includes specialized secondary schools for adults. There is also adult higher education; example is traditional radio/TV universities which today are done online, most of them offer certificates/diplomas but a few offer regular undergraduate degrees.

## **NATIONAL SYSTEM OF EDUCATION OF ARGENTINA**

### **Introduction/Historic Background**

Argentina is a democratic South American republic built within the framework of a federal system of government. It has a president as the head of state and an estimated population of 42 million. Argentina has a high level of education, however, the quality has been subject of debate (Auguste, Echart, & Francheeti, 2008; DışEkonomikİlişkilerKurulu, 2014). Argentina has compulsory education which has 13 years duration. Argentina has 45 state universities and 57 private universities as at 2018, with public universities enrolling 80% of the students.

Political responsibility for education lies with the Ministerio de Educación, Cultura, Ciencia y Tecnología (Ministry of Education, Culture, Science and Technology), as set out in the national law on education (Ley de

Educación Nacional N° 26.206). It is the main responsibility of the government, provincial authorities, and the autonomous city of Buenos Aires to ensure high-quality of education. They have the responsibility for planning, organizing, and monitoring finances for the national education system (Sistema Educativo Nacional). The standard national curriculum is laid down by the Argentina National Council of Education and is followed by schools throughout the country. Effective education plan started with President Domingo Sarmiento (1868–1874) when the emphasis was placed on bringing Argentina up-to-date with practices in developed countries.

Argentina's basic education consists of pre-school and kindergarten (educación inicial), and primary school (educación primaria). The starting age of children for pre-school and kindergarten is between 45 days and 5 years. Compulsory education was introduced for children between the ages of five and fourteen. This was approved in 1884 under the first national law- "Law 1420 of Common Education" under the management of President Julio Roca. The law emphasized the provision of universal, compulsory, free, and secular education.

### **The Philosophical Aims and Objectives**

It could be said that Argentina has the highest levels of literacy and education in Latin-American countries. This was possible because of the philosophy upon which the educational system was planned out with clear objectives set for all levels of education. Argentina's educational system emphasises the followings:

***Equality of Education:*** The aims of Argentina's Educational System would be linked to the educational philosophy of Sarmiento who strongly believed in and advocated for equality of education. He saw education as an important tool for training

individuals to use intelligence and using basic knowledge of science and fundamental facts to shape their intellect and behavior, giving rise to public education.

***All-Round Development:*** Who was of the opinion that sound educational policy would bring development and civilization overtime to the people of Argentina.

***Secularity of Education:*** Argentina is a federal state divided into twenty-three provinces and one autonomous city, Buenos Aires, which serves as the federal capital and largest metropolis in the country. Then Argentina being a democratic country with a federal system of government, secular education is better suited to eradicate cultural influences.

Generally Argentina's education system is aimed at:

- i. ensuring that education is inclusive through universal policies and pedagogical and resource allocation strategies that give priority to the most disadvantaged sectors of society;
- ii. ensuring equality, with respect for diversity and prevention of gender or any other type of discrimination;
- iii. ensuring high-quality education with equal opportunities and possibilities, without regional or social disparities.

### **Administrative Control of the Educational System of Argentina**

In Argentina, the responsibility for education is divided among the Argentina national government, the provinces, and federal districts. However, there is room for private sector participation in form of private institutions. The private institutions are funded by the private sector. Argentina's

Ministry of Education is responsible for overseeing the educational sector.

The Ministerio de Educación, Cultura, Ciencia y Tecnología has political responsibility for education, as stated in the national education legislation (Ley de Educación Nacional No 26.206). (Ministry of Education, Culture, Science and Technology). The primary responsibility for guaranteeing high-quality education rests with the government, regional governments, and the autonomous city of Buenos Aires. They are also in charge of the national education system's financial planning, organisation, and supervision (Sistema Educativo Nacional).

### **The Structure of the Argentina System of Education**

Argentina's educational system is organized into four main levels. The four levels are; the pre-primary (kindergarten) level (educación inicial) which is optional and accepts children aged three to five years old. The primary (elementary) level (educación primaria), has seven grades and it is compulsory. Pupils at this level must stay until they have completed all seven grades or, in the case of grade repetition, until they are fourteen years old. Primary school is for children aged 6 to 12 years old, as well as adults who require instruction at this level. Secondary level (educación secundaria) is for youths aged 12 to 17 years old. Vocational or professional programs prepared students through courses that last from three to eight years. The higher education in Argentina comprises the universities and other institutions like teacher training and advanced technical training which is provided by both private and public.

University education is supplied by both public and private universities, at national and provincial level. Since 1955, all students who have finished high school are eligible to attend

university. Many private institutions demand other qualifications, while certain public universities, such as the University of Buenos Aires, require an orientation course or an entrance exam, or both. After five or six years of full-time study in a specialized field, a traditional university degree is awarded. Degrees can be obtained for completing a portion of a program or completing a training program that allows the degree holder to work in a specific profession. The academic year is often divided into two four-month terms. Full-time students typically take three classes per term for six hours per week. The primary method of instruction is lecturing.

### **Early Childhood Education**

Preschool and kindergarten are included in Argentina's childhood education. Early childhood education is for children from 45 days to 5 years. Since 2015, all Argentine children under the age of four have been required to finish two years of compulsory pre-school education (Educación Inicial), an increase from previous years when children were only had to complete one year. Current proposals go even farther, with the goal of making national early childhood education mandatory beginning at the age of three. Across the country, efforts are underway to build 9,000 extra classrooms to accommodate this reform, which is estimated to increase access to early childhood education for an additional 180,000 children.

### **Primary Education**

Primary education in Argentina begins at the age of 6 years and is meant to last for six to seven years, depending on the district. Every segment of education in Argentina is in three-phase: The first phase of education is Educación General Básica, comprising; junior and senior primary school, and middle school respectively. This segment is mandatory for all citizens and

when this period of mandatory academic education is completed, students have the choice of whether to continue education or not. Within this category, we have one year of Pre-primary plus 9 years of basic education (EGB1, EGB2, and EGB3).

### **Secondary Education**

Like primary education, secondary education is standardized into a 3-year polymodal form, which allows students to select their study orientation. This is not yet fully implemented, with many schools in larger cities maintaining an academic model that allows for subject specialization only. They are thus three broad kinds of secondary schools in Argentina. They are; "Bachiller" schools emphasizing humanistic studies, "Commercial" schools focusing on economic sciences and everything related to that, and "EscuelasTécnicas" with a preference for technical and scientific education.

### **Vocational Education**

Vocational education is alternative to secondary education for students who want to enter into more practical occupations. There are a lot of such across Argentina associated with the National Technological University.

### **Tertiary Education**

Tertiary education which is Higher education in Argentina is divided into three phases like primary and secondary which consists of universities and university institutes. The first is a 3-year degree for teachers and technicians, degrees for engineering, medicine, and legal graduate qualifications takes 4 – 6 year. Higher education in Argentina is offered by the public as well as private institutions.



Tertiary education is free though there are hidden costs such as; accommodation, transportation, and materials.

Argentina's tertiary education has postgraduate programmes attached to it. The Master's program, they have two types which are; Academic master's (maestriaAcademica) and Professional master's (maestriaProfesional). Successful presentation of the final project depending on the master's undertaken brings successful completion of the program.

Another post-graduate programmes under tertiary education is Doctorate Programme (Doctorado). The Doctorate is the highest academic qualification attainable in Argentina and lasts for 2 to 6 years. However, the timeframe is set by the institutions individually. The doctorate program consists of independent academic research in one or multiple fields and concludes with a public defense of a doctorate dissertation.

### **Funding of Education in Argentina**

The public educational system is funded by the government, this is done by allocating a certain percentage of the national budget annually to the Ministry of Education and Culture. The ministry of education in turn finances all public schools subsidizes private schools that run the official curriculum, and funds specialized institutions, including the national university system. Argentina is a South American republic governed by a president.

### **Inclusive Education**

In Argentina, students with special education needs are legally protected. They have special rights as a result of their condition. State schools are free, and inclusive education is no exception. In Argentina, inclusive education and equal learning opportunities are portrayed as universal rights, regardless of socio-cultural background, skills, abilities, or

expectations. Inclusive education policy recognizes the unique characteristics of various social groups and their educational needs, paving the way for the state to institutionalize tailored and inclusive educational pedagogies. Examining two fundamental reform movements can shed light on the purpose and content of inclusive education in Argentina. Aside from that, the plan prioritized the poorest in terms of providing materials and improving schools facilities. In 2003, the second reform period began. Its goal in replacing the Federal Education Law was to ensure that the community's specific educational requirements and needs were met.

## **THE SIMILARITY BETWEEN CHINA AND ARGENTINA EDUCATIONAL SYSTEMS**

Compulsory education is never a new concept in the educational system, the popularity of compulsory education is credited to Plato's "The Republic" in western intellectual thought. According to Plato ideal city would require ideal individuals, and ideal individuals would require an ideal education. Plato's ideas began to get wider acceptance during the Renaissance with Marsilio Ficino's translation of his work culminating in the Enlightenment.

Sparta was known to be the cradle of modern education. Sparta boys between the age of six and seven would leave their homes to military school. At the reach of eighteen to twenty years, every male Spartan had to pass some test that consisted of fitness, military ability, and leadership skills that were meant to be a passage to manhood and citizenry; any student that failed to pass forfeited citizenship.

### **Compulsory education**

China and Argentina's educational systems have compulsory education in common. Both countries have laws making education mandatory. In China, there is a firm stand on all children between the compulsory school age to go to school. It is as serious as having punishment attached to child labor. If a child is sick such that the child would not be attending school for a long period the parents or official guardian should report to the appropriate education board. Compulsory education is implemented uniformly. It is a public welfare program that shall be guaranteed by the state as the state in article 2 of China's compulsory education. Children and adolescents within compulsory school years do not take exams.

The Argentina national education policy, according to the National Education Act, aims at ensuring that education is inclusive through universal policies, pedagogical and resource allocation strategies that give priority to the most disadvantaged sectors of society. Ensuring equality, in respect to diversity and prevention of gender or any other type of discrimination; and finally to ensure high-quality education with equal opportunities and possibilities, without regional or social disparities.

### **Respect for Teacher**

The role of teachers in education is invaluable. Hence, teachers deserve all the respect and attention affordable by any well-meaning society or nation. In China teachers are by law expected to be their best in teaching and in turn are supposed to have every citizen's respect. Respect for teachers is another thing China and Argentina shared in common.

While article 28 of China's compulsory education stated that teachers shall be entitled to the rights prescribed by the law, shall perform the duties prescribed by the law, shall be worthy of the name teacher, and shall be devoted to the people's

educational cause. Above all shall be respected by the whole society.

In Argentina, the education reform efforts started with respecting teachers. The Argentine education Minister Esteban Bullrich proposed a law that would include a 25% higher penalty on attacks on teachers, to raise the status and level of respect towards teachers in Argentina. He opined that the reason for the poor performance of Argentina's education internationally was as a result of low morale and disaffection among teachers making it difficult for them to support education reform. This was the reason he felt that if teachers feel more valued they would lend their support.

Teachers are the engine of any form of education reform. Their job satisfaction will go a long way in actualizing the goal of raising the high standard of education in any country; as the popular mantra states that when the students have not learned the teacher has not taught. As a result, in order for a teacher to teach, he or she must be protected and motivated.

### **Use of Standardized textbooks**

Chinese education law in article 39 provides that the State shall adopt the textbook examination and approval system. This is to ensure that the books being used must comply with the need of the government. It also provided that no one should or may publish or use any textbook that fails to be examined or approved. The pricing of the books must be within the prescribed benchmark determined by the price administrative department. China encourages the use of textbooks in a recycling manner.

In Argentina, the government goes as far as providing textbooks for those within the compulsory school years to ensure that reason for out-of-school children is eliminated. The

textbooks are uniform for all schools in Argentina like in China. All the schools make use of the same book within the same class making for uniformity.

### **Funding of education**

China's educational system is being funded by the China government through the Ministry of Education just the way the Argentina government funds education through her Ministry of Education.

## **THE DIFFERENCES IN THE EDUCATIONAL SYSTEM OF CHINA AND ARGENTINA**

China and Argentina generally have different political systems and ideologies. While China is a communist state, Argentina is a democratic state. The difference in their political ideologies affect laws governing their educational systems.

While China's compulsory education was meant for children between the ages of 6 – 15, Argentina's mandatory education was for children of age 4 – to 18 years.

China approves textbooks to be used and determines prices to make sure it is affordable, whereas, in Argentina, the government provides the books for schools. Gulmanelli is quoted as saying “in many school libraries, we saw that book collections were still wrapped in cellophane.” Accounting to the assumption that books are procured quite sufficiently.

Education Law of China criminalized the employment of children and teenagers within the compulsory school years. Every excuse was taken care of; the middle school were planted next to the primary/elementary schools. Those whose parents work far from where they live must enroll the children/wards within the area where they work. It is not so with Argentina.

## **CONCLUSION**

In conclusion, the two nations under review have strong faith in education as an indispensable tool for national civilization hence, the attention and priority placed on the education of her citizens. They do not just make education accessible and compulsory but made it comfortable and attractive. The number of subjects being offered in primary and secondary education were just what is needed to build a pragmatic society. Their Teacher-student relationship is constructed in such a way that learning would occur. When the teacher by law is protected and respected by all including parents and teachers they in turn would be their best in their teaching profession.

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## CHAPTER SEVEN

### DESCRIPTION AND ANALYTICAL STUDY OF THE PROFILES OF SOME SEMI-DEVELOPED AND DEVELOPING NATIONAL SYSTEMS OF EDUCATION: NIGERIA, EGYPT AND TANZANIA.

*Dr. Obikeze, N.A.*

#### **Preamble**

This chapter examines the profiles of national system of education of three developing nations such as Nigeria, Egypt and Tranzan. A developing nation is a sovereign state with developed industrial base, a lower human development index relative to other countries. Such nations have lower gross domestic product (G&P) than developed countries with a less mature and sophisticated economy. Such countries are also called less developed or emerging economy. In developing countries, infant mortality rate, death rate and birth rate is low while life expectancy rate is high.

On the other hand, semi developed nation refer to least developed countries with low-income confronting severe structural impediments to sustainable development. They are highly vulnerable to economic and environmental shocks and have low levels of human assets. The semi-developed and developing nations share common characteristics but are not same. Developing nations are countries with a less developed industrial base and a comparatively lower pa capital income whereas under-developed or semi-developed countries are countries having the lowest indication of socioeconomic development and low per-capital income.

Each profile tends to present the national character and peculiarity of the society it serves. The educational profiles of countries differ from one country to another with their inherent peculiarities and challenges. Nonetheless the educational profile of every nation usually reflects their needs, aspiration and interests. The study will enable nations in this category to be able to make comparison of their educational systems and identify areas of collaboration.

The educational profile of each identified nation is discussed on the basis of her primary, secondary and tertiary education policies. The knowledge of the educational profile will help move the affected nations forward in the face of global socio-economic and political challenges.

## **THE PROFILE OF THE NATIONAL SYSTEM OF EDUCATION IN NIGERIA**

### **Introduction**

The nation educational system was formally structured using the 6:3:3:4 formula, which means 6 years primary, 3 years junior secondary, 3 years senior secondary and 4 years tertiary education. Tertiary education covers colleges of education, polytechnics and universities.

The above was the system before the introduction of the new educational system, which is based on the 9:3:4 formula: basic education, that is six years primary and three years junior secondary (nine years), post basic/senior secondary education (three years) and tertiary education (four years). Specifically, the education system is divided into kindergarten, primary education and a minimum of four years for tertiary education.

## **Administration**

Nigeria education is administered by the federal, state and local governments. The Federal Ministry of Education is responsible for overall policy formulation and ensuring quality control, but is primarily involved with tertiary education. Secondary school education is largely the responsibility of state (secondary) and local government is responsible for primary or elementary schools education as well as establishing and managing Federal Unity schools and colleges.

The country is multi-lingual, and houses more than 350 different ethnic groups and over 500 indigenous languages. The languages of the three largest groups, the Yoruba, the Igbo and the Hausa are language of instruction in the earliest years of basic education, but are jointly used with English language at higher level.

## **Philosophical Aims and Objectives of Education in Nigeria**

The main intention behind this is to eliminate the discrimination and difficulties which are being passed on through the common environment and the accident of birth. Least amount stages of learning will be laid down for every phase of education. According to the Federal Ministries of Education (2014) as contained in the national policy on education include;

1. to achieve a free and democratic society.
2. to attain a just and egalitarian society
3. to achieve a united strong and self reliant nation.
4. to attain a great and dynamic economy
5. to achieve a land of bright opportunities for all citizens.

The above stated objectives are achieved on the Nigeria philosophy of education here under discussed as follows:

- a. Education is an instrument for national development, to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education.
- b. Education fosters the worth and development of individual, for each individual's sake, and for the general development of the society.
- c. Every Nigerian child shall have right to equal educational opportunities irrespective of any real or imagined disabilities each have, according to his or her ability.
- d. There is needed for functional education for the promotion of a progressive, united Nigeria, to this end, school programmes need to be relevant, practical and comprehensive while interest and ability should determine the individual's direction in education.

### **The Educational System in Nigeria**

Education in Nigeria was formally based on 6-3-3-4 system which involves three levels of institutional processes viz:

1. The primary level
2. The secondary level and
3. The tertiary level.

According to Nigeria's latest National Policy on Education in 2014, the current education system in Nigeria is 9-3-4 otherwise called the Universal Basic Education (UBE) (Federal Republic of Nigeria, 2014). This implies that every child spend the first 9 years of basic and compulsory education up to the junior secondary schools (JSS – 3) level, another 3years in the senior secondary school, and 4years in the tertiary institution.

## **Structure of ECCE in Nigeria**

The National minimum standards for Early Childhood Care Education Centres (NERD, 2007) states that the three types of ECCE that can be established are day care/crèche (for 0-2years +) pre-nursery/play group (for 2-4 years +) and nursery/kindergarten (4-5years +). Structure is a key component of Early Childhood Care Education. It allows teachers to create a framework for what they want their students to learn and how they should go about doing so. Without structure, it would be nearly impossible for educators to get through the day-to-day task that are required of them.

### **Early Childhood/Pre-Primary/Nursery Education.**

This is a type of education as referred to in (National Policy on Education, 2014) as the education given in an educational institution to children prior to their entering the primary school. It includes the crèche, the nursery and the kindergarten.

The purpose of pre-primary are:

- a. To effect a smooth transition from the home to the school.
- b. To prepare the child for primary level of education
- c. To provide adequate care and supervision for the children while their parents are at work (on the farm, in the market, offices etc).
- d. To inculcate social norms, spirit of inquiry and creativity in the children.

### **Primary School Education (Basic Education)**

According to NPE (2013) basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Basic education in Nigeria is a level of education which

comprises of primary education (first stage of basic education) and lower secondary education (second stage). It also covers a wide variety of non-formal and informal public and private activities intended to meet the basic learning needs of people of all ages.

In Nigeria, children start attending school (Basic Education) at the age of six and spend the next nine years of basic 1 to JSS III. Elementary education covers grades one through six. As per the most recent Universal Basic Education guidelines implemented in 2014, the curriculum includes: English, Mathematics, Nigerian language, basic science and technology, religion and national values, and cultural and creative arts, Arabic language (optional). Pre-vocational studies (home economics, agriculture, and entrepreneurship) and French language are introduced in grade 4.

Nigeria’s national policy on education stipulates that the language of instruction for the first three years should be the “indigenous language of the child or the language of his/her immediate environment”, most commonly Hausa, Ibo, or Yoruba. This policy may, however, not always be followed at schools throughout the country, and instruction may instead be delivered in English. English is commonly the language of instruction for the last three years of elementary school. Students are awarded the Primary School Leaving Certificate on completion of Grade 6, based on continuous assessment.

Progression to junior secondary education is automatic and compulsory. It lasts for three years and covers grades seven through nine, completing the basic stage of education. The curriculum includes the same subjects as the elementary stage, but adds the subject of business studies.

At the end of grade 9, pupils are awarded the Basic Education Certificate (BEC), also known as Junior School

Certificate, based on their performance in final examinations administered by Nigeria's state governments. The Basic Education Certificate (BEC) examinations take place nationwide in June each year and usually last, for a week. Students are expected to take a minimum of ten subjects and a maximum of thirteen. Students must achieve passes in six subjects, including English and mathematics, to pass the Basic Education Certificate Examination.

### **Senior Secondary Education**

Senior Secondary Education lasts three years and covers grades 10 through 12. It is for those that have passed and obtained the basic education certificate (BEC). A successful completion of the JSS is a prerequisite for the second phase of the senior secondary school certificate (SSSC) after writing and passing the final examination while in the senior secondary school examination. The SSSCE is equivalent to West African School Certificate (WASC).

The reforms implemented in 2014 have led to a restructuring of the national curriculum. Students are currently required to study four compulsory “cross-cutting” core subjects, and to choose additional electives in four available areas of concentration. Compulsory subjects are: English language, mathematics, civic education, and one trade/entrepreneurship subject. The available concentration subjects are: Humanities, science and mathematics, technology, and business studies. The new curriculum has a stronger focus on vocational training than previous curricula, and is intended to increase employability of high school graduates in light of high youth unemployment in Nigeria.

On the other hand, there are some private schools which can boast of well-qualified teachers and therefore provide

quantitative, but expensive education and they are located in urban centres. Many private schools include U.S. K-12, International Baccalaureate or Cambridge International Examination curricula, allowing students to take international examinations like the International General Certificate of Secondary Education (IGSCE) during their final year in high school.

At the end of the 12th grade in May/June, students sit for the Senior School Certificate Examination (SSCE). They are examined in a minimum of seven and a maximum of nine subjects, including mathematics and English, which are mandatory. Successful candidates are awarded the Senior Secondary Certificate (SSC), which lists all subjects successfully taken. Students can sit for a second SSC annual exam if interested or if they need to improve on poor results in the May/June exams.

The General Certificate of Education (GCE) o-level examination that was offered in Nigeria until 1989 has been replaced by a second annual Senior School Certificate (SSC) exam in November/December. SSC examinations are offered by two different examination boards: The West African Examination Council and the National Examination Council (NECO). The examination is open to students currently enrolled in the final year of secondary school, as well external private candidates (in the November/December session only). Irrespective of which secondary schools students attended, those who wish to study at university level must attain certain grades.

