

Challenges Facing the Achievement of Education for All (EFA) and Education Related Millennium Development Goals (MDG) in Nigeria

IGE AKINDELE, M (B.ED, M.ED, PhD),
Deputy Director,, Ministry of Education, Akure, Ond State, Nigeria
(dele_divine@yahoo.co.uk)

Abstract

The desire to make education accessible to all citizens, has been the focus of many nations in the world. This could be attributed to its roles in individuals and national development. Over the years, attempts had been made to achieve this feat in Nigeria. Unfortunately, after over four decades of attaining independent status, many adult illiterates still abound in Nigeria. Presently, Nigeria is committed to the achievement of Education for All and the Millennium Development Goals. While the country is striving to achieve the goals, this paper examines the challenges such as: limited access to schools, inadequate infrastructural facilities in schools, inadequate fund and teachers, corruption, increase in population, inappropriate planning and implementation, and wastage, which can impede the achievement. Litteratures and relevant data were gathered to describe the existing problem. To tackle the challenges and ensure that the goals are achieved however, allocation of more fund to the education sector, recruitment of qualified teachers and distribution to schools, training and re-training of available teachers, provision of infrastructural facilities for schools by government, wealthy individuals and organizations, are suggested

Keywords: Challenge, Achievement, Education, Education for All, Millennium, Development, Goal, Millennium Development Goal

Introduction

All over the world, education is recognized as a key indicator of socio-economic, political, cultural, and technological development. The need to eradicate illiteracy in the world has however been attracting the attention of those in governments. Many conferences, seminars and workshops had been convened at international level where the issue was a theme such as:

- World Conference on Education for All held in Joemtien, Thailand in 1990 and advocates the right of all people to education and knowledge;
- World Summit for Children in New York in 1990;
- Education for All Summit of nine countries with the highest illiteracy rate in the world (i.e. Bangladesh, Brazil, China, Egypt, Indonesia, Nigeria, India, Mexico & Pakistan), held in New Delhi in 1993 which requires the countries to drastically reduce the illiteracy within the shortest possible time frame;
- Pan Africa Conference on Education for Girls, held in Ouagadougou in 1993;
- Statement of Commitment, held in 1998 in Durban, South Africa which requires Africa Education Ministers to pursue the goals of lifelong learning;
- OAU Decade of Education in Africa (1997-2000) requiring Africa States to generalize access to qualitative basic education as foundation for socio-economic development; and
- World Education Summit, held in Dakar, Senegal in 2000 where the need to achieve Education for All by 2015 was emphasised.

In line with the objective of the conferences, workshops and seminars, Nigeria has been demonstrating its commitment and readiness to achieve holistic literacy and numeracy of the citizens. In 1955, the Universal Primary Education programme was launched in the western region. Similar programme was inaugurated in the east in 1957 but could not see the light of the day due to inadequate fund, inapprate planning, among other factors (Adesina, 1977). In 1976, a national brand of the UPE programme was introduced, to address the shortcomings inherent in the implementation of the programme at the regions and to universalize access to primary education. Universal Basic Education (UBE) programme is the rave of the moment whose scope included the Junior Secondary Education as well as the non formal aspect of the education system.

What Education Entails and Purposes in Nigeria

The word 'education' has different interpretations thus making it difficult to arrive at a consensus definition of the concept. The philosophers, sociologists, Psychologists, political scientists, Authors among other professionals in different fields had defined education to reflect their careers. Itis however worthy of notethat the concept takes its root from the Greek word 'educare', meaning 'knowledge'. According to Kneller (1963), cited in Qwolabi (1996), it is the process by which the society, through schools, colleges, universities, and other institutions deliberately transmit its cultural heritage from one generation to another. O'Connell (1965),also in

Owolabi (1996) defines it as the social mechanism designed to bring about in the persons submitted to it, certain skills and attitudes that are judged useful and desirable in the society. From the various definitions of education in literature, it can be deduced that education:

- has to do with man in all aspects of his being (i.e. physical, mental, spiritual and emotional);
 - encourages a wholesome development of individual through participation in the activities of his/her social group;
 - begins from birth and continues throughout life;
 - leads to full self-realisation of one's potential power and aptitudes;
 - prepares one for happy and useful living;
 - gives the feeling of satisfaction that comes through faithful and selfless service;
- In Nigeria, Education is expected to:
- inculcate national consciousness and unity;
 - inculcate the right type of values and attitudes for the survival of individual and the Nigerian society;
 - train the mind in the understanding of the world around; and
 - enable a child acquires appropriate skills, abilities and competences both mental and physical, as equipment to live in and contribute to the development of the society (Federal Republic of Nigeria, 2004 p.8).

Education for All and Millennium Development Goals, in Context

The onset of what is now described as 'Education for All' could be traced to the year 1990 when a Conference was convened in Joemtien, Thailand, to universalize education across the countries in the world, in view of the observed level of illiteracy then. Sequel to this, the proposal 'Education for All' was adopted and was initially supposed to be achieved in 2005 but now 2015. The goals of 'Education for All' are to:

- expand Early Child Care and Development Education;
- provide free and compulsory primary education for all;
- promote learning and life skills for youths and adults;
- increase adult literacy by 50%;
- achieve gender parity by 2005 and gender equality by 2015; and
- improve the quality of education.

Also, there are eight Millennium Development Goals (MDGS), which 189 United Nations member States agreed to achieve by year 2015. The goals were developed from the eight chapters of United Nations Millennium Declaration at its Summit, held on 6th-8th September, 2000 at New York, USA. The goals and targets are as indicated in Table 1.

Table 1: The Millennium Development Goals and Targets

GOAL	TARGET
Eradicate extreme poverty and hunger	Achieve full employment and decent work for all including women and young people
Achieve Universal Primary Education	Ensure that by 2015, children everywhere including boys and girls will be able to complete a full course of primary schooling
Promote gender equality and empower women	Eliminate gender inequality in the educational system
Reduce child mortality rate	
Improve maternal health	Achieve by 2015, universal access to reproductive health
Combact HIV/AIDS, malaria and other diseases	Achieve by 2010, universal access to treatment for HIV/AIDS for all those who need it.
Ensure environmental sustainability	By 2020, to achieve a significant improvement in the lives of at least 100 million slum dwellers.
Develop a global partnership for development	Develop further an open trading and financial system that is rule based, predictable and non-discriminatory including a commitment to good governance, development and poverty reduction nationally and internationally

Source: Okokwo, C.A (2009).

Challenges Facing Education for All and Education Related Millennium Development Goals in Nigeria

It is imperative for Nigeria to strive towards achieving the Education for All and education related Millennium Development Goals, in view of the present education status and the benefits that can be derived through it. Unfortunately, in spite of the efforts being geared towards achieving these, certain factors serve as barriers such as:

Limited Access to Schools: It is obvious that Nigeria's population is increasing astronomically. According to the 1991 Census, the population was 88, 514, 498 (Federal Office of Statistics, 1998) but provisionally estimated to be over 140 million in 2006 (National Population Commission, 2006). The increase in population has resulted to increase in the demand for education, the population of school going-age children as well as enrolment in schools (Federal Ministry of Education, 2007; 2009; Central Bank of Nigeria, 2010). In spite of this, there has been disparity between the expected and actual enrolment in schools. According to Adikwu (2009), the expected enrolment in Early Childhood Care and Development Education (a component of UBE programme) was 22 million while actual enrolment was 2.02 million, indicating a shortfall of 19.98 million. The expected enrolment in the case of primary education was 34.92 million while actual enrolment was 24.42 million, indicating a shortfall of 10.5 million. As regards the Junior Secondary Education, the expected enrolment was 9.27 million while the actual was 3.27 million, hence a shortfall of 6.0 million. Out of the 49 million illiterate adults, only 500,000 enrolled, indicating a shortfall of 39, 500,000. In the case of the nomadic and migrants children, 450,000 enrolled out of the 3.5 million school-age learners, indicating a shortfall of 3.1 million. Findings from Operation Reach All Secondary Schools (ORASS), conducted in 2006 by the Federal Ministry of Education in Nigeria, corroborated this, having revealed that the gross enrolment rate was 25% for male and 22% for female at the Junior School level and 24% for both male and female. Net enrolment rate was 14% for male, 12% for female and 13% combined. Net enrolment in Senior Secondary Schools was 24% for male and 20% for female. What these figures imply is that over 80% of school-age children in Nigeria are not in school. It is unfortunate that the problem is so grave in the Northern part of Nigeria where a lot of school age children termed 'Almajiris' are roaming the streets, begging for food, shelter and money. This is worsen by the prevailing 'early marriage practice' where female children are given out for marriage by their parents at tender age (i.e. about 11 years old) just to make quick and cheap money termed the 'bride price'. The religious inclination towards Muslim faith is also a factor responsible for low enrolment in this part of the country (Adesina,1977).