The SSCE grading scale is as follows for both WAEC and NECO administered examinations:



SSCE Grading Scale		
GRADE	DESCRIPTOR	WES CONVERSION
A1	Excellent	A
B2	Very Good	A
B3	Good	B
C4	Credit	B
C5	Credit	B
C6	Credit	B
D7	Pass	C
D8	Pass	C
F9	Fail	F

Source: National Examination Council

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Admission to public universities in Nigeria is competitive and is based on scores obtained in the **Unified Tertiary Matriculation Examination** as well as the SSC results. (The Unified Tertiary Matriculation Examination is discussed in greater detail below.) Most universities require passes in at least five SSC subjects and take into consideration the average score. Students must score an average grade of at least ‘credit’ level (C6) or better to be considered for admission to public universities; some institutions may require higher grades.

## Higher Education

In Nigeria system of education, higher education institutions comprise colleges of education, polytechnics and universities. These institutions have a national coordination, harmonizing and standardizing body. The National University Commission (NUC) is in-charge of universities, the National Board for Technical Education (NBTE) is for technical colleges and polytechnics while the National Commission for Colleges of Education (NCCE) is for colleges of education.

Colleges of education have 3years for the production of NCE teachers. Some colleges of education as affiliate of a university run Bachelor of Education (B.Ed.) degree

programmes for the production of higher level first degree teachers.

Polytechnics run two diploma programmes, the two years Ordinary National Diploma (OND) and two years Higher National Diploma (HND) for the production of middle and higher level technical personnel. The HND programme is for successful OND graduates who have gained one year practical experience on the job i.e. Work Experience (WE). There are conventional and special universities which offered first degree certificates to individuals that pass through them. Admission into public universities in Nigeria is competitive and based on scores obtained in the Unified Tertiary Matriculation Examination Board as well as SSCE results.

First degree usually last for four years to six years depending on the field of study. For instance degree in Arts, social sciences, education, sciences takes a minimum of four years while degree in engineering, medicine, pharmacy, take five to six years. A good NCE and HND results are given direct admission for two years study into universities while low pass NCE and HND results are offered three years direct entry into universities. Masters degree takes one – two years course and the project follows depending on when the candidate is through, while doctorate degree takes three years of study completion of the study, it requires a thesis/dissertation and oral defence.

### **Special Education**

Special education refers to all the educational programmes designed for those who by the reason of significant deviation from the majority of the children cannot benefit from regular school program.

The development of special education in Nigeria like regular education, was achieved through the pioneering work of

the missionaries. Their principal aim was to train those with disabilities particularly the blind, deaf and dumb to read the bible and learn skills which would make them self-reliant. Gifted children are taken care of by the gifted children school, Abuja. There is also nomadic education for the nomads and mobile schools and teachers for the migrants.

### **Adult and Non Formal Education**

Adult and non-formal education is a type of education outside the four walls of the classroom. Adult and non-formal education include any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the populations, adults as well as children (Egbezor&Okanezi, 2008). There are different varieties of adult and non formal education. These include mass literacy and numeracy, remedial programme, extramural education, different forms of apprenticeship system for craft, trades, skill acquisition centres and agricultural extension services, in-service and professional training programmes, seminars, symposia, workshops, conferences, enlightenment programme, the programmes of National Orientation Agencies (NOA) NYSC, Red Cross, Rotary Club, Boys Scout, Girls Guide, etc.

Universities and other tertiary institutions have extra-mural, week end distant and satellite education programmes which help different categories of youths, adults and workers to improve themselves. The mass media comprising the print (Newspaper, magazines, journals and track) are effectively used as a measure of operation.

The National Commission for Adult Education (NCAE) coordinates and harmonizes the activities of all relevant

facilities and conducting researches into the various aspects of adult and non-formal education in Nigeria.

### **Financing of Education in Nigeria**

In Nigeria, basic education is financed through concurrent financing from the three tiers of government, Federal, State and Local government authority, with distinct financing mandates and responsibilities for each tier. The federal government provides 50% and the state and local governments provide 30% and 20% respectively.

Voluntary Agencies equally help to finance education in Nigeria. Voluntary contribution for the provision or maintenance of certain facility of a school may come from education enthusiasts, philanthropists, PTA, old students' alumni associations or organizations. The contributions can be in form of free laboratories in the case of community schools.

Another source of education finance is revenue from projects embarked upon by educational institutions such as bookshops, automobile fuel stations with lubricants, cooking gas filling stations, business centres, canteens, conference centre, etc. Certain programmes such as evening, weekend and satellite diploma and degree programmes, etc. yield revenue that supplements funds from other sources.

## **PROFILE OF THE NATIONAL SYSTEM OF EDUCATION IN EGYPT**

### **Introduction**

Egypt is a North African Arab nation whose river Nile plains is reputed to be one of the cradles of civilization. One of the two earliest forms of writing owned to man, the picture-like type of writing known as hieroglyphics was invented in ancient Egypt. Another very prominent invention of ancient Egypt was

the famous Egyptian pyramids. Ancient Egypt is well known in biblical account and history.

Egypt has at different periods of her history experienced forceful European occupation, first by France and later by Britain. French were expelled by Osmani Empire troops led by Mohammed Ali who was appointed the Governor of Egypt in 1805. As an intelligent professional soldier, he recognized the invaluable role of education in the production of professionals and technical specialists required for a very strong army. In consequence, science education was greatly emphasized in pursuance of which Mohammed Ali opened primary and high schools, various institutes, educational committees and education experimental centres. Western-type popular education was already being tried out when Ali died and was replaced by Governor Abbas in 1849. But most unfortunately the anti-education instance of Ali's successor destroyed this most welcome educational development.

The Orabi National Revolution of 1882 brought Egypt under British occupation from 1882 to the eve of Egyptian independence in 1922. During this period popular education which was abandoned in 1849 re-emerged in 1886. Primary education became a national obligation with government responsibility for its organization and financing. The western European education system was re-introduced along with its examination and certification systems. English was both instructional and communication media. The British administration cancelled free education and charged tuition fees at all levels thereby denying many Egyptians the opportunity of education. Egypt gained her independence from Great Britain in 1922.

Since the 18<sup>th</sup> century, the influence of European powers, mainly of France and Britain, had developed in Egypt with time.

It became officially the British protectorate at one point and then a kingdom dependent on the British. Egypt acquired a full sovereignty after the Revolution of 1952 and political changes followed. The country turned into republic with an elected president and a bicameral parliamentary system. In the recent decades it was ruled "autocratically" by President Hosni Mubarak. His resignation after the uprising in January 2011 marks a watershed for Egypt and opens up new prospects for its future and hopes for important reforms.

Egyptian economy depends mainly on services, agriculture, media, petroleum export, and tourism. The popular uprising in 2011, the overthrow of the Mubarak regime and the unrest in the country affected severely the country's socio-economical situation, caused inflation and a decline in foreign investments. Apart from the year 2011, the economic growth of the country in the recent years was quite high (GDP 5-7%). However, living conditions for the average Egyptian remained poor and more than 20% of the society lives below the poverty line and, what's more, the poverty rate is increasing. The range of poverty is related to some extent to the high rate of unemployment, especially among young people - about 1/4 of the population between the age of 15 and 24 is without work (for comparison: over 12% of the general unemployment rate) (Central Agency for Public Mobilization and Statistics [CAPMAS], 2008; African Economic Outlook [AEO], 2011; International Food Policy Research Institute [IFPRI], 2012).

Egyptian reforms and enhancements of the schooling system are also supported financially by a range of international agencies, including the World Bank, UNESCO, UNICEF, Ford Foundation and USAID (United States Agency for International Development) (World Bank [WB], 2011). Apart from the subsidies of governmental and non-governmental institutions,

there is a large number of private institutions which provide their schools with their own sources of funds or/and fees from the parents.

Implementation of educational policy and local administration is a duty of the appropriate managing bodies of governorates, cities and villages. Apart from this, all schools have their specific structure to deal with their tasks (private schools are represented before educational administration by their owners or heads. Likewise, each university, college and other higher education institute are governed by their own deputies. What's more, their representatives from corresponding Councils which are the platforms of collaboration within the academic society and with the Minister of Higher Education? It should be added that educational services at all levels are provided by both public and private schooling institutions. The latter can be religious (run by Muslims or Christians) or private schools. Private education is also at all levels under the supervision of the governmental agendas.

The structure of legislative, executive and administrative system of education observes the principle of centralization and decentralization but still most of the prerogatives in this regard are still highly centralized.

Secondary school leavers holding appropriate certificates such as diploma with the highest/score are allowed to apply to universities. University studies at the first-stage higher education (ISCED 6/5A) last 4-6 years while at the next stage (ISCED 7/58) they take 2-5 years more. It could be disputable if longer BA programs (lasting more than 5 years) can be classified at the level of ISCED 7 or still ISCED 6 (according to the new classification). After receiving an MA degree a graduate can apply for a doctorate (ISCED 8/6) after at least 2-year studies. The Egyptian educational system does not include a

short-cycle tertiary education (ISCED 5 –according to the new classification).

The private sector plays an important role in Egyptian education enhancing the schooling offer. Non-governmental schools may be distinguished from the public ones by their individualized teaching programmes or by a wider range of curriculum choice. Private schools are run at all educational levels and are conducted by religious or secular societies or individual owners, Egyptian or foreign. International schools can offer a curriculum of another country (i.e. British, American) but they need to be certified by the Ministry to facilitate their graduates to enroll in Egyptian governmental universities (Abd-AHah, 2006, p. 116; Kassab, 1997, pp. 24-25; Tolba, 2008; Abd-Elsamad. 2007. pp. 85-96).

It should be added that Azharite schools play a special role in Egyptian education parallel to the public educational system, using the same curriculum but with more attention to Islamic studies. However, the continuation of their studies is restricted to some extent. Although the graduates can continue academic studies at AI-Azharor and other private educational institution, it is possible only at a limited number of governmental colleges and institutes.

Graduates of each level of private education receive equal certificates and qualifications as graduates of governmental institutions. However, even a private educational sector is supervised by governmental agendas to ensure that it complements the State's educational policy. Private education institutions are subject to the same regulations as governmental ones in terms of educational arrangements and certification (curricula, teacher qualifications enrolment, grades, textbooks, diplomas etc.). The Ministry of Education encourages private schools to adjust governmental requirements by licensing.



Authorized schools have the right to issue school certificates that are recognized by other schools and universities to enable their graduates to continue their education in governmental or private educational institutions.

On the other hand, the General Directorate for Special Education - offers educational services at different levels to students with special needs and also runs trainings and certificating for their teachers. There are special classes or schools tailored to the needs of the blind, and partially-sighted ("Al-Nour Schools"), the deaf and auditory impaired ("Al-Amal Schools"), and with other disabilities: The mentally retarded and the rheumatic heart disease. There are inclusive classes in public schools in bigger cities that integrate children with light and moderate disabilities into the educational communities and the Egyptian society, as well. Schools also provide an adequate psychological and social help for their pupils with special needs. The number of teachers of special education and facilitators have been growing constantly each year providing schools with appropriate specialists. Apart from ministerial courses, teachers can enroll in a number of universities and some other institutions that offer specialization in this area of education.

### **The Philosophical Aims and Objectives of Education in Egypt**

The Egyptian independent constitution of 1923 and the education charters of 1956, 1964 and 1971 provide the aims and objectives of Egyptian education as to:

1. Fashion out a system of education consistent with the national way of life and responsive to national needs and aspirations
2. Regulate and supervise the entire educational system,

3. Ensure the maintenance of academic freedom in all educational institutions;
4. Accord equal chances to everybody throughout the entire educational system;
5. Provide free education and achieve 100% compulsory primary school attendance;
6. Improve the standards and quality of education.

### **Administration and Control of Education in Egypt**

Educational administration in Egypt like in Ghana and most African nations is centralized. But unlike most of them there is horizontal division of responsibilities at the centre among three ministries: those of Education, Higher Education and AlAzhar Affairs. The ministerial system was first instituted in Egypt in 1837 and has ever since existed under different names.

The Ministry of Education is responsible for pre-school, primary, preparatory and secondary education, teachers' colleges, centre for eradication of illiteracy and specific schools. It is headed by a minister who is assisted by under-Secretary of State responsible for administrative matter; directors responsible for departmental headship, planning and supervising of all educational matters within their respective departments, and supervisors for supervising, directing and leading curricular activities of schools. The position, of supervisor which existed since 1868 was functionally re-defined in 1883 and overhauled in 1943. The Ministry of Education has the Division for planning and the centre for Educational Research in addition to five departments: primary education and teachers' colleges, preparatory and secondary education, technical education, administration and finance, and central services and foreign relations.

The Ministry of Higher Education is responsible for establishing policies, awarding scholarships and the planning and supervising of institutes which train technicians. Universities are autonomous and are part of the Supreme Council of Universities (SCU) headed by the Minister of Education. The function of this council is identical with that of the British universities Grant Committee (UGC), Ghana's National Council for Higher Education (NCHE) and Nigeria's National Universities commission (NUC). The Ministry of Al-Azhar Affairs is responsible for planning and supervising religious education in schools and institutes.

### **The Structure of the National System of Education in Egypt**

Public education starts at the age of 6 years and consists of 6-year primary education for ages six to 12 years; 3-year preparatory school for ages 12 to 15 years; 3 -years secondary school for ages 15 to 18 years; and 4-year first degree course in the Higher Institute or University. This yields a structure of 6-3-3-4 in figures which is the same with that of USA, Japan and Nigeria but differs markedly from them in nomenclature, orientation and practice. Education is free up to secondary school and compulsory up to preparatory school.

### **Primary Education**

The 6-year primary school is free and compulsory. Egypt is yet to attain her desired 100% attendance. The curriculum is broad and includes Arts, Science, Arabic (national language), mathematics, Fine Arts, Public Health, History and Geography. Arabic, the national language, is the only language allowed in public schools, private schools which are fee-paying teach French in addition to Arabic. The quality and standard of primary education is far below expectation. This is attributable to a number of factors which include: sharp increase in

enrolment, which exceeded the capacity of schools, high pupil-teacher ratio, poor school facilities, inappropriate curriculum content and textbook, and the poor quality of the teaching force.

### **Preparatory School**

The 3-year preparatory school for successful completion of primary school was introduced in 1953 for the ages 12 to 15 years. Like primary school, it is free and compulsory. But the gross incapacity of preparatory schools to absorb completers of primary school (less than 40% is absorbed) has forced most children to terminate their education except those children whose parents can afford the fee-paying private preparatory schools. The curriculum is narrow and theoretical without choice as the few available subjects are obligatory for all pupils. Almost all the subjects taught are not related to actual life in Egyptian society. The schools are so poorly equipped that experiments can only be done on demonstration basis (Soliman, 1982:57).

### **Secondary Education**

Admission into the 3-year free secondary school is very competitive. Excellent performance at the preparatory school certificate examination and not more than 18 years old at the point of entry secures one admission. In terms of absorptive capacity secondary schools are worse than preparatory schools as only about eight percent of qualified primary school leavers eventually get admitted into secondary schools. This clearly shows Egyptian education to be elitist rather than populist.

All subjects are offered in the first year. Beyond this there is a differentiation into technical secondary schools for those offering practical and applied subjects and general academic secondary schools for others.

With respect to the latter, subjects are separated into Sciences and Arts. Differentiation and subject grouping are according to choice, capacity and potential. English is the only language taught in the first year. Science students continue with English in their second and final years while arts students study in addition one other foreign language mainly French. Products of preparatory school may enter five-year technical schools or vocational training centres, as well as five-year first level teacher training schools.

In addition to poor absorptive capacity general academic students are encouraged to enter universities while their technical counterparts are barred out of them. The curriculum is not relevantly attuned to the actual life in Egyptian society. Students are inadequately guided and counselled with respect to the relationship between subjects and available job openings. There is also high drop-out rate on account of poor academic performance and inability to secure university admission.

### **Higher Education**

Higher education is tuition free and is provided by the universities and higher institutes. Al-Azhar, an Islamic university founded in AD 970 is reputed to be one of the most ancient universities of the world. Its classical and theological curriculum had since 1961 been greatly modernized with a good retention of the ideals of its foundation. It now has higher institutes and colleges which provide different specializations in theology, law, science, literary studies etc with the evolution of the Arab civilization, Islamic religion and culture as the background. The first modern university founded in 1908 by private initiative and funds has metamorphosed into Cairo University. Five of the nine state Universities including one technical university were established in the early 1970s. The

American University founded in 1919 is the only private university. Possession of a good general secondary certificate qualifies one for university admission. The bachelor's (first) degree is earned after a 4-year study for most disciplines. Engineering and medical courses take 5 to 6 years. The higher institutes offer 4 year degree courses in teaching, art, music, liberal arts and commerce, and five-year first degree courses in agriculture and scientific subjects. Master's degree requires further two to three years of study while doctoral degree take two to three years post master's study.

### **Teacher Education**

There are two categories of teachers, the primary school and the preparatory/secondary school teachers. Primary school teachers undergo five year post preparatory school or three-year post general secondary school teacher training course. Teachers of the preparatory and secondary schools undergo four -year professional degree training at the higher institutes after earning general secondary certificate. This includes general education, professional studies and practical teaching. There is one year post graduate diploma in education (PGDE) for graduates as well as in-service training courses for teachers.

Adult education has got a long history in contemporary Egypt (Cieslak, 1975). It was basically directed at an increasing literacy among the Egyptian society and eradication of illiteracy. A specialized agenda - the General Authority for Illiteracy Eradication and Adult Education cooperating with the Ministry of Education - is in charge of dealing with these issues and the education of adults. There are a lot of forms of adult education: literacy classes affiliated to the Ministry of Education or other ministerial divisions, special vocational training courses

including literacy programmes, advanced adult educational programmes, e-learning.

## **NATIONAL EDUCATION SYSTEM OF TANZANIA**

### **Introduction**

Tanzania a socio-political union that gained independence from the United Kingdom in 1961 under the then president Julius Nyerere. In 1964, the republic of Tanganyika joined with the people's republic of Zanzibar and Pemba to form the united republic of Tanzania. The united republic currently has over 45million inhabitants. The education system is based around a 2-7-4-2-3+ structure. In other word: 2yrs of pre-primary school, 7yrs of primary school, 4yrs of ordinary secondary school (ordinary level) and a least 3yrs of higher education.

The ministry of education, science and technology has general responsibility for the education system. The ministry monitors and evaluates primary and secondary education. In addition to the ministry, various other parties are involved in the governance and monitoring of education services, such as the prime minister's office, the regional administration and the local government, various NGO's and individuals coordinated by the central government.

The ministry is also responsible for higher education at universities. Public universities are semi-autonomous and have the freedom to determine – amongst other aspects – their own curricula. They are also authorized to award academic degrees. Although the vice-president of the university is appointed by the institution itself, the president is appointed by the president of Tanzania. All universities, both public and private, operate under the supervision of the Tanzania commission for universities (TC II). The national council for technical education

(NACTE) is responsible for all technical and vocational oriented secondary and higher education offered at non-university institutions.

Compulsory structure education in Tanzania starts at the age of 7 and ends at age 14. The language of instruction for primary education is Kiswahili. The language of instruction for both secondary and higher education is English. The academic year runs from September to July.

Immediately after independence, Tanzania embarked on a revolution which involved a new economic, social and political philosophy with education as the basic instrument for change (Nzeakor, 2002). In 1964, president Nyerere Julius made the famous “Arusha Declaration” called Ujama which he describes as African brand of socialism.

The Tanzania government sees education as an integral part of its social and economic development which started after independence. Before independence educational access was very restricted. The Arusha Declaration was followed in 1967 by the policy document “education for self.-reliance”, in which education was assigned a seminal role in the transformation of Tanzania to an African socialist state. Universal Primary Education (UPE) was emphasized in the Musoma declaration of 1974 as a way of transforming rural society and agriculture, from which it was acknowledge the vast majority of the population would derive their livelihood.

### **The Philosophical Aims and Objectives of Tanzania Education**

The philosophy of education in Tanzania is based on self-reliance. It analyzed the system and attitude of education as they evolved in Tanganyinka and this went on to demand on educational revolution which was intended to address the needs



and social objectives of Tanzania. Nyerere Philosophy was designed to address the defects in the existing education system, which was interested from the colonialists:

1. To equip learners with knowledge skills and attitudes for tackling societal problem.
2. To prepare the youth for work in Tanzania's predominantly agricultural society
3. To enable learners know, appreciate and develop a culture of Tanzania
4. To increase the spirit and consciousness of socialism into Tanzania students.
5. To prepare people for their responsibility as free workers and citizens in a free and democratic society, albeit a largely rural society,
6. To be able to think for themselves, to make judgements on all issues affecting them.
7. To learn and understand that Africans are brothers by means of sharing pains and;
8. To encourage individual productivity.

### **Education System in Tanzania**

Education in Tanzania is provided by both the public and private sectors, starting with pre-primary education, followed by primary, secondary ordinary, secondary advanced, and ideally, university level education. Free and accessible education is a human right in Tanzania. The Tanzanian government began to emphasize the importance of education shortly after its independence in 1961. Before independence, educational access was restricted. The Arusha declaration was followed in 1967 by the policy document "education for self-reliance". In which education was assigned a seminal role in the transformation of Tanzania to an African socialist society. Universal primary

education (UPE) was emphasized in the Musoma Declaration of 1974 as a way of transforming rural society and agriculture, from which it was acknowledged the vast majority of the population, would derive their livelihood. The government's National Strategy for Growth and Reduction of Poverty (2005) had a focus on inclusive education as part of its second cluster that deal with social wellbeing and quality of life. Teacher was encouraged to begin learning sign language and have special resources for disadvantaged learner.

### **Pre-Primary Education**

In the Convention on the Rights of the Child, which Tanzania ratified in 1991, there are two arguments that emphasized the importance of Early Childhood Education. It argued that it should be a basic right for all young children and that it yields high economic returns for a nation's development. Tanzania was one of the first African countries to ratify this policy as well as a number of others such as the African Charter on the Rights and Welfare of the Child. While they are progressive and see pre-primary education as a basic right, it is not mandatory and is up to parents whether or not their child attends before the age of five. There is low public awareness about the importance of early education, especially in rural communities. It is accessible to about 40% of pre-primary aged children, and the government is not currently making strides to increase this. About 8.6% of teachers in pre-primary education are professionally qualified, and nutrition, physical health, and mental health, are not priorities of the system. The curriculum focuses on teachers delivering curriculum in numeracy and literacy, with little room for feedback, questions, or more 'creative learning' such as storytelling, art, or peer interaction.

## **Primary Education in Tanzania**

Primary education in Tanzania is free and compulsory. Tin; school entry-age is 7 years, to ensure that the child is old enough to work with the skills and experience acquired in school. It is pertinent to note that pre-primary education is not pronounced in Tanzanian system of education.

The system of schooling under "UJAMA" was fully vocational. In Tanzania's system of education, KISHWAHILI is the Lingua Franca (ie. the official language) while English is taken as a subject.