Inadequate Infrastructural Facilities in Schools: Infrastructural facilities are germane in education provision. The fact that there are inadequate infrastructural facilities at all levels of education system in Nigeria is no longer news, having been over-flogged in literature (Okebukola, 2002; Saint, Hartnett & Strassner, 2003; Wasagu, 2006; Federal Ministry of Education, 2007: Federal Republic of Nigeria: 2009). At the primary and secondary education level where UBE programme is implemented, classrooms are in short supply relative to the population of pupils and students while many blocks of classrooms are in deplorable condition. The result of Universal Basic Education Rapid Response Data (UBE 2000), in Wasagu (2006) revealed that out of 332, 408 classrooms in 44, 292 primary schools in Nigeria, only 140,134 (42%) classrooms were in good condition while 159,819 (58%) needed to be repaired. Even though Federal and State governments as well as Education Trust Fund (ETF) have been assisting to reduce the gravity of this problem by constructing blocks of classrooms for primary schools in most States, it is not yet hurray because such classrooms are inadequate for pupils and students while many are in deplorable condition.

Inadequate Fund: It is not a gainsaying that adequate fund is needed in the education sector, particularly for the payment of salaries and allowances of staff, purchase of facilities and other incidental expenses. In Nigeria, the financing of education has been the responsibility of federal, state and local governments, although Federal Government bears the largest share of it (Hirchliffe, 2002). The involvement of government in the financing of education in Nigeria however dates back to the colonial era, the Christian Missions been pioneers. The involvement of government in the financing of education started really in 1872 when a grant of £10 was given to each of the three Christian Missions that operated schools in Lagos (i.e. CMS, Roman Catholic and Wesleyan). The grant increased to £300 between 1874 and 1876 and £600 in 1887 (Adesina, 1977; Fafunwa, 1974). It is noteworthy that since inception, the financing of education in Nigeria leaves much to be desired. In spite of the role of education in national development, expenditure of government on education relative to the total budget is consistently limited and fluctuating in supply. Data in Table 2 shows the amount allocated to education in Nigeria from 2001 to 2009 while data in Table 3 revealed the expenditure on education as percentage of GDP, in comparison to the allocation to education in selected countries in Africa.

Table 2: Federal Government's Expenditure on Education in Nigeria: 2001-2009

Year	Fed. Govt. Annual Budget (₦ Billion)	Alloc. To Education (₦ Billion)	Edu, All as % of Total Budget
2000	664,734.30	67,508.10	10.16
2001	918,028.60	59,744.60	6.51
2002	1,188,734.60	109,455.20	9.21
2003	1,308,287.90	79,436.10	6.07
2004	1,321,580.70	93,767.90	7.10
2005	1,547,272.80	120,035.50	7.76
2006	1,842,600.00	151,723.50	8.20
2007	NA	137.480	6.07
2008	NA	210.00	13.00
2009	NA	183.360	NA

Source: Central Bank of Nigeria Statistical Bulletin (2010)

Table 3: Expenditure on Education as % of GNP for Selected Countries in Africa: 2006-2009

Country	% of GNP allocated to Education
Ghana	6.9
Tunisia	6.2
Ghana	6.9
Botswana	10.3
Malawi	6.2
South Africa	8.5
Namibia	5.9
Uganda	8.2
Nigeria	5.8
Togo	5.9
Rwanda	9.0
Gambia	6.0
Guinea Bissau	6.1
Sierra Leone	13.1
Sudan	7.3
Niger	6.1
Burkina Faso	6.4
Liberia	13.2
Congo	9.5

Source: United Nations Development Programme (2011). Human Development Report

It is indicated in Table 3 shows that while Nigeria spent 5.80. % of its GNP on education during the period, Liberia spent the highest (i.e. 13.20%), followed by Sierra Leone (13.1%), Botswana (10.3%), and Congo (9.5)

Inadequate, Low Quality and Non Commitment of Teachers: It is an undisputed fact that teacher plays invaluable role in the education system and in the development of any nation. Availability of sufficient teachers with relevant preparation and qualifications is germane in education provision. Over the years, inadequacy of teachers in educational institutions has been a contending issue in Nigeria (Federal Ministry of Education, 2003; 2007; 2009; Wasagu, 2006; CBN, 2010). Contrary to Federal Government's policy of one teacher to thirty-five pupils in a class in primary schools and forty students in secondary schools in Nigeria (Federal Republic of Nigeria, 2004 p.16), many primary and secondary schools have more than these in classes. Data in Table 4 and 5 show the enrolment, number of teachers and the teacher-pupil ratios in the primary and post-primary schools in Nigeria respectively, from 2004-2008.