## **Secondary Education**

Secondary education has two levels. Ordinary Level is from 1 to 4. After Form 4, a certificate is issued to all passing the Certificate of Secondary Education Examination (Tanzania). Selected students may progress to Advanced Level (A Level) education - Forms 5 and 6 - or study for an ordinary diploma in a technical college. The curriculum here is mostly made up of vocational subject. English is also taught here as a subject while African history is given prominence. Just as in their primary level, Swahili is the medium of communication. Students spend 4 years in the middle school and the final years are regarded as the period of real secondary education.

## **Adult Education in Tanzania**

Adult education is a special government preoccupation and as such, centres have been created in various towns and places of work. Specific programmes have been designed by Tanzania's government to fight the problem of literacy and also complement permanent literacy. Correspondence institutions are also put in place to improve adult literacy scheme.

## **Teachers Education in Tanzania**

In Tanzania, teachers are professionally trained and well groomed to deliver the services for the achievement of the country's educational aims. There are 3 categories of professional teachers in Tanzania. These include:-

1. Teachers that trained for 3 years in a residential teachers college and obtained teachers' certificate. These are restricted to teach in primary schools.
2. Category two are teachers' diploma certificate holder, who have completed form Six and trained in residential colleges for 2 years and have completed 1 year of compulsory National Service. These teachers are mainly to teach in secondary schools.
3. The third category are teachers for the higher levels and secondary schools and they have been professionally trained in universities as graduates with degree.

## **Structure of Education in Tanzania**

The Tanzanian structure of education is based on 7-4-2-3 system. This means 7 years of primary school, 4 years of secondary school learning to ordinary level exams in nine subject. In the second year in secondary school, students are expected to sit for a national assessment examination which allows the successful ones to continue their study for another 1 year leading to advanced level examinations in nine subjects. The last stage is the 3 or more years tertiary institutions as 1 In-case may be.

## **Administration of Education in Tanzania**

Education in Tanzania is centrally controlled by the Ministry of Education. This body has the responsibility of formulating and

implementing policies on education at all level. Education is free and compulsory for children between ages of 7 and 14.

### **Funding of Education in Tanzania**

There are three basic sources of funding education in Tanzania. These include: Government Generated Revenue, Pupils/Students Productive Activities and External Aid for Education.

- a) **Government Generated Revenue:** These come in form of taxes, levies and fines. Government allocates 20% of its budget to education.
- b) **Pupil/students Production Activities:** These are money accruing from student/pupils' productive activities. The government specifically spells out that each education institution is expected to generate 25% of its catering bill.
- c) **External Aid for Education:** International agencies help in funding education in Tanzania through loans and grants. These agencies include, the World Bank via International Development Agency (IDA) Danish International Development Agency (DANIDA), Swedish International Development Agency (SIDA) Norwegian Aid Development Agency (NORAD), then Canadian International Development Agency (CID A).

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## CHAPTER EIGHT

### COMPARATIVE STUDY OF ADOLESCENT REPRODUCTIVE HEALTH ISSUES IN NIGERIA AND SOME SELECTED COUNTRIES: IMPLICATIONS FOR TEACHERS AND PARENTS

*Dr. Nnajiofor Henry U.*

#### **Introduction**

The general awareness of the value of education both to the individual and the country, has led to the growing and widespread demand for all types and levels of education in all parts of the country, including health education. Health education could be seen as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. This is to say that health education promotes a healthy lifestyle and raises awareness about the importance of health. It presents information to target populations on particular health topics, including reproductive health issues. Reproductive health as defined at the International Convention of Population and Development (ICPD, 1994) is a state of complete physical, mental and social well-being and not merely the absence of diseases or infirmity, in all matters relating to the reproductive system and to its functions and process. The importance of reproductive health cannot be over-emphasized. It protects both the mother and the child from infectious diseases and to deliver a healthy baby. Currently, there seem to be a low level of access to quality reproductive health information and services

especially to some vulnerable groups such as adolescents.

Adolescent sexual and reproductive health refers to the physical and emotional well-being of adolescents and includes their ability to remain free from unwanted pregnancy, unsafe abortion, STIs (including HIV/AIDS), and all forms of sexual violence and coercion. This by implication goes to show that reproductive health education informs the adolescent about the dangers of premarital sex so as to be able to avoid such dangers and or play safe. Especially, it protects the adolescent girl from teenage pregnancy and its related issues. There have been frightening reports by World Health organization (WHO) on Nigeria's reproductive health statistics that Nigeria's maternal mortality has remained one of the highest in the world (Ojong et al, 2014). Adolescents in Nigeria as in other developing have little access to adequate and current information on reproductive health and parents refused to discuss issues on reproductive health due to some factors which may differ from country to country. Hence, a thorough comparative survey of the adolescent reproductive health issues in Nigeria and some other selected countries is not only necessary but will provide a valuable guide to all those involved in the health educational enterprise such as the teachers and parents.

### **Adolescent reproductive health issues**

Adolescent reproductive health is a state of complete physical, mental and social well-being and not merely the absence of diseases or infirmity, in all matters relating to the reproductive system of people between the ages of 10 and 19 years (ICPD, 1994). Adolescents are likely to face a range of health and social challenges. For instance, initiation of sexual activity while they lack adequate knowledge and skills for protection places

adolescents at a higher risk of unwanted pregnancy, unsafe abortion and sexually transmitted infections including HIV/AIDS.

### **Adolescent reproductive health issues in Nigeria**

In Nigeria, a significant population of adolescents is sexually active with nearly half (48.6%) of adolescents aged 15-19 years being sexually active and involved in unprotected sexual activities with multiple partners, exposing them to negative reproductive health consequences (Ojong et al, 2014). More so, the rural and urban populations are 63.7% and 36.3% respectively. The male to female ratio is almost equal at 1:1.002 whilst women of childbearing age constitute 22.6% of the total population. Available statistics shows that the reproductive health situation in Nigeria is poor. Globally, age at sexual debut is decreasing. According to the Nigerian Demographic Health Survey in 2008, the percentage of young women and men who have had sexual intercourse before the age of 15 years is 10.7% overall. This percentage which is higher in young women (15.7%) than in young men (5.7%) is associated with low contraceptive use thus increasing their risk of reproductive and sexual health problems (NPC, 2008). Globally, around 37% of young men and 21% young women who have more than one sexual partner in a year, report that they used a condom in their last sexual encounter (UNAIDS, 2010). Each year, 15million women under age 20 give birth (one-fifth of all births worldwide); many of these unintended (WHO, 2008). Over 1.3 million unintended pregnancies occur annually in Nigeria. Well over half of these pregnancies result in abortion (Guttmacher Institute, 2008). Fifty-four percent of young women in Nigeria give birth by age 20 (USAID, 2009). The best maternal mortality estimate for Nigeria suggests that 54,000 women die

each year due to pregnancy-related complications (USAID, 2009). This is higher among teenage mothers because they are more likely to experience an unsafe abortion and because they experience a higher risk of complications at birth due to under developed bodies.

Globally, 20million unsafe abortions are estimated to take place each year, 19 million of these in developing countries (WHO, 2008). In Nigeria, abortion is illegal, except to save a woman's life. As such, the majority of the abortions occurring in the country are unsafe. Teenage pregnancy constitutes a health hazard both to the mother and the foetus. The emotional trauma associated with an unwanted pregnancy in an adolescent can be overwhelming. The society is judgemental when it comes to issues of adolescent pregnancy. This attitude has diminished in no way, the incidence of unwanted pregnancies amongst Nigerian adolescents (Eugene, 2000). The adolescent reproductive health issues such as unwanted pregnancy and unsafe abortion could be related to sexually transmitted infections including HIV/AIDS.

Sexually Transmitted Infections (STIs) are infections that are spread through sexual intercourse. There are over 20 different STIs, classified according to causative organisms majorly bacterial, viral, fungal and protozoa. According to WHO, 448 million new cases of the four major STIs occur worldwide each year. At any point in 2005, it was also estimated that there were 318 million prevalent cases of the infection among adults (WHO, 2011). Throughout the world, almost 3500 you thages 15 to 24 are infected with HIV each day. Young people ages 15-24 represent 45% of all new HIV infections (Population Reference Bureau, 2008). At least 95% of all new infections occur in less developed countries. Nigeria ranks third in terms of

the actual number of people infected with HIV after India and South Africa (UNAIDS, 2008). In Nigeria, the percentage of young people aged 15-24 who are HIV infected is 4.2% (NPC, 2008). Young Nigerian women are almost three times as likely to be infected with HIV as young Nigerian men-2.3% of young women are HIV positive, compared to 0.8% of young men (UNAIDS, 2008).

### **Adolescent reproductive health issues in some selected countries**

From the forgoing, the attention has been on the reproductive health issues among adolescents in Nigeria. However, this section presented the reproductive health issues among adolescents in other selected African countries for easy comparison. In a study done in Ghana found that 25% of the participants reported being sexually experienced, 64.7% initiated first sexual intercourse by age 16 and 55.7% did not use a condom at last sexual intercourse (Adu-Mireku, 2003). While another study in Ghana on the reproductive health risk and protective factors among youth with data from a nationally representative survey showed 48% respondents (43% males and 55% females) reported ever having sex. Median age of first intercourse was 17years. Sexually initiated males reported an average of 1.9 lifetime partners, as compared with 1.5 life time partners among females. Older youth of both genders were more likely to have had sex (Karim et al, 2000). In Ethiopia, 25.5% of males and 16.1% of females had ever had sexual partners in the last 12months. Condom use in the last sexual act was reported by 22.7% and 10% of male and female youth, 19.4% of male and 22.2% of female youth who had ever had sexual intercourse had ever used family planning method (Woubabe, 2007). In Zambia, it was found that 13.4% reported that they had sexual

intercourse in the past 12 months prior to the survey, 16.4% and 9.7% among males and female respectively (Siziya et al, 2008).

Based on the facts and figures presented above, one is forced to conclude that risky sexual behaviour was common among adolescents irrespective of the countries. Therefore, the adolescents were exposed to greater reproductive health risks reflected by a higher prevalence of unwanted pregnancy and sexually transmitted infection, however fewer abortions were done in these countries. Those who experienced forced sex were younger in urban than rural areas. The studies found that there was no statistically significant difference in level of knowledge of sexual and reproductive health and their perception of risky behaviour among adolescents in all the countries considered. Knowledge was not associated with sexual behaviour; however correct perception of risky was associated with protective behaviour such as use of condom. Thus, these findings could be said of all the countries reviewed.

### **Implications for parents and teachers**

The findings of a comparative study of adolescent reproductive health issues in Nigeria and some selected countries have far reaching implications for parents and teachers. This review of a comparative study on adolescent reproductive health issues supports the fact that there was no statistically significant difference in level of knowledge of sexual and reproductive health issues and their perception of risky among adolescents in all the countries considered. This by implication goes to show that family life health education (FLHE) can be strengthened by teachers and parents, with emphasis on aspects of self-respect, valuing themselves and others and skills to make healthy decisions. It then means that younger people also need to be

integrated in the curriculum design and implementation. This indicates that peer educators need to be included as part of the mechanisms for providing FLHE.

More so, parents can now be sensitized on the importance of providing a supportive home environment for their children, fostering relationship between themselves and their children and reducing inhibition about communicating sexual health messages with them. Parents also need the economic enablement so that children do not need to fend for themselves. Through these studies, teachers and parents could provide welfare support to reduce the need for children to work. This goes to show that health care workers in collaboration with school authorities could be encouraged to visit schools on regular basis to discuss health related issues with the students and clarify myths.

Furthermore, research evidence and international policy highlight the central role that parents play in promoting positive sexual behaviour and outcomes in their children, however they can be difficult to engage in sexual and reproductive health (SRH) education programmes. Digital health promotion that uses online and mobile technologies (OMTs) to promote parent-child communication may offer an innovative solution to reach parents and teachers. While digital parental materials show promise for engaging parents in SRH education, the study suggests that in order to optimize engagement, parental components that give parents the necessary skills to have conversations with their children about sex could be coupled with efforts to increase school and teacher confidence to communicate with parents on sensitivetopics.

## **Conclusion**

From the reports of adolescent reproductive health issues in

Nigeria and some selected countries, it can be concluded that awareness of reproductive health issues is low among adolescents, because of this they are prone to unwanted pregnancies with unsafe abortions. Also adolescents in Nigeria and some selected countries, are still ignorant of prevention of STI and HIV/AIDS, so they are also at risk of contacting this deadly diseases. The freedom to discuss about reproductive health in schools is limited. And this notion is derived from the author's doubt on the high prevalence rate of health issues among adolescents in these countries.

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## CHAPTER NINE

### THE PROFILE OF SOME SEMI-DEVELOPING NATIONAL SYSTEM OF EDUCATION: MALI AND GHANA CASES

*NwagbataAmaka Rose*

#### **Preamble**

This chapter examines the profiles of national systems of education of two socio-economically developing nations such as Mali and Ghana. Each profile presents the national character and peculiarity of the society it serves. National systems of education differ from one country to another with their inherent peculiarities and challenges. Nonetheless, educational profile of any nation usually reflected her needs, aspirations and interests (Nwaka&Aroh, 2012).

The analysis of these nations' national systems of education would enable other countries in this category to make comparison of their educational systems and identify areas of collaboration. It would also help students to develop insights necessary for coping with the demands of the fast growing education systems and the socio-political challenges as well as appreciate the imperativeness of comparative education.

#### **The Profile of the National Education System in Ghana Introduction**

Ghana is West African nation. It's population is concentrated along the coast and in the principal cities of Accra

and Kumasi ethnically. Ghana is divided into small groups speaking more than 50 languages and dialects. On the average, it takes about 20 years for a child to complete their education in Ghana. Children from wealthy families usually benefit from attending private schools while children who are from poor families attend public schools. Most children in Ghana begin their education at the age of three or four. They first enter nursery school which is then followed by two years in kindergarten. After kindergarten, the child then continues to primary school, junior high school, senior high school and then finally university. The average age at which a child begins first grade of primary education is 6 years.

Before, there were more boys enrolled in schools than girls but with the implementation of equal rights for men and women there are about the same number of boys and girls enrolled in schools in Ghana now. However, it is still challenging for girls to reach tertiary level of education due to, among other factors unequal distribution of house chores between boys and girls and teenage pregnancy.

The Republic of Ghana has 12,630 primary schools, 5,450 junior secondary schools, 503 senior secondary schools, 38 teacher training colleges now known as colleges of education, 18 technical institutions, two diploma-awarding institutions and five universities serving a population of 18 million, this means that most Ghanaians have relatively easy access to good education. In contrast, at the time of independence in 1957, Ghana had only one university and a handful of secondary schools. In addition, research in the Ga District has found that approximately 15% of the children in Ga attended private schools unrecognised by the government. In the past decade, Ghana's spending on education has been between 28 percent and 40 percent of its annual budget. However,

according to Mr. OdenehoAbabio, President of the National House of Chiefs, many children only have access to basic education because of the private schools in their communities.

### **Language**

The sole official language of instruction throughout the Ghanaian educational system is English. Students may study in any of eleven local languages for much of the first three years, after which English becomes the medium of instruction. Students continue to study a local language and French as classroom subjects through at least the ninth grade. All textbooks and materials are otherwise in English.

### **The Philosophical Aims and Objectives of Education in Ghana**

The education Act of 1961 laid down very important features and direction of Ghanaian education which include:

1. Free and compulsory education
2. The creation of education authorities responsible for buildings, equipment and maintenance of grants for primary schools
3. The opening of admission to mission schools irrespective of religious beliefs (Fafunwa and Asisiku in Ilorah, 2000) structure.

**However, below are the different levels of Ghana education system:**

**Ghana operates on a 6-3-4-4**

- Primary school – 6years
- Junior high school – 3years
- Senior high school – 4 years
- University Bachelor’s Degree – 4years

## Pre-School

Pre-school comprises nursery and kindergarten which usually lasts for 23 years before entering the primary school. Most pre-schools are privately owned, kids are taught school basics like rhymes, poems, alphabets, numbers and some even teach how to use some technological devices.

## Primary School

Ghana operates a 6-year free and compulsory primary school education. Children start this level of education at the age of 6 years. Primary 6 ends primary schooling in Ghana. Ghana has no middle school system.

**Junior High School (JHS):** Junior secondary school starts right after primary 6, it has a different name as compared to other countries, and some countries call this stage either junior high school or middle school. In America this stage starts in Grade 6 but in Ghana it starts when you are in Grade 7. The table below will help in understanding how this works;

## Junior High School

7 <sup>th</sup> Grade	J.H.S. 1
8 <sup>th</sup> Grade	J.H. S. 2
9 <sup>th</sup> Grade	J. H.S. 3

At the JHS, English, Mathematics, Social Studies, and Integrated science including Agricultural science, a Ghanaian language, technical, vocational, information and communication are studied.

Over 280,000 Ghanaian students take the Basic Education Certificate Examination (BECE) at the end of JHS 3 (ninth grade). This exam has to be taken before a student is accepted into senior high school in nine or ten subjects ranging from:

- Mathematics
- English
- Social Studies
- General science
- Pre-technical education
- Pre-vocational education
- Any Ghanaian language
- Religious and moral education
- French

But as of 2010, most of these subjects have been integrated and changed while others have been dropped and new ones added.

The examinable subjects are now:

- Mathematics
- English
- Social Studies
- Integrated Science
- Basic Designing and Technology (candidates can choose between Pre-technical skills, home economics and visual arts).
- Any Ghanaian language
- Information Communication and Technology (ICT)
- Religious and Moral Education
- French

Most junior secondary schools are privately owned and they are the best way to earn a certificate in Basic Education. Junior secondary schools run by the government lack many educational facilities that enable students to understand what they are being taught in the classroom and as a result of this most public schools do not write French and I.C.T in the examination.

**Senior High School (SHS):** Admission to senior high school is competitive: only 70,000 students can be admitted into the 500 secondary schools. Students who pass the BECE are accepted into senior high school, this part of the education system is when the tables turn around, because the best senior secondary schools are government owned, most people will not understand how this is possible but in reality it is just one of the many wonders in Ghana. Senior secondary school is the same as High School in America. Before 2008, senior secondary school takes three years to complete as opposed to the four years of senior secondary schools. However, early 2009 this reform was immediately reversed again by the new NDC government, and presently it is 3 years again. The table below will give an idea about how the two systems are related:

**American system/ Ghana system**

9 <sup>th</sup> Grade	
10 <sup>th</sup> Grade	S.H.S. 1
11 <sup>th</sup> Grade	S.H.S. 2
12 <sup>th</sup> Grade	S.H.S. 3

S.H.S. 4 (as of February 2009 cancelled)

From the table, it is easily noticeable that the **reformed Ghanaian** system is longer to complete and adds a year to the time spent in secondary school which was previously 3 years.

In the public schools, all students take a core curriculum consisting of English Language, integrated science, Mathematics, and Social Studies. Each student also takes three or four elective subjects, chosen from one of seven groups; sciences, “Arts” (Social science and humanities), vocational (visual arts or home economics), technical, business or agriculture. The secondary school transcript should contain a letter or percentage grade for each subject, for each of three terms, for the three years of senior high school, equivalent to the



tenth through twelfth grades. Students' term reports (report cards) contain rank in class for each subjects as well as grades for class work and end of term exams. The grading system is tough: 80 -100% is usually an A, a grade rarely awarded. Transcripts with all A's are unlikely to be genuine.

At the end of senior high school (twelfth grade), all students take the West African Senior Secondary Certificate Examination, or WASSCE, (SSCE through 2005; WASSCE beginning in 2006) in each of their seven or eight subjects. These exams are given nationwide in May-June each year, but the results are not available until the following October. Grading is exceptionally tough: fewer than 3% of grades are A's, and 40% of students fail any given exam. C's and D's can be quite competitive grades.

### **The curricula for Senior Secondary School Consists of**

- Science (usually three years of biology, physics and chemistry)
- Mathematics (usually three years of trigonometry, pre-calculus, calculus I and II)
- English (usually three years, consisting of composition writing, comprehension, literature general thinking and understanding)
- Physical Education (at least one year)
- Social studies (Usually three years, including government understanding society, economy and history)

### **Elective Courses Offered:**

- General arts 1 (consists of subjects ranging from economics, calculus I and II, geography and French).

- General Arts II (Consists of subjects ranging from literature, trigonometry and pre-calculus, history and French).
- Agriculture ( consists of subjects ranging from chemistry, physics, agricultural science and calculus I and II)
- Business (consists of subjects ranging from accounting, business management, calculus I and II)
- Science ( consists of subjects ranging from biology, chemistry, physics and calculus I and II)

The curriculum for science students is hectic as compared to the other elective courses. Science students usually switch to other electives when they cannot keep up with the science course. In the fourth year students write their final exam called the West African Senior School Certificate Examination (WASSCE). It consists of subjects from the elective courses.

The minimum university standard for admission to post-secondary education is a ‘C’ average on the SSSCE, with passes (A-E) in all subjects. U.S. universities should not admit Ghanaian students who have not attained at least this level. Students are expected to retake exams in subjects they have failed. Colleges should require a photocopy of the SSSCE Statement of results bearing an original signature and stamp from the headmaster or headmistress, as well as the transcript. The documents can be verified at source, through the West African Examinations Council’s online system at <http://ghana.waecdirect.org>. The student provides a PIN number that they purchase for the equivalent of \$3 (available any post office or WAEC regional office), that is used to retrieve a printable copy of their WAEC results. This is the fastest and most reliable way of verifying a student’s results from Ghana university education: Post secondary education in Ghana

commonly consists of four years of majoring in a specific field of interest. Students are admitted based on their performance on the W.A.S.S.C.E, students who usually obtain a ‘C’ in their elective courses find it hard to get admitted to the public universities, they end up having to apply for private universities in the country. Ghana’s tertiary institutions enrol over 100,000 students in undergraduate, graduate, certificate and diploma programs in a full range of academic and professional fields.

Ghanaian university admission is highly competitive, especially in fields such as medicine, engineering, law and pharmacy. In an effort to attract international enrolment, all Ghanaian universities operate on a modular, semester system. The university of Ghana is committed to 10% international population and attracts significant numbers of American students, as well as students from other Africa countries and Europe. The United Nations University operates several programs on campus in fields of health and development. These universities offer most of the internationally accepted degrees, which include Master of Arts (MA), Master of Science (MS) and Master of Business Administration (MBA). They also offer professional degrees like Doctor of Philosophy (Ph.D) or other doctoral degree, such as Doctor of Arts, Doctor of Education, Doctor of Pharmacy and Doctor of Optometry (O.D.) Most of the programs offered such as medicine have formal apprenticeship procedures post-graduation like residency and internship which must be completed after graduation (like residency and internship which must be completed after graduation) and before one is considered to be fully trained.

Twenty-one private institutions are also accredited by the National Accreditation Board ([w.w.w.nab.gov.ng](http://www.nab.gov.ng)) to award Bachelor’s degrees. Their enrolment totals more than 5,000, but they are expected to become a recognized force during the next

decade. Ten public polytechnics offer three-year Higher National Diplomas in applied business and technology fields. The HND is not equivalent to a Bachelor's degree, but undergraduate transfer credit can be awarded, as is also the case for teacher training colleges and other tertiary non-degree programs.

### **Information and Communication Technology (ICT) in Education**

Computer technology used for teaching and learning began to receive governments' attention in the past decade. The ICT in Education Policy of Ghana requires the use of ICT for teaching and learning at all levels of the education system. At all levels of the educational system attempts have been made by the Ministry of Education (MOE) to support institutions in teaching of ICT literacy. Most secondary and some basic schools have computers.

A recent study on Pedagogical integration of ICT from 2009 – 2011 in 10 Ghanaian schools indicates that there is gap between the policy directives and actual practices in schools. The emphasis of the official curricula is on the development of student's skills in operating ICT but not necessarily using the technology as a means of learning subjects other than ICT. The study also found that the Ministry of Education is currently at the stage of deployment of ICT resources for developing the needed ICT literacy required for integration into teaching/learning.

**Ghanaians in the United States:** 3,664 Ghanaians are enrolled in U.S. institutions. Their influence is significant: in 2008, newly enrolling Ghanaian students were awarded \$8 million in financial assistance for study in the United States. Ghana is one

of the few countries in Africa whose public school graduates can attain admission to the most competitive universities in the United States.

### **Educational Advising/Administration and Control**

The Educational Advising Centers in Accra and Kumasi sponsored by the Public Affairs Section of the United States Embassy serve over 20,000 students per year in a wide range of programs designed to strengthen students' applications and their readiness for U.S. higher education. Ghana educational administration is centralized with a devolution of responsibility at various levels.

Public education is the responsibility of the central or national government. The ministry of education and culture headed by a minister formulates educational policy. The professional and administrative sections of the ministry combined into Ghana Education Service (GES) headed by a director-general with two deputy Director Generals and 20 directors. Nine of the directors take charge of the nine regions into which Ghana is politically divided. Each regional director is responsible for inspection, supervision and financing of secondary schools, training colleges, commercial schools and technical institutions within their regions.

Each region is divided into district that has a District Education Office (DEO) and a District Education Committee (DEC). The DEO is headed by an assistant director of education with principal superintendents, superintendants and assistant superintendents. The DEO is responsible for:

- (i) School inspection and visitors;
- (ii) School welfare services and relationships with other developments and organizations;
- (iii) Organization and staffing of district education office

- (iv) Preparation of district estimates; and
- (v) Equipping the school etc (Ilorah, 2000)

## **Funding**

Ghana is one of the highest recipients of education aid in sub-Saharan Africa (World Bank, 2004) and over the past two decades this aid has played a significant role in the implementation of the educational reforms that were launched in 1987. Donors' involvement in the reforms coincided with the launching of the country's Economic Reform Programme (ERP) in the mid- 1980s, when the economy was on the brink of collapse and the government lacked the financial base to support the education sector. With the turnaround in the revenue, government's expenditure on Ghana's education sector has steadily risen. Between 2000 and 2005, education's share of total discretionary expenditures, already the largest of any sector, increased from 19.4percent to about 27.5 percent 2006. By contrast, the share of health, the second largest sector, rose from percent to 13.4 percent over the same period. Despite changes in the resource envelope, the main priority of the Government since 1987 has been to finance basic education. (Thompson and Casely-Hayford, 2008) Over the last five years, the government has attempted to use deprivation criteria to target the poor and channel resources to the deprive districts for educational investment. DFID support to Ghana between 2000 and 2004 ensured that district education offices were compelled to target the disadvantaged; measures such as training and district level guidelines were used to ensure that education services were provided to the poor in rural areas.

# **The Profile of the National Education System in Mali**

## **Introduction**

Mali is extremely a poor country, ranking near the bottom of the UNDP Human Development Index. Nearly three quarters of Malians survive on less than \$2 a day and one in five children do not survive to their fifth birthday. Three-quarters (77 percent) of adults cannot read or write. This is the highest illiteracy level in the UNDP index. The challenges facing Mali in fighting poverty are daunting.

Mali has been democratic since 1991, and the international community considers it to have overall well-performing government and economy. But this should not mask the huge scale of the challenges facing Mali in realizing even the most basic rights of its citizens. This challenge is increased by the country's vulnerability to shocks, such as the food and fuel crises.

Mali is a large landlocked country with a relatively small population drawn from a variety of ethnic groups. It covers an area more than twice the size of France (1.24m sq km), of which two thirds is desert or semi-desert inhabited by nomadic groups. Its population, estimated at 12.34million, 46 comprises a number of different ethnic groups, including nomads and sedentary populations. There are 11 recognized national languages, although more are spoken. French is the official language, but is probably spoken by a minority of the population.

## **Philosophical Aims and Objectives**

The goal of education for all Malian children by 2015 is still more a dream than a reality, despite indisputable improvements in the delivery of education in the 18years since

democratic rule begun in the country. The number of children attending primary school has risen hugely, with the proportion growing from 21 percent in 1990 to 61 percent in 2008, and more than 20,000 extra teachers have been recruited in the past ten years. But still nearly 900,000 Malian children aged 7-12 are out of school; well over a third of that age group. Of these, 60 percent more than half a million children in total are girls. Many of those children who start school do not finish. Although the state is still the biggest provider of education to Mali's children, some of the increase in provision in recent years has been via a significant expansion in community schools, driven by donors and NGOs. It is crucial that these schools are included in the state system when donors no longer fund them.

### **Educational System in Mali**

Public education in Mali, in principle, provided free of charge and is compulsory for nine years between the ages of 7 and 16. The system encompasses six years of primary education beginning at age seven, followed by six years of secondary education, generally divided into two three-year cycles. However, Mali's actual primary school enrollment rate is low, in large part because families are unable to cover the cost of uniforms, books, supplies and other fees required to attend even public school. The education system is plagued by a lack of schools in rural areas, as well as shortages of teachers and materials. The government plans to invest in an expanded system of both secondary academic vocational education to meet the demand.

### **Primary Education**

In the 2001 school year, primary school enrolment was estimated to include only 61 percent of the appropriate age



group (71 percent of males and 51 percent of females). The primary school completion rate is also low: only 36 percent of students in 2003 (and lower for females). The majority of students reportedly leave primary school by age 12.

## **Secondary education**

At the end of their primary schooling, students may take entrance exams for secondary school admissions, called the diploma d' etude fondamentale (Fundamental studies Diploma or DEF) The secondary school enrolment rate in the late 1990s was 15 percent ( 20 percent for males and 10 percent for females)

## **Higher Education**

One of the oldest universities in the world, Sankore in Timbuktu, dates to the 15<sup>th</sup> century. The university of Bamako, also known as the University of Mali, is a 1990s aggregation of other institutions of higher education in the Bamako area. Its main campus is in the neighbourhood of Badalabougou. The university includes five faculties and two institutes: The Science and Technology faculty (Faculte des sciences et techniques or FAST). The medical faculty (Faculte de Medecine, de Pharmacie et d' Odonto-Stamologie or FMPOS), the Humanities, Arts, and Social Science facult (Faculte' des Lettres, Langues, Arts et Sciences Humanines or FLASH), the Law and public service faculty (Faculte' des Sciences Juridiques et Politiques FSJP), the science of economy and management faculty ("Faculte' des Sciences Econmiques et de Gestion" or FSEG, the institute of management ("Institute Universitaire de Management" or IUG) and the Higher institute for training and applied research (InstitutSuperieur de formation et de RechercheAppliquee or ISFRA) University of Bamako, (2008).

## Administration and Control

The ministry has two ministerial level officers, each heading one independent arm of the Ministry. The *Ministre de L' Education de Base, de L' Alphabetisation et des Langues Nationales* (Ministry of Basic Education, Literacy, and National Languages) is responsible for Primary education, literacy programs outside the schools, and the promotion and standardisation of “National Languages”, such as Bambara and Tamcheq, other than the official language, French. The *Ministre des Enseignements Secondaire, Superieur et de la Recherche Scientifique* (Ministry of Secondary and Superior Education, and Scientific Research) is tasked with government secondary schools, university, and an array of vocational, technical and research centres. As of 2008, the Minister of Basic Education, Literacy, and National Languages was Sidibe Amimata Diallo and the Minister of Secondary and Superior Education, and Scientific Research was Amadou Toure (Mali Ministère de l' Education de Base, de l' Alphabetisation et des Langues Nationales, 2008).

Since the 1990s, the Government of Mali (GOM) has introduced sector-wide policy and planning, has increased spending, and has reorganized its ministries. There have been some improvements in outcomes, particularly in terms of enrolment. Yet there remains a deficit in both the vision and implementation of policy; the curriculum policy is constantly changing, decentralization is not implemented properly, and there is a need to improve financial management in the Ministry of Education. Recruitment, training and management of teachers are key issues. Oxfarm has calculated that the government's teacher recruitment target (2,500 trained teachers per year) is not enough even to narrow let alone close the teacher gap. And even these targets are not being met. All these issues and

particularly the teacher crisis need to be addressed urgently if the right of Malian children to an education is genuinely to be guaranteed.

## **Funding**

Public education is directed and funded from the national level. Public education in Mali, in principle, provided free of charge and is compulsory for nine years between the ages of 17 and 16 (UNDP, 2008). Financing is also a serious issue: the education sector is under-funded, and in 2007, donor aid promises to the sector fell short of what the government had projected it needed by \$20 million (FCFA 9.6bn, £15m). The Malian government has increased investment in education in recent years, on education in 2007, and can afford to go a little further. Meeting international targets on spending levels, or equalling the levels of some of its neighbours, would require the GOM to raise education spending slightly, given the scale of the problem, it must at least meet this level. But in the current economic climate, the government is unlikely to be able to raise revenue and thus spending considerably. A more significant increase in financing is still required to meet needs, and donors must provide a more significant increase in financing.

Officially there have been no fees charged from primary education in public schools in Mali since 1991. But in practice most families are still paying for education. Amounts vary, and can include registration fees, fees for books and materials and the levies which school management committee (CGS) can raise to support schools in their area. These should come from the whole community, not as fees per child, but in reality it is parents with children in the schools who pay. Given the desperate under-resourcing of schools, such fees are not surprising.

The community-school system has expanded access to education, but it has also formalized the paying of fees by parents. Community schools have always required community contributions, and where donor support has stopped (as it has from USAID, the major donor), the strain on communities is even greater. However, students in Mali pay no tuition fees, but private secondary and vocational schooling may charge \$600 a year in a nation where the average yearly salary was \$500 in 2007 according to the (WorldBank, 2007).

Legally, children should not be excluded from public schools if their parents fail to pay levies or other charges, but there are reports of such exclusions. Moreover, many families are deterred by the costs from sending children particularly girls to school. Research by Oxfam and Save the children (2008), shows that given current prices, families in the Sahel are spending average of 80 percent of their income on food. In this context, education becomes an unaffordable luxury. Increased resourcing of schools by the public sector will be necessary to keep primary schools going and to remove this barriers to education for the poorest families.

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## CHAPTER TEN

# POPULATION AND FAMILY LIFE EDUCATION IN NIGERIA: POLICIES, PRACTICES AND CONSEQUENCES ON EDUCATION

**Ekwealor, F.N. (Ph.D)**

### **Introduction**

Population and family life education is designed to improve people's knowledge and awareness of the cause and consequence of population growth at the family, community, national and international levels as well as educational sector. It aims to provide a better understanding of the relationship between population processes and dynamics on one hand and social on the other. This will also help to illuminate the effects of that relationship on quality of life at both the micro and macro levels.

In producing the desired educational outcome, people are central in the educational process or enterprise hence, the number of people involved is always critical for the efficacy of the educational resources – human, material and time. This is so because researchers have shown that the effectiveness of educational processes will be less if the available resources are not properly spread over a large number of people. There is a need therefore for youths to have access to adequate resources for social and economic life. This resources and population have always been crucial variables in the educational enterprise.

Notwithstanding the intense gravity of Nigeria's family problems and the fact that what family and family life mean are not realistically clear to the populace, the continuing increase in Nigeria's population size and its resultant which is over-population trend with its associated array of over-population problems seem to have defined articulate or rational solution (Nkan, 2021).

One very inevitable component of the United Nation's initiated and accepted World Population Plan of Action (WPPA) is the decision to introduce population education and its associated family life education into the curricula of educational institutions in the contemporary globalized village where Nigeria is also situate.

Following from the foregoing, this chapter is burdened with highlighting the policies associated with population and family life education in Nigeria, as well as the consequences of these policies and practices on education in our context.

### **The Concept of Population Education**

In available sociological and educational literature, definitions of human population are plenty. Nevertheless, human population can be said to refer to:

*the total number of normal persons irrespective of their sex, age, complexion, ethnic affiliation or attachment, nationality of territorial location at a given point in time that the population is being referred to (Inyang-Inyang & Mezieobi, 2022 p.6)*

With the establishment of population education unit in the Federal Ministry of Education in the early 1980s, the definition of population education adopted was as follows:

*Population education is the process of developing*



*awareness and understanding of population situations as well as a rational attitude and behaviour towards those situations for the attainment of quality life for the individual, the family, the community, the nation and the whole world (NERDC, 1988).*

Mezieobi (2009) visualized population education as an educational process which involves the teaching and learning of human population whereby population situation, processes, causes and effects of population change are studied with a view to inculcate in the learners the appropriate knowledge, attitudes, values, and behaviours related to population that will lead to good life and the making of rational decisions related to population matters that will continuously positively influence the societal populace.

In view of the above definitions, population education implies any deliberate attempt by the school to educate, individuals on the facts, nature and implications of population dynamics for the purpose of developing awareness and understanding for the consequences of personal decisions and actions regarding population matters. Hence, population educationa is directed at developing in the students the knowledge, understanding, skills and responsible decision-making on matters concerning population. The main aims including helping the individuals appreciate the consequences of population growth and changes on the immediate and remote environment besides the consequences that his own actions and attitudes may have on his family, the immediate society and the world at large.

### **Family Life Education**

This refers to the educative process through which humans are equipped with the complexities (life-ways) or going-on in a home (or family) environment in the bid to absorb its

shock, enjoy its goodies and accept its challenges with fortitude as well as equip one with comprehensive knowledge of what family connotes in all its ramifications and the place of the family in family stability, sustainable and in societal development (Akpan, 2022).

Presently, many families are no longer together due to many social, economic and other pressures. Broken families constitute serious social problems and the problems are more prominent when quality of life in the family and the up-bringing of children are put in sharp focus. These problems underline the emergency of family education. Globally, family life education grew out of a recognition of the increasing evidence of family instability and disintegration. According to Nigerian Educational Research and Development Council, Family Life Education is defined as a concern of education that grew out of a recognition of the growing evidence of family instability and deterioration and deals with attitudes and skills related to dating, marriage, parenthood and later life (NERDC, 1988). Family life education creates awareness of the family as the basic unit of social life, which provides the bearing and rearing of children through members of a household who are related to a specific degree by blood, adoption or marriage. The content of family life education may cover the following areas: concept of family, family-system-nuclear family and extended family, marriage and forms of marriage, divorce, functions of the family-reproduction/procreation, family and population dynamics, family change, future of the family, government and family policies, etc.

The ultimate goal of family life education is to involve the citizens in a guided learning or self-learning process which will make them become aware of the inter-relationship between population change and the quality of life or standard of living.

Family life education will promote good health and welfare and reduce the changes of pre-mature death and illness. It will also help to achieve lower population growth rate necessary for a better quality of life.

Family life education is very necessary because the goal of family life education policy is to raise the quality of life at the family level due to the fact that what happens at the family level aggregate into the national picture. The quality of life at the family level can be said to be high if there is adequate housing, education and health services, food, leisure and other amenities of life. These conditions make the attainment of family welfare, happiness, security and physical as well as mental and social well-being possible.

### **Population and Family Life Education in Nigeria: Policies**

The policies relating exclusively to population and family life education in Nigeria are beamed at the following:

1. Drawing concerted attention to the indispensable family system as an unavoidable social institution which has been taken for granted, unmindful of the fact that “no human society can exist without some form of (acceptable) family structure” (Okoroafor, Ahamefula and Ogugua, 2008 p. 55).
2. Making population and family life subjects of educational study in the bid to key learners, researchers and interested reading public into all productive population and family life entail so as to be well-equipped information-wise to contain the challenges and knotty problems they pose to effective human living and sustainable national development.

3. To conscientize the learners who are budding or impending family formation agents to the effect that besides the need for family stability which hinges on the shoulders of largely family members, the families should curtail their propensity for dense population creation which does the family no appreciable good. Recall that Orisa (2016) unveiled the negative consequences of Nigeria's overpopulation problems to include poverty, malnutrition, sprawling unemployment, pollution, housing problems, spreading of diseases, child abuse, increase in social vices and unavailability of adequate social infrastructure.

A number of scholars such as Inyang-Inyang and Mezieobi (2022) further elucidated the policy objectives of population and family life education when they averred that the policies are geared at:

1. being catalytic to promoting awareness among the Nigerian populace on not only skyrocketing population problems, but also on the effects of family-engineered effects of uncontrolled rapid population growth on national development.
2. To educationally key learners and interested others into the values of commendable family size in which the emphasis is on small family size.
3. To educationally equip potential family and population by marriage makers with information on population matters, family planning and sexual relationship in the bid not to attune their mindset to small family size institutionalization but also to become responsible parents.

4. To provide human reproductive – oriented education such that these educational beneficiaries will in the future, take to appropriately regulating their fertility rate.
5. To discourage a child-bearing woman from having more than four children.
6. To place premium on family planning programmes or services.
7. The policy is a surreptitious plea to the female gender below the age of 18 and above 35 years of age, to reduce their rate or speed of pregnancy.
8. The policy is targeted, among other persons on women in the child-bearing bracket for the purposes of focusing of 50% of family planning services at them, reduction of their total fertility rate, reduction of infant mortality and crude death rate.

### **Population and Family Life Education in Nigeria: Unveiling the Practices**

With regard to the prevailing practices in relation to population and family life education in Nigeria, the following remarks or contributions become very informative and imperative. They are:

- 1) The overdose of emphasis which population and family life education appears to be enjoying in contemporary time in Nigeria, may make an uncritical social analyst to leap into the unfounded conclusion that population and family life education are altogether very new in the geopoly today preferred to Nigeria. The truth unequivocally told, without mincing words, is that population and family life education held sway in indigenous Nigeria and was preponderant. Inyang-Inyang and Mezieobi (2022) attest to this claim with superlative certitude when they averred,

and endorse it, that: Population (and family life) education had characterized Nigeria's indigenous life right from time immemorial. In indigenous Igboland, for example, large family size and invariably large population or population bomb was venerated. It was a status symbol to have many children, with emphasis on the male children, produced by a chain of wives, hence polygamy was preponderant and encouraged. Besides, the fact that an army of children was the farming or agricultural labour force, you dare not challenge a man who had a large family size which members (indefatigably) stood as reserve army for impending inter-tribal or ethnic wars. By sheer observation, informal apprenticeship training and oral family life education was taught and learned in indigenous or traditional Nigeria.

- 2) Besides the truism that population and family life education, no matter the tone of its unsophisticated nature, was rife in indigenous Nigeria, that kind of population and family life education at that time laid the foundation for the worrisome barrage of problems that have continued unabated characterize population and family life even today.
- 3) From Nigeria in the colonial time which history can be pinned to about the fourth decade of the nineteenth (19<sup>th</sup>) century, 1842 to be very precise, to the period of Nigeria's political or flag independence which commenced on the 1 October, 1960, Nigeria was totally population and family life education-free. Despite Nigeria's continuous unprecedented rate of population increase and its engrained negative effects on man and the society, the unavailability of population and family life education programmes held sway until March 1988

when Nigeria woke up from her slumber with regard to recognizing population and family life education with the official endorsement or rather approval of Nigeria's National policy on population and invariably family life education.

In order to put the historical right, it was the “United Nations Population Fund (UNPF) that compelled Nigeria to functionally accept population (and family life) education in actuality following its endorsement in 1974 by the World Population Plan of Action (WPPA)) and go into its implementation in our educational institutions” (Udeme, 2020).

- 4) Any critical social educationists in Nigeria who is wallowing in painting our educational scenario the way they realistically are, will agree that Nigeria in contemporary time has population and life education in sheer name. It does not command all-inclusive disciplines' attention in Nigeria. It exists on in the professional discipline of Education where some professional sub-disciplines of the overall Education discipline such as social studies education and comparative education teach it to their educands or learners.
- 5) A practice that is on ground today in relation to the teaching of population and family life education is that this subject is taught only in educational institutions. The many persons in the 'school without walls'- the communities housing the schools, out-of-school- are not carried along to complement the school-based population and family life education programmes.

## **Population and Family Life Education in Nigeria: Consequences on Education**

As it related to population and family life education with regard to its consequences on the broader field of professional Education, the following consequences are fathomable. They include:

1. Population and family life education is one of the curriculum artifacts that is taught in some professional disciplines of the overall Broad Field of study known as Education. Social studies education as a discrete or distinct professional field of study has population and Family Life Education as one of the its curricula areas of emphasis at the National Certificate in Education (NCE) level in Nigeria. The same is true of Comparative Education that has patches of population and family life education contents of study.
2. Irrespective of the fact that the percentage of learners of population and family life education is comparatively too slim, a vibrant beginning has been made as those who are exposed to population and family life education curriculum will be at grips with the educational objectives of population and family life education and may, therefore, become informal ambassadors of the propagation of the educational objectives of population and family life education.
3. The introduction, at all, of population and family life education into our educational curricula and in Nigeria's educational arena has provided a source of social educational researching and writing for social educational scholars who are striving by their works to enhance the quality of Nigeria's population and family life. Scholars such as Professor Willy P. Akpochafo,



Ononuju, J.N. Oyesikun, J.O., Adegbehin, A., Onyenze, J. N., Edinyang, S. D., Akpan, E.G., Professor Ken A. Mezieobi; Imo-ObongInyangInyang, and so on who have ventured discourses on population and family life education are worthy of commendation.

4. Consequent on the truism that population and family life education has in the end, made its in-road into Nigerian schools, there is no gainsaying the fact that the sponsors or propagators of the curricula who are very desirous to enhance the quality of the programme may plunge into comparative educational studies across the globe in order to fish out the strength of such programmes in the other parts of the globalized village which can be adopted or borrowed or adapted to boost the quality of population and family life education programmes in Nigeria.
5. Population and family life education to stay in the Nigerian educational industry. As a result of the indisputable truism that the society is in rapid flux and the modernization influences are impacting on all facets of life including education, it is apt that population and family life education curriculum, must as at when the need arises by subjected to “curriculum evaluation. Adedigba (2022) described as up-to-datedness moored determination of the “relevance and adequacy of educational (instructional) objectives, the appropriateness of content, suitability of methods, materials, activities... evaluation instruments” and ‘curriculum outcomes’. Mezieobi (2015) is apt to observe that it is practically impossible to have a functional up-to-date oriented population and family life education curriculum that is not a product of concerted curriculum evaluation.

6. Since population and family life education has ultimately become a curriculum artifact in some distinct professional disciplines of education such as social studies education, the best methods that are germane to the effective teaching of population and family life education need to be pinpointed or identified and emphasized. Wali (2020) have catalogued these effective teaching methods of population and family life education as the presentation method, dramatization method, discussion method, collaborative or cooperative teaching method, the inquiry teaching method, simulation method, and learners peer-teaching methods.
7. One other consequence of importance which the existence of population and family life education in Nigeria's educational institutions have evoked is that textbooks written on population and family life education are being subjected to evaluation if things are done the way they should be, Chikwelu (2015 p. 167) justified the rationale for population and family life education textbooks' evaluation when she opined that: no textbook... is an encyclopedia of knowledge no matter how well written it is perceived. This is because societal dynamism and developments in Information and Communication Technology (ICT) which are commendably impacting on all facets of life including population and family life education may make obsolete facts in books of today and yester years.

## **Conclusion**

Having taken a cursory but concerted look into population and family life education in Nigeria with specific reference to the policies, practices and consequences on

education, it may be expedient to leap into the conclusion that irrespective of the fact that population and family life education has been introduced in Nigeria, it has not been very firmly established in and out-of school let alone its positive effects becoming well-spread in the society. The challenge is that of social educationists, educational managers and government to make the populace, wherever they be- in the school or the communities; to tap the benefits of population and family life education for their good-quality living that will have a ripple effect on national development.

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## CHAPTER ELEVEN

### DESCRIPTIVE AND ANALYTICAL VIEW OF THE PROFILES OF DEVELOPED NATIONAL SYSTEMS OF EDUCATION OF FRANCE AND JAPAN

*Ikegbunam, Uche L.*

#### **Introduction**

National system of education was developed from the outcome of national education movement which swept through in the 18th century, and became the general feature of educational development in Europe. National system of education stands for a system of education by which a sovereign nation could be identified nationally, having regard to the needs, aspirations and circumstances of such nation. This system of education cuts across all the highly developed nations in Europe, in various ways but this chapter will look into the national system of education of France and Japan.

#### **PROFILE OF THE NATIONAL SYSTEM OF EDUCATION OF FRANCE**

In France, education is a priority, with 21 percent (21%) of the annual national budget earmarked for education. The higher education's history in France is lengthy prior to 1789, education was controlled by the Catholic Church, but after the French revolution, a standardized and centralized system of education was instituted in France.

The French education system consists of three stages: primary education, secondary education and higher education. Most French primary and secondary schools, as well as a large number of universities, are public institutions that have highly centralized administrations for smoother administrative purposes, France is geographically divided into 31 educational regions known as “academies”. Each academy is headed by a Rector (a representative of the ministry of Education, who is in charge of all education levels within the region). Each academy is further divided into departments, which are headed by an inspecteur d’academy, who oversees primary and secondary education. In 1989, France adopted a law which established that while the ministry of education is responsible for creating the curriculum and setting educational standards and goals, each primary and secondary school has the autonomy to choose how best to reach the curriculum and achieved the stated educational goals (World Education Services, 2022).

### **The Philosophical Aims and objectives of Education in France**

The primary objective of education in France is to help all French citizens/students to master the common core of knowledge and skills. It is also geared towards preparing pupils for the rest of their general, technology or vocational schooling. The guiding philosophy of French education is intellectualism: the doctrine that knowledge is purely or mainly derived from the action of the intellect or reason. France is therefore, geared towards the pursuit and cultivation of intellectual brilliance.

### **Administration and Control of Education in France.**

Education administration in France is centrally done. France as a whole is divided into regions and each region is blessed with some departments known as academies. A Rector is

the head of each academic who is always appointed by the president. The Rector is responsible to the Education Minister and he has powers over institutions under his control including the supervision of private schools. Rector is supported by the inspectors of academy. In addition, each district has a primary Inspector who is responsible to the Inspector of Academy. For pre- school institutions, there are special sub-inspectors majority of whom are women. Also, for general supervision of teaching, there are special inspectors of national education who are not only specialists in different subjects but also supervise their different subjects in the whole country.

Each level of Education such as primary, secondary, technical and higher institutions is being controlled by a directorate of such a Level of education particularly in the areas of supervision of teaching, staff among others (Lawal, 2004).

### **Funding of Education in France**

In the area of educational finance as it affects secondary, technical as well as higher education, the state is responsible for the lion share of the expenditure while the remaining comes from school fees paid by the students and private sources. Also, members of the university's academic staff who are also civil servants receive their salaries from the budget of the Ministry of National Education. For primary education, about 30 per cent of its expenses is catered for by the local authorities.

The teachers' salaries are paid by the state and they are all regarded as civil servants. Also, both the communes as well as the municipalities are jointly responsible for the school buildings, electricity, teacher's accommodation, the teaching equipment among others. The private schools on the other hand, charge school fees which they use for the maintenance of their schools.

The Rectors of universities appointed by the Education Ministers still remain the rectors of the academics. The professors of the university are always appointed by the Education Minister and such appointment is based on the recommendation of the facilities.

## **The Structure of Education System in France**

The French academic school year runs from September to June annually, with typical examination in June, and a second set of retake examination in September. Recall that the French system of education consist of 3 stages – the primary, secondary and higher education stages.

### **1. Elementary/Primary Education**

In France, education is compulsory between the ages of 6 and 16. Elementary school (enseignement<sup>le</sup>mentaire) begins at the age of 6 and lasts for 5 years. It is further divided into two cycles:

- ❖ The basic learning cycle (2 years)
- ❖ The consolidation cycle (3 years)

Elementary education in France focuses on French, mathematics, reading and writing, social sciences, science and the introduction of a first foreign language.

### **2. Secondary Education**

After elementary school, students enroll in secondary schools. Secondary education is further divided into two levels:



- ❖ Lowersecondary (enseignement secondaire du premier cycle)
- ❖ Uppersecondary (enseignement secondaire du deuxième cycle)

Lower secondary education is taught at middle schools (colleges) and is open to all students who have completed elementary school. The programme runs for four years and consists of four grades numbered in descending order. The curriculum focuses on French, foreign language, mathematics, history and geography, life and earth sciences, physics and chemistry, arts, technology, music and physical education, students take a national examination in one of the three streams: academics, technology or vocational. Those who pass the examination are awarded with the diploma national du Brevet (DNB), while those who fail the examination earn a school leaving certificate called le certificat de formation générale (CFG).

Upper secondary education runs for three years and is comprised of students between ages 10, 11 and 12. It is called seconde, première and terminale. Upper secondary education takes place at high schools (lycees). Access to upper secondary education is granted to student who have the DNB, and to a very limited number of students with the CFG. At the end of the first year, students choose a stream of study that will be followed for the final two years of upper secondary study leading to the baccalauréat examinations. The three types of baccalauréat examination are:

- ❖ The general academics stream,
- ❖ The technology based stream,
- ❖ The vocational stream.

At the end of the above baccalauréat examination, students who passed are granted access to university studies; while those who failed are issued the certificates de fin d'études secondaires. This baccalauréat examination is offered in June and September annually.

### 3. Higher Education

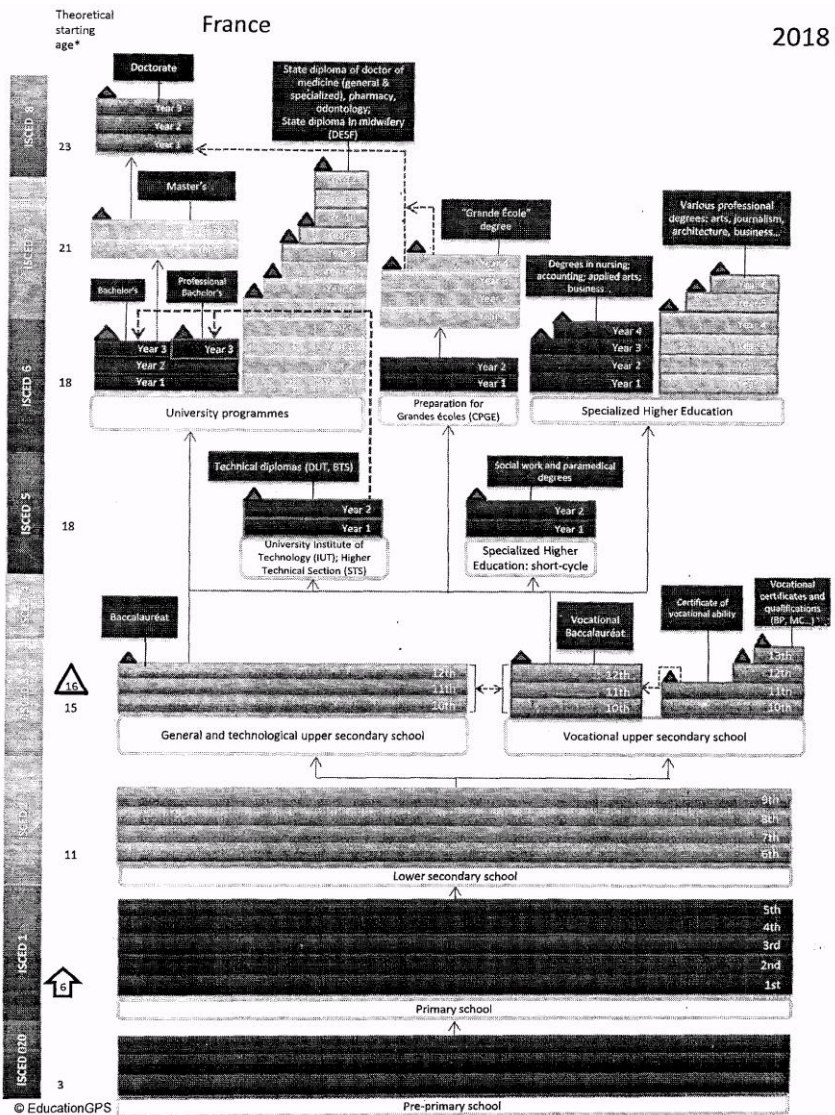
Admission into higher education in France is based on the baccalauréat examination. Some selective higher education programmes require students to take a competitive examination (concours), for entrance into the programme. In order to take this examination, students generally complete two years of preparatory study (classes préparatoires) at special high school (Lyce'es)

There are 83 public universities in France, about 80 percent of the tertiary student population attends these institutions because they are very accessible, affordable, and offer many programmes of study. The university education is further divided into a three-tiered System of education under the Bologna process reform, thus;

- ❖ The bachelor degree (license)
- ❖ The master degree (master)
- ❖ The doctorate (doctorate)

**Accreditation:** Public higher education institutions operate under education of the state and therefore all national and university-issued diplomas are recognized. Private institutions need to apply to receive academic recognition from the Ministry of Education. An institution can receive two levels of official recognition (World Education News Review, 2015).

# DIAGRAMATIC STRUCTURE OF FRANCE'S EDUCATION SYSTEM



Source: OECD (2019).

## PROFILE OF JAPAN NATIONAL SYSTEM OF EDUCATION

Japan is the most developed, industrialized and technologized nation in Asia, it is one of the eight most developed, industrialized and technologized nations of the world considering the geographical territory. Japan is the smallest of the eight nations, and is made up of small groups of discrete island on the fringe of Asia. The countries are homogenous nations with one language; they have highly developed human resources which is a facilitator of wealth and development. They also have an excellent transportation and communication network. All these resources made Japan very spectacular in industrial success despite her serious lack of natural resources and smallness of her geographical territory (Ilorah, 2012).

The system of education in Japan consists primarily of six-year elementary school, three – year junior high school and three – year high school; which is followed by a two – or – three year junior colleges or a four – year colleges. Compulsory education in Japan lasts for 9 years through elementary and junior high school. For physically and mentally challenged students, there is a system called special need education to support special students to develop their self-reliance and thus, enhance their social participation (UNESCO-IBE,2011).

### **The Philosophical Aims and Objectives of Education in Japan**

The basic aim of education policies in Japan is to provide equal opportunities in public school system which is non-discriminatory in terms of race, gender, creed, social status, economic position and family background. It is built to ensure the full development of individual personality and to produce responsible and self reliant citizens with respect for labour and human values.

## **Administration and Control of Education in Japan**

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) is responsible for all education in Japan. The ministry makes decisions on the establishment of new education institutions and determines the budgets for all national education institutions and grants for private institutions. Primary and secondary schools are established by the education committee or governor of each prefecture. The ministry is also directly responsible for overseeing a number of research organisations. The Japanese education system has a centralised structure. MEXT publishes guidelines for the national curriculum of primary, lower and upper secondary school Education. This applies to both pre-school education up until the upper grades of secondary education and special education programmes (National Centre on Education and Economy, 2021).

## **Funding of Education in Japan**

All public schools in Japan are highly centralized. Generally, schools are administered in the following order:

- (a) The Ministry of Education at the top
- (b) The Prefectural Education Boards
- (c) The Municipal Education Boards at the grassroots level or local level.

At the national level, the Ministry of Education, Science and Culture always assists in the preparation of education budget, formulation of educational laws, and maintenance of educational standard.

The Ministry of Education, Science and Culture is also saddled with the responsibility of giving an approval for the

establishment of higher institutions and also to supervise various tertiary institutions in the whole of Japan.

In Japan, the 6years primary and 3 year lower secondary school education are free and compulsory. Public education is jointly funded by national prefectural and municipal governments mainly from taxes and other revenues. The national government funds all public schools directly and subsidizes prefectural and municipal government with local allocation tax grants to reduce financial inequality and enable them fund public education in their area of authority

Prefectures fund Teacher salaries in municipal primary and lower secondary schools, part-time upper and special schools. Municipal government finance non-salary expenditures of primary and lower secondary schools, as well as other municipal schools and education facilities.

### **The Structure of Education System in Japan**

As a democratic state, educational opportunities are made available to all citizens of Japan. However, the Japanese education system generally include: (a) the formal school system (b) the less formal system of education for the purpose of administration, schools at all levels are divided into (a) State (b) Local (c) Public and (d) Private.

There is no difference in all the categories of schools in Japan except in the areas of administration and finance. The first nine years of Japanese education is free and compulsory.

### **Pre-School Education in Japan (3-5 Years)**

Elementary education in Japan normally takes place in the kindergarten schools. The primary objective of pre-school

education in Japan is to give all round development to the Japanese children. The curriculum for this level of education include: Health, Social Studies, Nature study, Language, Music, Art, Arithmetic, Writing, Reading, Songs, Tales and Physical Education.

### **Japanese Elementary Education (6 Years)**

Elementary Education in Japan was organized on four years duration initially. In the year 1886, this level of education was made free and compulsory. Also in 1908, the compulsory elementary education was raised to six years from the original four years.

According to the 1972 Education Reform, education in Japan aims at the following:

- (a) To help people to acquire the abilities for building a satisfactory and spontaneous life.
- (b) To adapt to social reality and the creative solution of difficulties.

From the above general aims, the following specific objectives are derived:

- i. The development of basic abilities in the young people side by side with a set of specified vocational skills,
- ii. The preparation of students to cope flexibly with rapid progress in science and technology,
- iii. The preparation of the students for social life.

The Japanese elementary schools are designed for children aged 6- 12 years. About 97% of the Japanese children attend public elementary schools while only about 3% go to

private elementary schools. The curriculum for this level of education include, Japanese language, social studies, Arithmetic, Science, Music, Art and Craft, home Education, Physical Education, Moral Education, (in public schools) Religious Education (in Private Schools).

### **Secondary Education in Japan**

This level of education is divided into two cycles, namely:

(a) **Lower or Junior Secondary:** This cycle of Secondary Education is free and compulsory like elementary education. It lasts for 3 years and designed for children ages 12 to 15 years. About 97% of Japanese secondary schools age attend public lower school while about 3% go to the private Junior Secondary School.

The primary objective of this level of education is to give all round development to the Japanese children and to give continuity to the Japanese elementary education. The curriculum for this level of education include: Japanese Language, Social Studies, Mathematics, General Science, Vocational and home Education, Foreign Language, Vocational Subjects, Agriculture, Industry, Commerce and Fisheries.

(b) **Upper Secondary Schools:** It should be noted that Upper Secondary School as well as preschool education are not free and compulsory for the Japanese children. The primary objective of this cycle of secondary education is to give general and specialized education to the students. The students wishing to enter an upper secondary school will have to write an entrance examination. In addition to paying school fees, students also have to buy textbooks recommended by the Ministry of Education.



Basically, there are two types of upper secondary school in Japan. They are:

- (a) 3 years full time upper secondary schools and
- (b) 4 years part-time and correspondence upper school.

This cycle of secondary education is terminal as its graduates can decide to work with it or seek an admission with it into a tertiary institution. Upper secondary education curriculum include: Japanese Language, Social Studies, Ethics, Civics, Political Science, Economics, Mathematics, Physical Education, Fine Arts, Music, Handicrafts and geography and Finally, Home Education for girls.

### **Teacher Education in Japan**

Teachers for kindergarten schools are always trained in the teacher training Institutions while the secondary school teachers are also trained in the Universities. In the same vein, teachers for the Japanese higher institutions are equally trained in the Universities. It should be noted that before a person can be appointed to teach in any public tertiary institution, such a person is expected to have a minimum of Mastersdegree in the area where he wants to teach.

### **Adult Education**

Adult education in Japan is regarded as social education. This kind of education is always organized by the Ministry of Education for the Japanese citizens who are not in the formal school. Towards this education, the Ministry of Education always provides correspondence courses. Such correspondence courses are in vocational, technical, agricultural, fishery as well as forestry subjects. The ministry efforts are always

complemented with radio and television programmes particularly in the area of general education. Nongovernmental bodies also assist in Japanese adult education.

### **Special Education**

Right from the year 1973, an official recognition was accorded the education of special children in Japan. Like other levels of education, special education has its own objectives. Its objectives include the following:

- (a) To identify and give appropriate educational programmes to the affected children,
- (b) To establish national centres for research and training,
- (c) For the integration, whenever possible of the handicapped with normal children and
- (d) To render other possible assistance to the handicapped children.

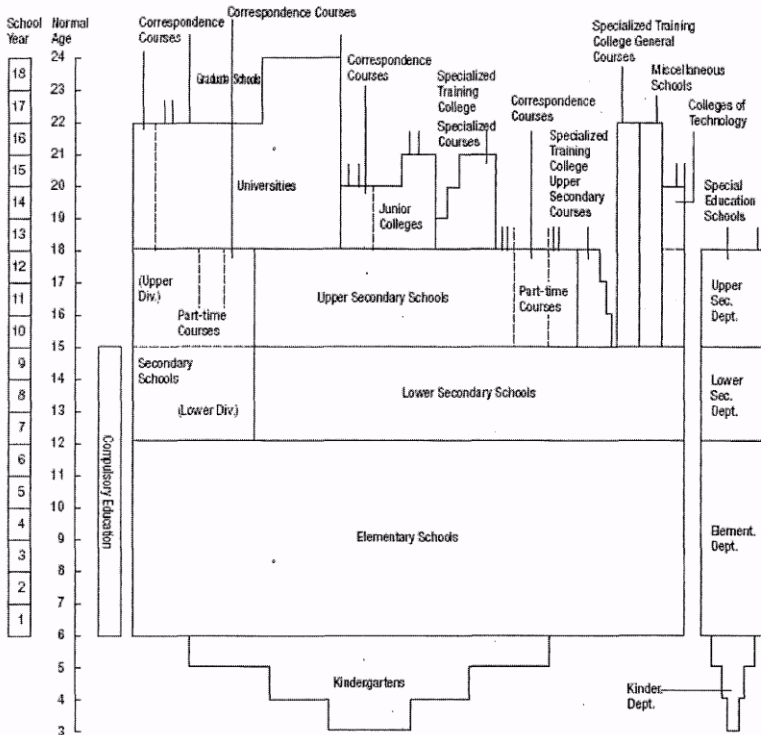
### **Tertiary Education**

In Japan, there are three categories of tertiary institution. They are: (a) University (b) Junior College and (c) College of technology. In the University, degrees are awarded and students spend between 4-6 years depending on their course of study.

At the Junior College, degrees are not awarded unlike in the Universities. As stated above, colleges of technology are another form of tertiary institution in Japan. In this institution, educational technology and engineering education are provided. This kind of education is primarily designed for the graduates of junior or lower secondary education. It has duration of five years (World Education Network, 2022).

# DIAGRAMATIC STRUCTURE OF EDUCATION IN JAPAN

Japan: structure of the education system



Source: MEXT (2008)

## Distinctive Features of Japan Education

Japan has a well-developed educational system in which the structure and function has much in common with many other industrialized countries. Distinctive features represent both the strength and weaknesses of the Japanese education system. Some of those incredibly amazing features of Japanese educational system are as follows:

Manners first before knowledge: Japanese students are not subjected to any examination until they are in grade four. Rather, they are just given small tests. Their main goal is not to judge the child's knowledge or learning level, but to establish good manners and character development. Kids are taught to respect people, be gentle to animals and nature, as well as qualities like justice, self-control and grit.

Japan's academics year starts on 1st of April: April 1 often coincides with the beautiful natural phenomena in the country-the time of cherry blossom. These are 3 trimesters in Japan's academic year. Thus: April 1 – July 20, September 1 – December 26 and January 7- march 27. Students enjoy 6 weeks of holidays during the summer. They also have 2 weeks break during the winter and spring.

Students clean their school themselves, as most Japanese schools don't employ janitors: students clean their classrooms, cafeteria, and even toilet. The Japanese education system believes that this activity will teach students to work as a team and respect the environments.

During school lunch, students eat balanced and healthy meals provided on a standardized menu, and are eaten together in the classroom. In public elementary and junior high schools, the lunch for students is cooked by qualified chefs and healthcare professionals. They all eat together with their Teachers.

After – school activities and workshops are very popular: Seeing groups of students returning from their extracurricular courses in the evening is a common sight in Japan. Small kids attend an 8-hour school day, but they also study during the holidays and on weekends. No wonder almost no student in Japan repeats grades in primary, lower secondary, or secondary school.

Students also learn Japanese calligraphy and poetry: learning calligraphy, or shodo, teaches Japanese children to respect their own culture and centuries-old traditions. For Japanese peoples, calligraphy is an art that is no less popular than traditional painting. They also learn Haiku, a form of poetry that uses simple expressions to convey deep emotions to readers.

Nearly, all students wear a school uniform. Some schools have their own school attire, but traditional Japanese school uniforms are military styles for boys, and sailor outfit for girls. The purpose of their school uniform policy is to remove social barriers among students.

School attendance rate in Japan is 99.99%. In Japan students don't skip classes or arrive late to schools. Around 91% of pupils in Japan reported that they never ignored the lessons of their Teachers

A single test decides the student's future: Japanese students have to take a very important examination at the end of high school. This examination determines the future of the students. They call the period of preparation for this examination "the examination hell" because the competition is very high.

College years are the best "holidays" for Japanese students: once they pass "the examination hell", Japanese students consider it the start of the best years of their life. Sometimes, they call this period an exciting "vacation" before work.

In Japan, schooling and school education dominates children's lives. They practice the adaption of automatic promotion between the grades based on age; irrespective of their educational achievements. In compulsory education, Japanese schools neither allow the gifted or fast learners to skip

a grade ahead of their classmates, nor do they force slow learners to repeat a grade.

There is also low enrollment of non-Japanese students and adults in schools. Their schools and classrooms are composed of an almost homogeneous group of students.

Lastly but not the least, Japanese practice autonomous school management in which schools tend to make important decisions at staff meetings in each school, and each school have a tendency to resist interference from outsiders. Although school principal are formally empowered by law to manage their schools, actual decision-making with regards to school management is carried out with the mutual consent of the teaching and non-teaching staff members.

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## CHAPTER TWELVE

# COMPARATIVE ANALYSIS OF FRENCH AND BRITISH COLONIAL INFLUENCE ON AFRICAN EDUCATION POLICIES: SENEGAL AND NIGERIA

*Orakwue, Ifeoma C.*

### **Introduction**

Comparative analysis is an exercise that refers to the comparison of two or more processes, documents, data sets or other objects. Comparative education is a discipline in the social sciences which entails the scrutiny and evaluation of different educational systems, such as those in various countries (Wikipedia, 2022). Professionals in this area of endeavor are absorbed in advancing evocative terminologies and guidelines for education worldwide, enhancing educational structures and producing a context to which the success and affectivity of education programs and initiatives can be assessed (Wikipedia, 2022).

The history of education in Africa can be roughly divided into pre- and post- colonial periods (Wikipedia, 2022). Since the introduction of formal education to Africa by European colonists, African education, particularly in West and Central Africa, is characterized by both traditional African teachings and European-style schooling systems (Wikipedia, 2022). The state of education reflects not only the effects of colonialism, but instability resulting from and exacerbated by armed conflicts in many regions of Africa as



well as fallout from humanitarian crises such as famine, lack of drinking water, and outbreaks of diseases such as malaria and Ebola, among others. Although the quality of education and the quantity of well-equipped schools and teachers has steadily increased since the onset of the colonial period, there are still evident numerous inequalities in the existing educational systems based on region, economic status, and gender. Education in pre-colonial Africa was, therefore, in the form of apprenticeship, a form of informal education, where children and or younger members of each household mostly learned from older members of their tribe, household, and community. In most cases, each household member learned more than one skill in addition to learning the values, socialization, and norms of the community/tribe/household. Some of the common skills that people in pre-colonial Africa had to learn include, dancing, farming, wine making, cooking (mostly the females), and in some cases selected people learn how to practice herbal medicine, how to carve stools, how to carve masks and other furniture. Oral story telling was used to teach children about the history, norms and values of their household/tribe/community. Personifications were used to tell stories that encourage conformity, obedience and values such as endurance, integrity, and other ethical values that are important for co-operations in the community. Festival and rituals in most cases were also used as means to teach younger members of a household/tribe/community about the history of their household, community and or tribe. They were also used to teach young adults about the responsibilities and expectations of adulthood such as teaching females how to cook and care for a household and teaching the men how to hunt, farm, make masks, etc.

The onset of the colonial period in the 19th century marked the beginning of the end for traditional African

education as the primary method of instruction (Wikipedia, 2022). The European military forces, missionaries, and colonists all came ready and willing to change existing traditions to meet their own needs and ambitions. Colonial powers such as Spain, Portugal, Belgium and France colonized the continent without putting in a system of education. Because the primary focus of colonization was reaping benefits from commercial colonial economies, cash crop production, extraction of raw materials, other physically laborious tasks were prioritized. These economies did not expand to require jobs of a higher skill set or more labor, therefore intensive labor that required little skill was high in demand. Because of such circumstances, there was little demand to educate or train the colonized populations. The colonial powers were however unwilling to offer education to those they colonized unless it benefited them. Either colonial powers did not view investing in African education as a practical use of their revenue or they refrained from educating Africans in order to avoid any uprisings. Seriously the colonialists were afraid to educate Africans to become academia. Britain for instance proposed to introduce vocational education in order to achieve the type of manpower they need not Africans.

However, a 2021 study found that colonial education systems may also have had some positive effects on education levels in Africa, namely on numeracy. The increase of numeracy in Africa had been accelerating since the 1830s, but it picked up speed during the late 19th and the first two decades of the 20th century (Wikipedia, n.d.). This suggests that colonial education was a determining factor for better education. In any case, this chapter outlined British and French colonial influence on education policies of Nigeria and Senegal.

## FRECNH COLONIAL INFLUENCE ON SENEGAL'S EDUCATION POLICIES

Senegal is a nation colonized by France in the 17<sup>th</sup> century (precisely from 1817 to 1960) (Wikipedia). Just like other African nations, her education system was chiefly traditional before the colonization. Senegal has a rich tradition of the *griot*, (a storyteller/performer/wise person). During the colonization of Senegal, the French imposed their culture and attempted to overpower Senegalese heritage and qualities. This included her traditional education system. There was three centuries of French government with a colonial policy of cultural assimilation ('Assimilation' is a term used to describe the French colonial policy in Africa. The policy was aimed at turning Africans into 'Frenchmen' through the process of education. The French educational policy in Africa was therefore meant to make the Africans culturally French) which have earned Senegal a rich yet ambiguous educational system (Vandewiele, 1983). While contributing to the full development of the country one consequent would restrict separateness of cultural identity for the Senegalese and require adaptation of the French educational system to their specific needs. Senegalese education system is based on its French equivalent. Education in France is organized in a highly centralized manner, with many subdivisions. It is divided into the three stages of primary education (*enseignement primaire*), secondary education (*enseignement secondaire*), and higher education (*enseignementsupérieur*). The main age that a child starts school in France is age 3. Three year olds do not start primary school, they start preschool. Then, by the age of six, a child in France starts primary school and soon moves onto higher and higher grade levels until they graduate. In French higher education, the

following degrees are recognized by the Bologna Process (EU recognition): License and Licence Professionnelle (bachelor's degrees), and the comparably named Master and Doctorate degrees.

From the write up in Wikipedia, it was gathered that, before the establishment of a European educational system, Koranic schools educated young males in the teachings of Islam and often in reading and writing Arabic. Today, the Islamic-Arabic element of education is practically absent from the public school curriculum. To compensate, students sometimes participate in parallel educational programs, absenting themselves from public school part of the time. Reformers, particularly the Tidjane of the urban areas, started a system of schools with the help of the Federation of Moslem Cultural Associations of Senegal. These schools provide an Arabic education which permits entry into higher secondary schooling in the Arab world (Michel 1988). Although public or official schools appeared in Senegal between 1847 and 1895, the first such schools in Upper Senegal were begun only from 1896 on. The Senegalese education was at one time regarded as the finest in francophone Africa, although over the past several decades certain factors have contributed to a decline in the quality of education (Education Encyclopedia, n.d.).

## **ANALYSIS OF THE FRENCH COLONIAL INFLUENCE ON SENEGAL EDUCATION POLICIES.**

According to Wikipedia (n.d.) the Senegalese education system is based on its French equivalent. The state is responsible for the creation of an educational system that enables every citizen access to education. As determined on February 16,

1991, official law no 91-22 the three main objectives concerning Senegalese education are:

- Firstly the educational system should create conditions that enable development within the entire nation, by creating capable men and women who can work efficiently to improve their nation, and who have a specific interest in Senegal's economic, social and cultural development.
- Secondly the educational system should promote Senegal's values: liberty, democracy, personal and civic morality, human rights, and the upholding of Senegalese society's laws and regulations.
- Lastly the educational system should enhance the nation's culture by creating men and women who actively participate in national activities, who possess the ability to effectively reflect on problems, and who can contribute to the advancement of science.

However, below is the frame of Senegalese education system in a nutshell:

### **Preschool**

In Senegal preschool is provided for children ages 3–5, for up to three years of study. Children who attend preschool have the opportunity to enroll in induction courses at the age of six instead of having to wait until they are seven. Preschool is not obligatory. According to article 10, law no 91-22 decreed February 16, 1991 Senegal's preschool system has two goals: To consolidate children's identities by anchoring them in the national languages and cultural values and also to develop their motor skills, intellects, and social skills to develop their personalities and create a strong foundation for their future learning. Since 2007 there has been a focus on DIPE

(développement intégré de la petite enfance). DIPE is a national priority for Senegal and is based on the needs of the nations' children. In 2007, 57% of preschools and 36.9% of daycares were in Dakar.

### **Primary school**

Primary school is designed for children ages 7 to 12. The Senegalese primary education system divides six years of study into three cycles of two years that culminate in the successful completion of the CFEE (Certificate of Elementary Completion) and an entrance test into the next cycle of education. For children enrolled in the education system, attendance is mandatory until the completion of second year elementary course. Article 11, law n° 91-22 dating February 16, 1991 states the Senegalese primary education goals. The curriculum places an emphasis on French grammar and reading, math and science, and geography, with less time being dedicated to arts education. There are also higher expectations in the upper grades.

### **Middle school**

Middle school education is aimed at students aged 13 and is composed of four years of study. To successfully pass middle school students must succeed on their BFEM (brevet de fin d'études moyennes). Article 12, law n° 91-22 instated on February 16, 1991 states the objectives of middle school in Senegal. In 2007 624 public middle schools and 376 private middle schools were registered. Of these schools 58.4% were centralized in urban areas, with 51.4% residing in Dakar, Thiès, and Ziguinchor.

## **High school**

Senegalese secondary education can be “general” or technical (adhering to the standards of the French system of the lycée). These secondary studies programmes last three years and are officially approved by the French baccalaureate. The technical secondary education programme culminates in the passing of the BEP (brevet d’études professionnelles) and the BT (brevet de technicien). Senegal's objectives for secondary education are listed in article 12, law n° 91-22. While middle school education is for the most part uniform, secondary education offers four streams: general, long technical, short technical, and professional.

## **Multi-grade teaching**

Because of low population density, multi-grade teaching is of particular significance in sub-Saharan Africa. Although it is already an integral part of the education system in Senegal, the use of multi-grade teaching is expected to increase along with efforts and strategies aimed to provide education for all Senegalese children. Multi-grade teaching is perceived by some to be a “second-rate” system. In Senegal 18% of schools have multi-grade classes and 10% of children attending primary schools are in multi-grade classes. There are two models of multi-grade teaching in Senegal. The first, the more common model, consists of one teacher teaching two consecutive grades at once. The other model is referred to as Ecole à Classe Unique and consists of one teacher working with up to six grades simultaneously. Multi-grade schools usually reflect poor outcomes in the CFEE (Certificate of Elementary Completion) examination at the end of the year, with a 44% pass rate in Kaolack, 34% pass rate in Mbour, and a 46% pass rate in Mbacke.

## **Koranic Schools**

Senegalese state schools do not offer religious education, so children are sent to Koranic school instead. There is little data on Koranic education in Senegal. There is no defined structure for Koranic schools in Senegal. In 1999 World Bank identified three levels:

- The primary Koranic level: Children are given basic knowledge of the Koran.
- The secondary Koranic level: Children have large portions of the Koran memorize and are taught Islamic science
- Higher Koranic studies: Very few reach this level, taught by prominent Islamic masters, usually in prestigious Islamic universities.

The aim of the Koranic school is to teach children to be good Muslims. In certain forms of Senegalese Koranic schooling children are fostered out to Koranic masters. Because of this they often are forced to become beggars to feed themselves. Understanding Children's Work estimates that 90% of child beggars in Senegal are students of this type of Koranic education. However, this sort of Koranic education is a minority. Usually Koranic schools in Senegal are in the form of Franco-Arab schools and are professional schools that balance French education and religious teaching

## **Higher Education**

Senegal has diverse options of institutes for higher education with private and public universities. University-level instruction is only in French. In 2012 the Ministry of Higher Education in Senegal in cooperation with UNESCO'S Regional Office in Dakar launched a project to improve the quality of higher education in Senegal. This project will establish training opportunities, prepare guides for foreign students, research on



existing systems of quality assurance, and assess employment needs. Participants will discuss and learn from experts working in other African countries and throughout the world.

Below is Senegalese Education System profile presented in a table:

<b>Education</b>	<b>School level</b>	<b>Grades</b>	<b>Age</b>	<b>Years</b>	<b>Notes</b>
Primary	Primary	1-6	6-12	6	Certificate of End of Elementary Studies (CFEE)
Middle	Lower Secondary			4	Brevet d'Études du Premier Cycle/BEPC (Certificate of First Cycle Studies) awarded at the completion of the 9 <sup>th</sup> Grade.
Secondary	Secondary Education	6-12	13-19	3	
Vocational	Vocational			2	
Tertiary	Diploma/License			2-3	
Tertiary	Master			1-2	
Tertiary	Doctorate (Ph.D.)			2	

## **BRITISH COLONIAL INFLUENCE ON NIGERIA'S EDUCATION POLICIES**

Going by the records, western missionary education started in Nigeria in 1842, with the arrival of Thomas Birch Freeman, of the Methodist missionary society and Mr. and Mrs. De Graft of the church missionary society (Sulaiman, 2012). Like other African nations, Nigeria was enjoying traditional education. She engaged in storytelling to train and instill morals and hardwork in the young. Traditional education has existed since time immemorial and has been instrumental in solving societal existential challenges in areas like sustenance, governance, survival, etc (Sulaiman, 2012). This author went ahead to explain that children were raised, trained and put through rituals of passage to become full-fledged members of their societies; and they seamlessly fit in and continued with the works started by their forefathers. Every society, whether simple or complex, has its own system of upbringing and training of its young ones and members regarded as life-long education. This type of education has persisted and permeated the core of the human race giving it its nature, according to its geographical coloration.

However, traditional or indigenous education in Nigeria and elsewhere according to Sulaiman (2012) has the following as its purpose:

- a. to develop the child's latent physical skills;
- b. to develop character;
- c. to inculcate respect for elders and those in position of authority;
- d. to develop intellectual skills;
- e. to acquire specific vocational training and to develop a healthy attitude towards honest labour;

- f. to develop a sense of belonging and active participation in family and community affairs; and
- g. to understand, appreciate and promote the cultural heritage of the community at large.

According to Fafunwa (1974) quoted by Sulaiman (2012) traditional education at the end of the day produce mentally and physically fit or balanced individuals as in Greece; oratorical and military individual as in Rome; warrior, hunter, wise man who combined good character with a specific skill as in Africa. These were adjudged to be well-educated and well integrated members of his community. With inception of western education in Nigeria, these objectives started waning and became mirage.

The initial objective of the missionary bodies to Nigeria was to carry out evangelical work i.e. preaching the gospel to the natives. According to Sulaiman, remarkable efforts were made by the various missionary bodies in building churches and schools which were all used for the purpose of evangelizing. The basic content of instruction in schools was reading and writing which were necessary for the understanding of the gospel. It all boiled down to the fact that the needs of Nigerians as a people was not featured since the curriculum of the western education ruled the education our people received then. The implication was that Nigerian traditional education system was drowned. Where it featured at all, it was unnoticeable.

In 1899 in Nigeria, for instance, only 33 of the 8,154 primary schools, 9 of the 136 secondary schools, and 13 of the 97 normal schools were government-run (Sulaiman, 2012)

## **ANALYSIS OF THE BRITISH COLONIAL INFLUENCE ON NIGERIAN EDUCATION POLICIES**

The Federal Government of Nigeria regards education as an instrument for effecting national development. Her philosophy on education is based on the development of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the formal school system. The language of instruction in Nigerian institutions is English. The Ministry of Education is the government body charged with the duty of regulating procedures and maintaining standards. Structurally Nigeria's education system is presented level by level below and culled from U.S Embassy and Consulate in Nigeria (2000):

### **Primary School**

Primary education begins at the age of six for the majority of Nigerians. Students spend six years in primary school and graduate with a school-leaving certificate. Subjects taught at the primary level include mathematics, English language, bible knowledge, science and one of the three main native languages (Hausa, Yoruba and Ibo). Private schools would also offer computer science, French and art. Primary school students are required to take a Common Entrance Examination to qualify for admission into the Federal and State Government schools.

### **Secondary Education**

Students spend six years in Secondary School. At the end of three years, they take the Junior Secondary School exam (JSS3 exam) which is a qualifying exam for Senior Secondary School. By Senior Secondary School Class 2 (SS2), students are taking the GCE O'Levels exam, which is not mandatory, but

most students take it to prepare for the Senior Secondary School Exam. The Senior Secondary School Exam is taken in the last year of high school (SS3). Private organizations, the State government or the Federal government manages secondary schools in Nigeria.

### **Federal Government Schools**

The Federal Republic of Nigeria is made up of thirty-six States and the Federal Capital Territory. There is about two Federal Government Colleges in each state. These schools are funded and managed directly by the Federal Government through the Ministry of Education. Teachers and staff are Federal Government employees. Teachers at the Federal Government schools possess Bachelor's degree in Education or in a particular subject area, such as, Mathematics, Physics etc. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. Admission is based on merit, determined by the National Common Entrance Examination taken by all final year elementary school pupils. Tuition and fees are very low, approximately one hundred dollars (\$100.00), because funding comes from the Federal Government.

### **State Owned Schools**

State owned schools are funded by each state government and are not comparable to the Federal government colleges. Although education is supposed to be free in the majority of the state owned institutions, students are required to purchase books and uniforms costing them an average of two hundred dollars (\$200.00). Teachers in State owned institutions usually have a National Certificate of Education or a Bachelors Degree. Often times these schools are understaffed due to low

state budgets, lack of incentives and irregularities in payment of staff salaries.

### **Private Secondary Schools**

Private secondary schools in Nigeria tend to be quite expensive with average annual fees averaging from one to Two thousand dollars (\$1000.00 – \$2000.00). These schools have smaller classes (approximately ten to fifteen students per class), modern equipment and a better environment. Teachers in these institutions all possess at least a Bachelors in a specific course area and are sent for workshops or short term programs on a regular basis.

### **Promotional Examinations**

General Certificate of Education (GCE) and Senior Secondary Certificate Examination (SSCE)

With the introduction of 6-3-3-4 system of education in Nigeria, students are required to enter secondary school after spending a minimum of six years of Primary Education and passed a prescribed National Common Entrance Examination. The students must spend a minimum period of six years in Secondary School. During this period, students are expected to spend three years in Junior Secondary School and three year in Senior Secondary School.

The General Certificate of Education Examination (GCE) was replaced by the Senior Secondary Certificate Examination (SSCE). The SSCE is conducted at the end of the Secondary School studies in May/June. The GCE is conducted in October/November as a supplement for those students who did not get the required credits from their SSCE results. The standards of the two examinations are basically the same. A body called West African Examination Council (WAEC) conducts both the SSCE and GCE. A maximum of nine and a

minimum of seven subjects are registered for the examination by each student with Mathematics and English Language taking as compulsory.

Credit grades and above is considered academically adequate for entry into any University in Nigeria. In some study programme, many of the universities may require higher grades to get admission. The Federal Government policy on education is adhered to by all secondary schools in Nigeria. Six years of elementary school is followed by six years of secondary school, divided into the Junior Secondary and Senior Secondary School. Junior Secondary School consists of the JSS I, JSS 2 and JSS 3 which is equivalent to the 7th, 8th, and 9th Grade respectively. The Junior Secondary Certificate Examination (JSCCE) is taken at the end of the junior secondary schooling. Students who pass this exam may proceed to senior secondary school at the same institution or may transfer to an institution of their choice. Senior Secondary school consists of the SS I, SS 2, and SS 3 which is equivalent to the 10th, 11th and 12th Grade. The Senior Secondary School Examination (SSCE) is taken at the end of the SS 3. The West African Examination Council (WAEC) administers both exams. Three to six months after a student has taken the SSCE examination, he is issued an official transcript from his institution. This transcript is valid for one year, after which an official transcript from the West African Examination Council is issued. WAEC reserves the right to withhold official transcripts of individuals or sometimes Institutions can withhold it due to exam malpractice. Withholding of results could prevent the parties involved from ever getting an official score report. Oftentimes students are forced to redo their SSCE.

A student is expected to select a Nigerian language and to choose either Christian religious knowledge or Islamic religious knowledge, all other subjects are compulsory. All

Senior Secondary students are required to study English, Mathematics, one science subject and one Nigerian language. All the other subjects are electives and are selected based on the students' interest, it could be in the Sciences, Social Sciences or the Arts. The Senior Secondary Certificate Examination is one of the requirements for undergraduate admission into a Nigerian University. A student must get at least a C in English and four other courses relevant to his major. A student applying for admission to study Medicine, Computer Science or Accounting, for example, will be required to have a minimum of a C in Mathematics as well as in English whereas a student applying for a program in History will not necessarily require a C in Math.

### **UME-JAMB**

The second requirement is the Universities Matriculation Examination (UME) which was first conducted in 1978 by the Joint Admissions and Matriculation Board (JAMB). Decree No. 2 of 1978 (amended by Decree No. 3 of 1989) empowers the JAMB to conduct Matriculation Examinations for entry into all degree awarding institutions in Nigeria and place suitably qualified candidates in the available spaces in the institutions. Students must register for English Language and any three subjects based on their particular major. A fifty- percent total score is considered a pass for the UME exam. However, different institutions have different minimum requirements based on the different majors.

### **Language of Instruction**

The language of instruction in Nigerian institutions is English. Students who have graduated from the secondary schools with a



credit in English Language often meet the required minimum of 173 points on the TOEFL.

### **Nigerian University System**

The government of Nigeria has majority control of university education. The Federal Government of Nigeria has adopted education as an instrument for national development. Nigeria's philosophy of education is based on the integration of the individual into a sound and effective citizenry. There is to be equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels.

### **Nigerian Polytechnic Colleges**

In addition to the number of universities, there are 13 Federal and 14 State owned Polytechnic Colleges respectively. These were established to train technical, middle-level manpower. Some of the colleges are beginning to award degrees. English Language is the medium of instruction. The Academic Year is from October to September. Entry Requirements include minimum of 3 credits or its equivalent.

### **Nigerian Universities**

First year entry requirements into most universities in Nigeria include minimum of SSCE/GCE Ordinary Level Credits at maximum of two sittings. Minimum cut-off marks in Joint Admission and Matriculation Board Entrance Examination (JAMB) of 200 and above out of a maximum of 400 marks are required. Candidates with minimum of merit pass in National Certificate of Education (NCE), National Diploma (ND) and other Advanced Level Certificates minimum qualifications with minimum of 5 O/L Credits are given direct entry admission into the appropriate undergraduate degree programmes. Duration of

undergraduate programmes in Nigerian Universities depends largely on the program of study.

For example:

Social Sciences /Humanity related courses 4 Years (two semesters per year)

- Engineering/Technology related courses 5 Years (two semesters per year)
- Pharmacy 5 Years (two semesters per year)
- Law 5 Years (two semesters per year)
- Medicine (Vet/ Human) 6 Years (Have longer sessions).  
Medical Programmes **entry** requirements are minimum of 5 Credits in Relevant Subject areas, (Biology, Chemistry, English Language, Mathematics, Further Mathematics, Physics and 1 year Pre-medical studies.

Nigeria Universities are generally grouped into:

### **First Generation Universities**

Five of these Universities were established between 1948 and 1965, following the recommendation of Ashby Commission set up by the British Colonial Government to study the needs for university education for Nigeria. These universities are fully funded by the Federal Government. They were established primarily to meet the manpower needs of Nigeria and set basic standards for university education in the country. These universities have continued to play their roles for manpower developments and provisions of standards, which have helped to guide the subsequent establishments of other generations and states universities in Nigeria.

## **Second Generation Universities**

**With the increasing population of qualified students for university education in Nigeria and the growing needs for scientific and technological developments, setting up more universities became imperative. Between 1970 and 1985, 12 additional universities were established and located in various parts of the country. These additional universities are referred to as second generation universities.**

## **Third Generation Universities**

The need to establish Universities to address special areas of Technological and Agricultural demand prompted the setting up of 10 additional Universities between 1985 and 1999.

## **State Universities**

Pressures from qualified students from each state who could not readily get admissions to any of the Federal Universities continue to mount on States Governments. It became imperative and urgent for some State Governments to invest in the establishments of Universities.

## **Private Universities**

In recognition of the need to encourage private participation in the provision of university education, the Federal Government established a law 1993, allowing private sectors to establish universities following guidelines prescribed by the Government.

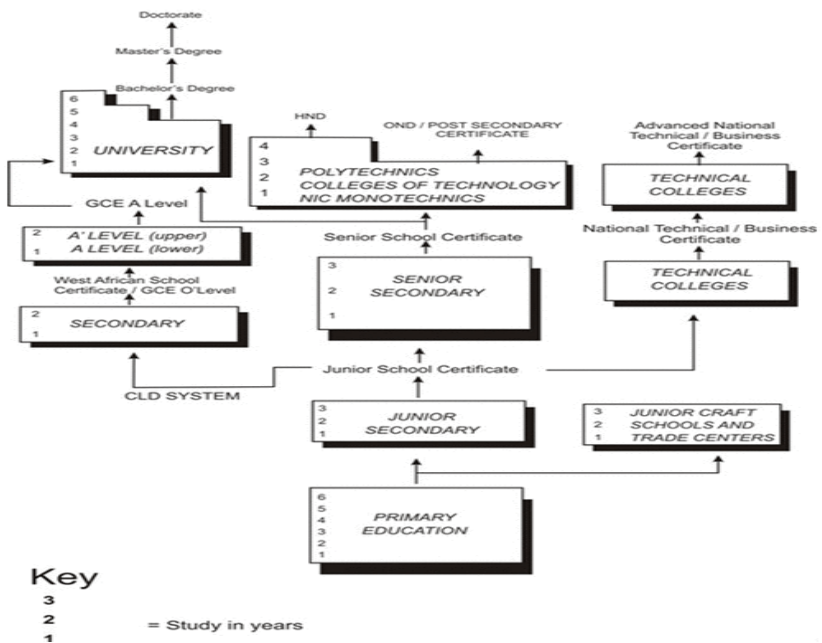
### **Graduate Programs**

The duration of Graduate Programs depends on the specific field of study.

- Masters Program lasts from 12 – 36 Months

- Doctoral Programs lasts from 48 – 84 Months  
The classes of degrees required for acceptance to Graduate Programs include:
- First Class
- Second Class Upper

**Below is diagrammatic representation of Nigeria’s education profile as presented by Ahmad Said Abubakar in 2011**



### **Teacher education in Nigeria**

Teacher education refers to 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. The antecedent of teacher education in

Nigeria could be linked to the visit of the Portuguese in the 1472 (15<sup>th</sup> century even though they were later jettisoned) and the arrival of White Christian missionaries in 1842 to 1892. Historically, the first teacher training institution in Nigeria was founded by the Church Missionary Society in **1859**. The school established in Abeokuta and named “The training Institution” was moved to Lagos in 1867 when the missionaries were expelled from the town (Fafunwa 1991). In the words of Taiwo (1999) in the formal setting however, Teacher Education could be said to have been tied to the apron strings of the early Christian missionaries. Commission's report, 1925 memorandum/ 1926 ordinance, and eventually the new national policy on education came to be the latest policy on Nigerian education generally and teacher education in particular. Teacher education, both pre-and in-service, programs are offered in Nigeria by different teacher education institutions (as provided in the National Policy on Education), and varying degrees of success recorded. There are up to five types of teacher education in Nigeria. They include according to levels:

- Pre-primary teacher education.
- Primary teacher education.
- Secondary teacher education.
- Higher education programmes.
- Vocational Teachers Training.

All these are offered in the universities, Colleges of education and Polytechnics across the country. Currently, faculties and schools of education in the universities and Colleges of education respectively, have departments training students to qualify in teaching in Early Childhood Care Education (ECCE) and Primary Education levels.

## Conclusion

In conclusion the British and French colonial influence on African education policies, Nigeria and Senegal for example vary in many ways. To start with, while the French sought to use education to turn people in their colonies entirely into French citizens i.e. enculturating them through cultural assimilation, the British was busy segregating (divide and rule method) and using the western education to train just the few that will be beneficial to them as clerks, interpreters and bureaucrats who will help with their governance and companies. French colonial administration was very centralized and based on assimilation of colonial territories with France, while British colonial administration was much more decentralized, based upon cooperation with local chiefs (Cogneau, Dupraz and Mesple-Somps, 2018).

Clignet and Foster (1964) laid out the contrast between British and French colonial influence on policies in education in Africa thus they reiterated that French colonial policies in education is characterized as assimilationist in character and aimed at the cherishing metropolitan values- black Frenchmen. British practice has allegedly emphasized the notion of cultural adaptation that is, the adjustment of metropolitan institutions to local political and social organizations and the creation of group of educated Africans, who at the same time would be 'rooted in their own culture.

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Teacher education, both pre-and in-service, programs are offered in Nigeria by different teacher education institutions (as provided in the National Policy on Education), and varying degrees of success recorded,



The National Curriculum Conference (NCC) document of 1969 spelt out the objectives and contents of all levels of education, including teacher education in Nigeria.

## CHAPTER THIRTEEN

# COMPARATIVE ANALYSIS OF CHINA AND NIGERIAN EDUCATION SYSTEMS IN VIEW OF NIGERIA'S TECHNOLOGICAL GROWTH

*Nzeako, Constance .U (Ph.D)*

### **Introduction**

There is no doubt that education is the foundation of growth and development in developing countries like China and Nigeria. Education and culture are twin-born and twin-bred, since both have to do with the development and improvement of the mind or body. In other words education is all about cultural activities of the people it can be said that every cultural system has its own educational process and the yardstick for measuring, educational quality and standard, varies from culture to culture.

Nigeria has witnessed a series of change in its educational policy making and implementation before and after independence. China, on the other hand has also tackled educational reforms and has excelled in some of her educational policies and has made tremendous breakthrough in areas of information technology, biological engineering etc (Hilton, 2016). Regrettably, in Nigeria not much has been done to save the deplorable state of educational system (Odinye, 2015). The Chinese people according to China International Press (2007 Edition) have since ancient times been cherishing the tradition of respecting teachers and prioritizing education. They honour Confucius (551-479 BC) and respected him as a great thinker

and educator. This is because about 2000 years ago, Confucius initiated and advocated freedom to education, a move that broke the monopoly of education by the government and made it possible for ordinary people to have access to education. For these reasons, China named the institute in charge of Chinese language, spread worldwide, after the great educationist “Confucius institute”

In Nigeria, the 6-3-3-4 system of education was introduced by Professor Babatude Fafunwa in 1983, primarily to train people to be self-reliant and to separate students with academic capabilities from those with technical abilities, so as to be able to create employment opportunity for themselves when they leave school. Writing in support of this, another Professor and former Vice Chancellor of the University of Ibadan, Professor Ayo Banjo pointed out that no Government has erected gateway to separate, students of technical abilities from those with academic acumen (Nigeria tribune, June 2012:26).

### **Rationale for Comparing Chinese and Nigerian Education Systems and its Relevance**

Both China and Nigeria have a high population and as a result both have a high demand for education. For instance, in Asia, China is the most populous nation, with the population of 1.4126 billion. Similarly, in Africa Nigeria has the largest population of about 200 million. In this regard it is assumed that both nations will share similar challenges involved in education system. However, as a result of globalization, China and Nigeria cooperate in education, with the result that students’ mobility from Nigeria to China is becoming a phenomenon which, in the contemporary, has increased in leaps and bounds. It is however to all intents and purposes of this treatise that, this chapter write up will serve as panoramic background information, of both

countries' educational systems at all levels. Furthermore, the political maps in Asia and Africa are constantly changing and this is affecting the educational systems and qualifications offered by potential applicants from one country to another (UCAS, 2015).

### **Nigerian Education System: Overview**

Nigeria education system accommodated that of American system after she got independence in 1960, having gone through a colonial rule under the British. The political instability experienced in Nigeria, caused the education system to suffer a lot setback, as a result of shortages of both human and material resources; inadequate qualified teachers, brain-drain, poor school facilities, mismanagement of funds, poor educational environment, poor students performance etc (Collins, 2016). Nonetheless, the Nigerian government is working assiduously to improve her educational system by making it the nation's priority, in order to preserve the nation's wealth.

The Nigeria system of government allows the control and responsibility of education to be shared among Federal, State, Local government, communities and private organizations. Education affairs, which include, regulations, policies management and principles are controlled and well stated in the National Policy on Education (NPE, 2014). It is significant to note that since the responsibilities of education are shared among the Federal, State and Local Governments, as well as Communities and Private Organizations, education system in Nigeria is placed under the Concurrent list in the constitution of the Federal Republic of Nigeria.

The Nigeria general education system depends much on the National Policy on Education (NPE, 2014) which some

people have described and adjudged as structured and planned system on paper, as well as “mere statement in the document”. In 2008, the Federal Government introduced the 9-year basic education curriculum to achieve the goals of the universal Basic Education Programme. Thus the Nigerian educational structure became 9-3-4, which means 9 years basic education, 3 years Senior Secondary School education and 4 years tertiary education (10 August 2021). Thus, Nigeria has its first basic education within the space of 9 years of free and compulsory Primary and Junior Secondary School education. This free and compulsory education takes place between the ages of 6 to 15 years of a child in Nigeria unlike other developing nations like China and India. It should be noted that the general language of instruction in Nigeria is English.

### **Primary and Secondary education in Nigeria**

Prior to 1999, this system is most time called the 6-3-3 education system in Nigeria which last between ages of 6 to 15 years old of a child. Progressively, the Primary School pupils who went through the first 6 years compulsory elementary education (6-12 year-old) is set for the examination called the Common Entrance Examination at either class 5 or 6. It is then that the successful pupils can proceed to the Junior Secondary School, which takes place within the ages of 13 to 15 year – old (Ikechukwu, 2015). In the 6-3-3 system of education, no pupil or student is allowed to proceed to the next stage without successful passing through the previous stage. At the first successful 3-years system of the Junior Secondary School (JSS) education, the student is awarded the Junior Secondary School Certificate (JSSC).

The second 3-years system of the Senior Secondary School (SSS) education, students are awarded with the Senior

Secondary School Certificate after the final examination. Other examinations include, the General Certificate of Education (GCE) examination, Ordinary and Advanced level ('O' and 'A' levels) examinations, the Ordinary National Diploma (OND) and Nigeria Certificate in Education (NCE). All these educational qualifications, provided students access to higher education. Furthermore, the body that is in charge of University Matriculation Examination (UME) and which oversees to all the affairs in granting access into higher education, is the Joint Admission and Matriculation Board (JAMB), (NPE, 2014).

### **Higher Education in the Nigerian Education System**

Nigeria higher education is not only limited to university but also Monotechnics, Polytechnics, Diploma or Advanced Diploma and Colleges of education. The requirements for entrance examination into the various institutions of higher learning, do not only depend on the JAMB, but also students possession of the Ordinary level certificate ('O' level), which is the Senior School Certificate. The Ordinary National Diploma (OND) Programme, only last for 2 years and 3 years for Advanced Diploma, Higher National Diploma (HND). Graduate of these two Diploma may not have direct access to be admitted for a Master's degree in the University system.

Interestingly, in 2015, JAMB combined both UME and Monotechnic, Polytechnic, College of Education (MPCE) to form new Unified Tertiary Matriculation Examination (UTME). With this, students who could not make it to the universities might consider either Polytechnics or Colleges of Education. The most outstanding student, with a distinction who graduated from the two (2) years Diploma (OND) can be given the opportunity to apply directly into the second year of undergraduate university programme. While student with a

distinction from the 3 years' programme may have direct access into part 3 of under graduate at university level. Just like other nations, higher education system, the higher education system in Nigeria is categorized into three (3) different stages of degree programme: Bachelor, Masters and Doctorate. Bachelor degree was initially 3 years, but in 1989 the Bachelor degree was extended by an additional 1 year to make it 4 years programme.

However, in some peculiar Bachelor degree majors/programmes/ studies, like Medical Sciences, Engineering and Law, it takes a period of between 5 to 6 years depending on the University structure. All these programmes still operate at honour of Bachelor degree award.

The next in the higher education stages after the Bachelor degree is the Masters' degree, also known as a Postgraduate Diploma, which is normally expected to last for a period of 18 months, 2 years or 3 years, depending on the programme. On the second or third year of the programme, it is expected that students will undergo an additional research/project skills as partial fulfillment of the programme. After completion of the Master's degree programme students are awarded with certificate reflecting their degree.

The last in the higher education stage that follows, after Master's Degree is the third degree called Doctor of Philosophy (iePh.D). The Ph.Dprogramme in Nigeria usually lasts within the space of 3 to 5 years, followed by a Doctorate Degree award, after a successful completion of the programme. In Nigeria high education, many universities make it mandatory that students must complete a Master degree programme, as a condition to qualify to run a Ph.Dprogramme (Mahammed, 2014).

## **Philosophical Aims and Objectives of Chinese Education**

The aims and objectives of Chinese Education according to Mao Tse-tung, the father of Chinese Communism, is to bring up fighters for the workers cause and builders of the Communist state who have an all-round development. The individuals should be well informed, skilled, physically strong and healthy, as well as filled with collectivistic habits and the joy of living. Chinese education seeks to enhance science, technology, agriculture and national economy, so as to improve the living standards and conditions of her citizens.

Chinese education also gears towards maintaining a disciplined society with high moral standards, expand education opportunities, improve standards of cultural and scientific development, as well as initiate effective planning and coordinate all sectors in the modernization of a socialist society. Chinese education also aims at alimending social classes, while building a communist state.

## **Chinese Education System: Overview**

The education system in China is run under the state and Ministry of education that operates as a free education to allow all citizens have the right to be educated. In early 1980s, the Chinese government legalized the compulsory education of the 9 years' education for all citizens.

Then compulsory Education Law of 1986 stipulates that all citizens must attend school for at least nine years. Today, the Chinese government has achieved a remarkable record of fulfilling the United Nations Educational Scientific and Cultural Organization (UNESCO) goal of universal basic education. In China, about 99.7 percent of the population has access to the compulsory nine-year basic education (<http://www.chinaeducenter.com>).



The compulsory 9 year basic education which is fully funded by the government, consists of six years basic education from age between 6 and 7 year old with Junior Secondary School Education (Middle School) that lasts for three years for ages 12 to 15 years. In some cases, few Provinces (states) operate, a five years elementary (primary) education, with a four years middle (Junior Secondary) School. Immediately after the middle school, is the three years of senior/higher secondary education (Xiulian, 2011).

Just recently, the education ministry in China reported that 99% of all children under the ages of 5 to 11 years enrolled into the basic primary compulsory education and about 80% under the ages of 11 to 13 years old enrolled into the middle school. It is worthy to note that around 1980, the government of China gave room for private organizations and individuals to intervene in the education system, to enhance educational growth and development of the country. Consequently, between 1995 and 2005, the Chinese education recorded an increasing number of University applicants (Xiufang, 2003).

However, Xiulan (2011) acknowledged that the Chinese contributions to education amount to about 4 percent of her total GDP. Every year, the number of foreign students studying in China is always on the high side. For decades, the Chinese education system has a long history of foreign student studying at the high school level and universities, which have enhanced a significant impact on the Chinese Educational system and economy at large.

About 811 Chinese universities have the capacity standard to enroll international students every year. There is no doubt in the fact that when comparison is made with other fast developing nations, the Chinese higher educational system has developed so fast to a very high standard. However, China is

still hoping for a better improvement and more effective reform in her curriculum. With the high level of teachers training system, most Chinese teachers are highly trained. With a high historical recognition, the Chinese teachers today are well respected in the society because they are sound in their subject areas. There is also a high level of effective continued training system for teachers in schools. After teachers are employed, there are organized school programmes that are meant to empower teachers through induction, training and development by professionals and experienced teaching staff workers (Xiulan, 2011).

These organized programmes have added more teaching skills to newly employed teachers (<http://vwww.chinaeducenter.com>). It is also amazing that Chinese education system does not only have programmes for international students at university level, but the system also covers that of secondary school system. There are different kinds of programmes for the high school international students. These programmes are designed for international high school students to study in Chinese and English-taught programmes (as a language of instruction) and these programmes are also extended up to university level. There is also programme for international students who are learning Chinese as second language to take the courses in Chinese, Mathematics, English and other Chinese cultural courses (<http://www.chinaeducenter.com>).

### **Primary Education System in China**

The Chinese 6 year's compulsory basic education for 6 or 7-year-old children has the language of instruction to be Mandarin Chinese. More priority is given to ethnic minority students. The primary school system calendar runs similar with

that of the two semesters of university calendar from month of September to July, from Mondays to Fridays. Just like most nations, the daily school system in China also maintains a five day classes in a week, with about nine compulsory subjects (at the both Primary and Secondary) including Chinese, Morality, Mathematics, Politics, Social Studies, Physical Education, Labour Studies, Fine Art and Nature (Hilton, 2016). Most foreign Languages such as English, French etc. are usually taken as electives. It is required that students must pass to standard in all the compulsory courses before they could be graduates. After graduating from primary school, it is expected that students should also pass the 3 years Junior Higher Examination (Chuzhong ) set and administered by individual schools with guidance from local authorities of education (www.classbase.com).

### **Middle School Education System in China**

The Chinese Middle School Education System is the three (3) years Junior or lower secondary education under the nine (9) years free and compulsory education. It follows after the successful completion of the primary/elementary education system. Certificate is awarded to graduating students who successfully pass and meet the minimum examination requirements. The students are examined on the following subjects: Chinese, Chemistry, foreign Language, Mathematics, Politics and Physics (Xiufang 2003).

### **Senior Secondary School Education System in China**

Following the successful completion of Middle School Education System (Junior/low Secondary-School) in China, is the 3 or 4 years' Senior Secondary School. The Senior School System in China is divided into two (2) parts; the General Senior Secondary School (3years) and Vocational/Technical Senior

Secondary School (4 years). The entry into these two parts of Senior High School Education is determined by student's choice and performance of the entrance examinations known as zhongkao. This level of education designed and Administered by Provincial Educational Authorities, the entrance examination includes the same subjects as the Junior Secondary Graduation Examination. Every interested student who desires to proceed from the Senior High School to higher education, is mandated to take the National Higher Education Entrance Examination called gaokao in China ([www.classbase.com](http://www.classbase.com)).

### **Vocational Education System in China**

The Vocational Education System in China is a special kind of technical skills education, offered at both senior secondary school level and post-secondary school level. The main purpose of the vocational education system is to provide specific educational skills and training to students who are skilful in art and designing, handcraft, sports, engineering, building, etc. in order to meet the expected needs, desires and interests of the labour market and society. After graduation, most of the graduates already have specific places to be fixed in the workforce (Xiufang, 2003).

However, since year 2000, the Ministry of Education of China (MOE) under the Vocation/Technical Programme does not grant students the opportunity to directly enroll into higher education. Interested student who desires to continue with the General Higher Education after a successful Vocational/Technical Programme must take the National Higher Education Entrance Examination also called National College Entrance Examination (NCEE).

## **Tertiary Education System in China**

Tertiary/Higher Education System is majorly controlled by the government of China and less ownership is given to private institutions. Today, China has the world largest higher education enrolment with students who seek admission into various kinds of institutions such as, the general and technical universities, medical colleges, normal (education) universities, professional universities, adult higher education etc. Student must score very high in the entrance examination in order to have the opportunity to be enrolled in the best university and also be granted the choice of their course or programme. The process where just a few exceptional and outstanding students who performed excellently in their high school could be exempted from taking the Entrance Examination is called (baosong). They will be recommended and admitted into their desired institution. In addition, student who can pay high rate of tuition fees could also apply to private universities and they are also exempted from taking the gaokao Entrance Examination, ([www.classbase.com](http://www.classbase.com)).

## **Nigeria's Education Cooperation with China**

The objectives of Chinese and Nigerian education systems are clearly stated in their policies of education and primarily focus on learning, training, a curriculum structure adapted to meet the diverse needs of students, a selection of knowledge and skills essential for lifelong learning. It will be more advantageous for young people to receive training adapted to the changing global economy and globalization, in order to give the youths better chances of employability. In this perspective, for examples the Nigeria's curriculum, as well as

China's national examination, known as gaokao, could be reformed to hatch and encourage more talents.

New curriculum reform could be aptly regarded as a successful part of the quality education that could contribute a great deal to both China and Nigeria technological growth. China's vocational and technical education system faced problems as many as her vocational schools have a narrow curriculum that could not enhance technological growth (Stewart, 2017). However, in recent years, according to Stewart (2017), China is making a huge investment in vocational education, adopting a series of measures to greatly expand vocational education and training schools and improve their quality.

On the contrary, Nigeria's vocational schools are seemly non-functional. Most of these schools lack the necessary equipment required for the training of the students. This perhaps, might be one of the reasons for the low students' intake by the few available vocational schools (Ikechukwu, 2015). Therefore, Nigeria ought to cooperate with China on this level of education in order to improve the level of the skills of her middle manpower and thereby improve the vocational education, as well as the patronage from the students.

Conclusively, in view of the new socio-economic issues that require globalization, China and Nigeria should as a matter of urgency invest more on their technological education to make it more productive, functional so as to meet the ever-growing needs of their population.

The most direct and negative consequence is perhaps, the rise of unemployment amongst graduates and postgraduates. It is often envisaged that perhaps, in the nearest future, both China and Nigeria will be more industrial and service-oriented

economy, requiring a labor force with new skills and qualifications geared towards a knowledge-based economy. The education systems of both countries need to adapt to this inevitable change and face the challenges by developing new curriculum and pedagogies that would suitably take care of these foreseeable eventualities.

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**CHAPTER 14**

**POPULATION CHANGES AND ITS CONSEQUENCES  
ON EDUCATION IN NIGERIA**

**By**

**Chidozie Emeka Alutu**

**Introduction**

Population is a term that refers to individuals in a geographically defined unit, their numerical strength, and the changes that occurred as a result of their fertility, mortality, and migration (emigration and immigration). Changes in population in every country create a trail of consequences that cannot be ignored because of the obvious implications for people's well-being and quality of life.

This chapter discussed demographic changes in Nigeria, as well as the rate and causes of these changes. It also highlighted and examined the effects of the changes, particularly as they pertain to the educational system. Finally, the necessity of developing, disseminating, and implementing population policies was discussed and presented.

## Population Change in Nigeria

Population change is defined broadly as the difference in population size between the end and beginning of a specific time period (usually one year). It is the difference in population size from the first day January to the end of December of two successive years. When the number of individuals in a given geographical entity increases or decreases, this is referred to as population change. Fertility (as measured by birth rate), mortality (as measured by death rate), and migration are all factors that enable this shift (immigration and emigration). The difference between fertility and mortality plus net migration is used to calculate population growth.

$$PG = B - D + nM$$

Where PG equals Population Growth

B equals number of Birth

D equals number of Death

nM equals net Migration

Over the years, Nigerian attempts to measure its population have been mixed with controversies. The 1953 attempt was deemed untrustworthy because it was linked to taxation. That of 1963 was likewise declared unreliable due to political connotations. The census of 1973 was never officially announced. Chief Obafemi Awolowo of blessed memory, a front-line politician,

characterized it as a fruitless effort (Bosah, 1996:12-13). The 1991 head count remained unreported and contentious for so long before receiving the Nigerian government's formal approval. The officially announced amount was met with a barrage of criticism. According to Bolarinwa (1987:3), Nigeria has a high fertility rate (around 2.5%) and a somewhat low death rate due to increased medical services. In 1980, Nigeria's population was expected to be around 80 million people, according to him. He predicted that by the year 2000, this figure will have doubled.

According to Okobia (1987:25), Nigeria accounts for only 0.7 percent of the world's land surface area but has around 82.3 million people, or 1.8 percent of the world's human population of approximately 4585 million in 1982. Thus, Nigeria was the tenth most populous country in the world in 1982. He remarked that Nigeria accounts for up to 16.5 percent of Africa's population, implying that one in every six Africans in 1982 was a Nigerian. In the same year, it was projected that one out of every two West Africans was a Nigerian (54.9 percent of the West African population).

Nigeria's population in 2022 is 218,541,212 after China, India, the United States, Indonesia, and Brazil. It is the world's sixth most populous country. The population of Nigeria has always been based on projection or simply, educative guess. For

the past fourteen (14) years Nigeria had never conducted any census. The Chairman National Population Commission (NPC) reported Wednesday 8<sup>th</sup> December 2020 that the country's population was projected to be 206 million people; he noted that the new figure was based on projections; He stated that knowing the exact population of the country would be difficult as a result of too much gap between the last census.

Meanwhile, the out gone NPC chairman in 2011 was delivering his valedictory speech to the media, advocating that all levels of governance should focus on nation building initiatives, with a view to expanding public infrastructure in proportion to population growth, thereby avoiding future social crises, by that he was saying that the knowledge of accurate population would enable development. He also brought everyone's attention to the fact that the country's population will be 188 million in four years (in 2015), and 221 million in 2020.

The nation's population growth rate of 3.5 percent, a stunning increase from 2.5 percent in 1987, is clearly on the high side, necessitating both proactive and concerted efforts to handle food, housing, health infrastructure, educational, and social implementations of the exponential trend. Growth will definitely have an impact on Nigeria, either positively or badly, depending on the government's plan or inability to plan.

With a focus on access and equity, standardization and quality assurance, technical and vocational education and training, including funding, resource mobilization, and utilization, the nation's education sector was recognized as having historically suffered from years of neglect and mismanagement, as well as a lack of resources commensurate with national needs, population growth, and demand (FRN, 2009).

As a result, education has not been adequately positioned as a transformational tool and a formidable instrument for socioeconomic empowerment as a government strategic objective.

### **Possible Causes of Rapid Population Growth in Nigeria**

Nigeria's population is quickly growing. Three significant elements may result in a rapidly expanding population. They are;

- a) **The Birth Rate:** The birth rate has been one of several causes of exceptional population increase in Nigeria, and it has had a significant impact on the population growth rate. However, there is a decline according to current statistics. Nigeria's current birth rate in 2022 is 36.440 births per 1000 people, a 1.13 percent decrease from 2021. Nigeria's birth rate in 2021 was 36.855 births per 1000 people, a 1.11

percent decrease from 2020. Nigeria's birth rate in 2020 was 37.269 births per 1000 people, a 1.1 percent decrease from 2019

b) **The Mortality/Death Rate:** The death rate is also an important component in Nigerian population growth. The causes of mortality in Nigeria include poor medical facilities/mass migration of qualified medical personnel, insecurity, poor road infrastructures; inter tribal/ethnic conflicts etc. Improvements in medical, nutritional standards, hygiene, higher levels of living standards, and literacy, among other things mentioned above, all have impact on the death rate. They are one of the reasons for the decrease or increase in baby, child, and adult mortality rates in Nigeria, which has resulted in a significant increase or decrease in population. Nigeria's current infant mortality rate is 56.220 deaths per 1000 live births in 2022, a 2.57 percent decrease from 2021. Nigeria's infant mortality rate in 2021 was 57.701 deaths per 1000 live births, a 2.5 percent decrease from 2020. However, today terrorism, insecurity and fulanisation is increasing the death rate in Nigeria. According to data collated by SBM Intelligence from several sources, including the Armed Conflict Location and Event Data Project (ACLED), the number of individuals killed in Nigeria increased by 47 percent year on year to 10,366 in 2021.

- c) **Increased Net Migration:** Migration has played a minor part in Nigeria's population growth until recently. The current leadership failure in Nigeria has necessitated to what can be called brain drain. Many of our professionals that are young are living Nigeria en mass, while the fulanis throughout West African are trooping in for 2023 election. This is affecting the population growth in Nigeria
- d) **Preference for Large Family:** Nigeria's fertility rate remains relatively high. It is slightly more than five children per woman. This is one of the world's highest fertility rates. Niger has the highest rate in the world, with about seven children per woman, followed by Mali. When a family is small, there are more chances and opportunities to offer quality food, good and adequate clothing, adequate housing, leisure/recreation, savings, parental care and attention for family members. Despite these advantages and the official population policy prescription of a maximum of four children for a Nigerian woman, Nigerians prefer large families due to cultural values or ignorance. These individual huge families combine to form a fast increasing population.
- e) **Early Marriage:** Nigerian youths have a tendency to rush into marriage and parenthood before they are physically, emotionally, psychologically, and economically mature enough to face the associated challenges. Early marriage is

encouraged in Nigerian society. However, delayed marriage has been linked to numerous benefits for both individuals and society. Women who delay marriage have a shorter reproductive lifespan and are more likely to have fewer children than those who marry early. Couples become more mature as they recognize the enormous challenges of marital relationships. According to the Nigeria Demographic and Health Survey (NDHS) 2013, 58.2 percent of Nigerian girls marry before reaching the age of 18. It also stated that while a comparison of data from 2013 to 2017 revealed a drop in child marriage in Nigeria, the rate of decline was described as modest. According to the report, the country has one of the slowest declining rates of child marriage in West and Central Africa.

- f) **Frequent Unwanted Pregnancies Due To Sexual Promiscuity/ commercial Sex:** Print and electronic media in Nigeria have exaggerated and implicitly fostered the glamour and pleasure of sexual adventures. Unguided teenagers go headfirst into promiscuity and, more often than not, end up with undesired pregnancies. The country's difficult economic circumstances also causes some unlucky females to hawk their bodies as sex workers in order to collect funds for general upkeep and to pay school fees for themselves and, at times, their younger siblings and sisters. So many people become pregnant and have children they



did not intend to have. These unintended children increase the country's population.

g) **Lack of information/knowledge about safe and acceptable methods of contraception:** In Nigeria, a patriarchal country, men's effect on fertility behavior can be shown in a variety of ways. For example, men typically make decisions about how many children a woman will have. Due to a lack of information about safe and acceptable contraceptive methods, many Nigerians who would have wanted to stop having additional babies in recognition of the desirability of having small families end up having huge families. Some religious groups oppose birth control methods other than the natural method, however natural methods have frequently proven untrustworthy. Some people are afraid to try certain procedures for fear of endangering their lives. Some people are plain ignorant. Others believe that the amount of children a person should bear is solely determined by the rod and that any attempt to regulate conception is sinful. The only call they are willing to answer is to grow and increase. As a result, the nation's population grows and multiplies

h) **Irresponsible Parenthood:** Etim (1995:14) defines responsible parenting as involving family size planning, optimal child spacing, geriatric care, and knowledge of the

physiology of human reproduction. Parents must be physically and emotionally mature to procreate in order to be responsible. To be responsible, parents owe their children fundamental necessities such as food, shelter, clothing, warmth, affection, and an education. Parents' affection for their children may appear simple and clear, but in a large family with few resources, it is a luxury that is tough to achieve. Planning the 'family to determine when to halt further procreation and stop at the number determined is one responsible thing parents should do, which very many parents, indeed the majority of Nigerian parents, either find difficult or impossible to do.

- i) **Population Related Beliefs and Values:** Male children are often preferred above female children in some countries of the world like India and Nigeria. Many Nigerian husbands have converted their wives into baby-making robots in their never-ending quest for a male child. If the male child remains elusive, some even marry two or more wives to intensify the search. Women who have only male children are likewise guilty of abandoning early consensual decisions made with their spouses. The desire for daughter that would give the mother opportunity to visit her daughter after child birth changes the quest. As the search for a daughter continues, more children are born. However, many parents later lament the additional burden of child rearing.

The burden of raising children and associated poor quality of life is not even sufficient deterrent.

Many Nigerians still consider children to be a kind of riches. Even when hunger and sickness appear to be striking a different musical cord, the more children they produce, the wealthier they consider themselves.

## **Consequences of Rapid Population Change on Nigerian Education System**

**1. Demand for educational opportunities has surpassed the nation's supply capacity:** There is little or no demand for additional educational opportunities. As a result, developed economies place a premium on renovating, replacing, expanding, or completely redesigning existing educational facilities, as well as developing, motivating, or enforcing their educational personnel. The situation is very different in high fertility countries like Nigeria, where the school-age population is expected to triple by the end of the century. The implication of this drastic change will obviously be enormous. Additional schools, classrooms, facilities and education personnel will be needed in great numbers in addition to maintaining, replacing or improving on the old stock. When one considers that, like in other developing countries, where critical resources for development are grossly inadequate, the best Nigeria can do is to maintain the present satisfactory standard of education, the

negative implication of rapid population growth may be better understood. Achieving just that would even be a Herculean task because it may involve tripling the number of schools, classrooms teachers and facilities.

In 2019, over eight million Nigerian children were enrolled in early childhood education programs. In Nigeria, both private and public schools provide Early Childhood Care and Development Education (ECCDE). Private institutions had a higher number of children enrolled in creches, nurseries, or kindergartens in the early stages, but public schools had a higher number of enrolled children in the later stages. There were 104 thousand public and 210 thousand private pre-primary classrooms in the country as a whole. In general, the number of available classrooms is significantly less than the number of classrooms required.

When the number of schools, classrooms, chairs, desks, other facilities, and teachers required to provide nursery education in Nigeria is calculated, and the corresponding provisions for primary, secondary, and tertiary institutions of learning are considered, potential crises in the demand and supply of education in Nigeria can be concretely anticipated.

2. **Quantitative education has overtaken qualitative education:** Shote, who lamented the falling standard of

education in secondary schools, particularly at state government schools, bemoaned the situation in which the vogue now is mass admission into secondary schools without the usual proper scrutiny, coupled with mass promotion to higher classes, as opposed to what it used to be, and added that the standard of education has clearly fallen (The Guardian 24 June 2022). A look back to the 1976 UPE experiment adds credibility to this argument. Ukeje (1977:43) graphically depicted the current educational context as follows:

Everywhere schools are in short supply, classrooms are in short supply, items of equipment are in short supply, teachers are in short supply, indeed practically everywhere in the country everything connected with education is in short supply.

There is no way that the educational system outlined above can provide a high-quality education. People would just be churned out of school, half baked.

### **3. Impediment to capital formation is created**

Capital accumulation occurs when a portion of current income is saved and invested in order to supplement future revenues and income. When the numbers of people to feed, educate, and care for medically in any given society rapidly increases, a proportional rise in capital is required to develop the population

for the labor market. Underemployment and unemployment result in the long run, Unemployment on its own side is known to generate subsidiary problems such as Bolarinwa (1987:9) described this difficulty as "high dependency load of the average household, it a circumstance in which the home head is required to support two or more relatives looking for work while also bearing the responsibility of his relatively big family." Under these conditions, capital formation is nearly impossible. Rapid population expansion, without a doubt, inhibits or slows capital accumulation. It also lowers the country's per capita income. Under these conditions, financing education becomes increasingly difficult.

#### **4. Obstacle to Development Follows**

Health, power, good roads, communication, education, and public law and order all suffer in any community with a low capital base. Social services require significant capital and cannot be wished into existence. People do not function to their full potential when medical facilities and services are inadequate. Human capital production suffers when the health of both the teachers and the students are neglected. If we accept human resource development as the ultimate foundation for any nation's prosperity, the ramifications of a weak financial foundation in a fast rising population will become clear.

## **5. Starvation/Food Scarcity Results**

Living organisms are unable to survive in the absence or lack of food and water. Teachers and pupils alike are not immune. Population growth is directly related to rising food consumption. When population growth is high, subsistence agriculture can no longer provide food needs. The necessity for mechanized agriculture becomes clear, but the funds to purchase the necessary apparatus are difficult to come by. When nourishment is insufficient, good intellectual/mental development is difficult, if not impossible. As a result, mental impairment and growth below true capacity have become frequent. According to Bolarinwa (1987:12), Nigeria's food demand is anticipated to be 3.5 percent with a production growth rate of about 0.2 percent. As a result, it is vital that the country's food requirements be imported. The implications for the country's foreign reserves and accessible education funds are undoubtedly terrifying.

## **6. Serious Cracks/crises can be observed in the Nations Educational System.**

The nation's capital formation efforts are being hampered by fast population growth, which has created a number of distinct fissures and issues in the educational system:

- i. Previously, students were few at schools. National authorities canvassed parents to send their children to school.

Despite the fact that many children of school age are not attending, schools are packed with students. Despite the valiant efforts of various autonomous communities to create community schools, demand clearly outnumbers supply.

ii. The Nigerian educational system is severely structurally imbalanced. Nwagwu (1985:7) observed that whereas 90% of all students enrolled in the total educational system are in basic schools, just around 10% are in secondary and tertiary education. He went on to say that in advanced countries, the ratio of enrolment is 60% in elementary school and 40% in secondary and postsecondary school. The conclusion is that the nation's labor market is being flooded with enormous numbers of unskilled and possibly unemployable primary school dropouts, in addition to those who did not have access to school or dropped out before achieving functional literacy and numeracy.

iii. The number of Nigerian youths who meet the fundamental requirements for university education and education at other tertiary institutions in the country, as well as those who passed the competitive selection examinations, but are denied entrance is significant, and this is a sad commentary for Nigerian youths. As a result, many people are idle and potential devils' workshop.



iv. Many that have worked, and even persuaded their parents to sell the family land, are surprised to find themselves unemployed several years after college due to lack of capital. The country's current crime wave may be linked to the country's incapacity to provide jobs to the teeming number of educated adolescents who are always on the rise.

v. In Anambra State, young males who are concerned about their future position as breadwinners have abandoned education in favor of buying and selling and minor jobs. The solution to this dilemma does not appear to be in sight, since even those who are educated and working struggle to make ends meet. Many people are unsure about their work as the mandatory retirement process continues. When future heads of Nigerian households become illiterates with educated women, one wonders what kind of turmoil the families will face.

vi. Due to the increasing strain on the Nigerian education system to expand to meet expanding demand, private and public schools multiply and sprout without serious respect for established certification requirements. As a result, quality degrades for purely quantitative education.

vii. Educational facilities are understandably few. Many of the available teachers are undertrained or uneducated.

Classrooms are understandably overcrowded, particularly in metropolitan institutions.

viii. Teachers and other members of the educational community continue to be underpaid and are not paid on time. Salaries are unpaid for months, causing industrial unrest that has become a yearly routine.

ix. As a result, Nigeria's educational calendar has become epileptic. Because of the uncertain nature of the school year, planning has become very challenging.

x. Because of higher fertility and lower infant mortality, Nigeria has a large proportion of children aged 5 to 14. This necessitates greater investment in basic and secondary education. The current economic condition in Nigeria has led to serious problem in educational system. The universities have been off and on due to the federal government inability to meet their rising demand for education and necessary facilities. The fall of the value of naira to dollar is not helping the matter. xi.

The high rate of inflation has resulted in a high rate of dropout in the country's schools. This contributes to the country's illiterate populace, coupled with the fact that African countries have the highest percentage of illiteracy in the world.

### **The Need For Population Policy and Positive Action**

It is worth noting, however, that the United Nations Universal Declaration of Human Rights, Article 26, stated as early as 1948 that;

1. Every person has the right to education. This must be free at least in the elementary and primary grades.
2. Elementary education will be made mandatory, while technical and professional education will be made widely available.
3. On the basis of merit, higher education should be available to all.
4. It is the responsibility of parents to choose the type of education that will be provided to their children. Nigeria has joined several organizations and other nations throughout the world to sign this agreement; however none of the four declarations had ever been fulfilled. Section 18 of the Federal Republic of Nigeria Constitution of 1979 stated unequivocally that:
  - a. Government shall direct its policy towards ensuring they are equal and adequate educational opportunities at all levels.
  - b. Government shall promote Science and Technology
  - c. Government shall strive to eradicate illiteracy and to this end government shall as when practicable provide:
    - i. free compulsory and universal primary education

- ii. free secondary education
- iii. free university education and
- iv. free adult literacy programme

The UN declaration and the country's constitutional provisions are both quite lofty. Despite the short-lived regional UPE efforts in the country's former Western, Mid-Western, and Eastern regions, it is a sad commentary that none has been realized. The issue is indeed concerning. The country's rapid population expansion, combined with numerous social, political, and economic repercussions, does not appear to be helping matters.

### **The Goals of National Population Policy**

According to Ezebge (1991), the objectives of national population policy are four in number:

1. To raise the standard of living and the quality of life for the people of our country.
2. To improve their health and well-being, particularly through preventing premature death and disease in high-risk populations of mothers and children.
3. To achieve reduced population growth rates by voluntary fertility management measures that are compatible with the achievement of the nation's economic and social goals, and
4. to establish a more even distribution of people between

urban and rural areas.

Specific objectives were outlined in order to attain the set goals:

### **The Objectives of National Population Policy**

1. To raise awareness among the residents of this country about population issues and the impact of rapid population expansion on development as soon as practicable.
2. To give everyone with the essential information and education on the importance of a modest family size to both the individual family and the nation's future in reaching self-sufficiency.
3. To educate all young people on population issues such as sexual interactions, fertility regulation, and family planning before they reach the age of marriage and childbearing, in order to assist them in becoming responsible parents.
4. To make family planning meaning and services easily accessible to all couples and people at an affordable cost as soon is feasible, so that they can control their fertility;
5. To provide fertility management programs that address the needs of sterile or infertile couples in order for them to achieve reasonable self-fulfillment.
6. To improve regular demographic data collection and

analysis, and to use such data for economic and social development planning; and,

7. To improve rural living circumstances and limit the rate of migration from rural regions to cities through better integrated rural and urban development.

### **The Components of National Population Policy**

The components of the National Population Policy include:

- i. Family planning and fertility control
- ii. Maternal and Child Health Initiative
- iii. Women's development education
- iv. Development of Children and Youth
- v. Population Statistics
- vi. Population Education and Information, as well as Population Spatial Distribution

### **Agents of National Population Policy Implementation**

1. Federal and State Ministries of Education
2. Federal and State Ministries of Health
3. Nigerian Planned Parenthood Federation
4. Directorate of Food Road and Rural Infrastructure,
5. National Population Council
6. National Employment Directorate
7. MAMSER (Directorate For Mass Mobilization for Self Reliance)

## **Population/Family Life Education**

UNFPA is now funding a program called Population/Family Life Education. According to Oroge (1995:7), the causes for its creation include:

- a) The necessity to contribute to the solution of population problems through education because of their relevance to social and economic progress;
- b) The critical function of education in enabling learners to place themselves in an ever-changing society. Thus, POP/FLE tends to allow learners to perceive the world around them by providing intellectual means for understanding and preparing themselves for effective living;
- c) it also serves to prepare students and adults to understand contemporary and future society;
- d) it assists learners in defining, understanding, and analyzing the nature, causes, and consequences of demographic phenomena, their relationships, as well as the realities of economic, social, and cultural life; and,
- e) it assists learners in defining, understanding, and analyzing the quality of peoples' life.

In truth, POP/FLE is the most recent and daring attempt to put the nation's population policy into action in the most joyful and

natural way possible. Its application throughout the country's three levels of education is an added benefit.

## **Conclusion**

It is evident that Nigeria's population growth rate is significant, which has many negative repercussions for the country's economy, the quality of life of Nigerian inhabitants, and the educational system. The majority of these negative consequences have been highlighted and explored in the expectation that they would be effectively and timely handled. The nation's population policy is rich, but the muscle for its implementation is weak. It is believed that if the population is effectively utilized, Nigeria will be the 15th largest economy by 2050, which is largely dependent on its capacity to transform its population into highly skilled competent citizens capable of competing globally (Roadmap for the Nigeria Education Sector, 2009), the policy requires immediate activation and sustained drive.

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