Table 4: Primary Schools Statistics in Nigeria: 2004-2008

	2004	2005	2006	2007**	2008*
Total Schools	60,189	60,189	54,434	54,434	54,434
Total Enrolment	21,395,510	22,115,432	23,017,124	21,632,070	21,294,518
Total Teachers	591,474	599,172	586,749	468,202	586,930
Teacher/Pupil Ratio	36	37	39	46	36

Sources: Federal Ministry of Education/Universal Basic Education Commission (UBEC)

Note: * = Provisional ** = Revised

Table 5: Post-Primary Schools Statistics in Nigeria: 2004-2008

	2004	2005	2006	2007	2008*
Total Schools	10,913	10,913	18,238	18,238	18,238
Total Enrolment	6,279,462	6,398,343	6,536,038	6,068,160	6,625,943
Total Number of Teachers	154,594	144,413	199,163	207,283	270,650
Teacher/Student Ratio	40	44	32	29	24

Sources: (1) Federal Ministry of Education

Note: * = Provisional

To buttress the level of inadequacy of teachers in secondary schools, Obanya (2006), cited in Wasagu (2006) reported the findings of a study of secondary education in four States in Nigeria (i.e. Enugu, Kaduna, Lagos, and River) by Obanya (2006), as cited in Wasagu (2006) that:

- there were shortfalls in the supply of secondary school teachers in the four states;
- the shortfall affects every subject taught at the secondary schools;
- subjects such as religious studies, commerce were also characterised by shortage of

- teachers;
- Mother tongue languages (i.e. Hausa and Igbo and Yoruba were also characterized by inadequate teachers;
- Mathematics and technical/vocational subjects topped the list of teacher-deprived Subjects; and
- Lagos, the most economically endowed among the four states had the highest list of teachers- deprived subjects.

The inadequacy of teachers is mostly noticeable in the core subjects such as English Language, Mathematics, French, and Sciences) and even in the rural areas ((Ndefo, Alani & Fagbamiye, 2006). In terms of quality, many teachers in primary and secondary schools are unqualified for teaching job. To enhance the quality of teaching in schools, the 6-3-3-4 system of education stipulates that the Nigeria Certificate in Education (NCE) would be the minimum qualification for a teacher in the educational system (Federal Republic of Nigeria, 2004). Unfortunately, many secondary school teachers are yet to avail themselves the opportunity of upgrading their qualifications to improve their competency for teaching (Okoro, 1998; FME, 2003; 2009). Specifically, in 2005/2006, the total enrolment at the Junior Secondary Schools was 3,624,163 while the number of teachers was 61,938 out of whom 73.3% were qualified. Within the same year, the number of teachers at the Senior Secondary Schools was 74,841 out of whom 73% were qualified (UNESCO, 2006). Data in Table 6 show the results of a nationwide analysis of qualified teachers in English Language and Mathematics in Nigeria in 2006.

Table 6: Analysis of Qualified Teachers in English Language and Mathematics, in Secondary Schools in Nigeria as at 2006.

S/N	SUBJECT	JSS Q%	NQ%	SSS Q%	NQ%
1	English Language	51.2	49.8	36.8	63.2
2	Mathematics	52.0	48.0	27.4	72.6

Q- Qualified

NQ- Not Qualified

Source: Ndefo, Alani & Fagbamiye (2006), in Okorodudu, R.I (2011): Innovations in Teaching and Learning Experiences. *The Educational Psychologist*, 5(1): 2-12

As indicated in Table 2, there were 51.2% qualified as against 49.8% unqualified English Language teachers in secondary schools in Nigeria as at year 2006. The table further shows that there were 52.0 % qualified as against 48.0% unqualified Mathematics teachers in the schools. Reports (Famade, 2001; Achimugu, 2001; Eduese, 1996; Adeyemi & Ige, 2002) also indicate that many teachers in schools nowadays are not commitment to the job. They are fond of displaying non-challant attitude to work and involved in non-professional practices such as late coming to school and classes, examination malpractice, drinking, smoking, among others. Inadequacy of teachers, the prevalence of unqualified teachers in schools, and poor commitment of teachers as well as indulgence in many non-professional practices pose threat to the quality of education to be received by pupils more so that it has been asserted that no educational system can rise beyond the quality of the teachers (Federal Republic of Nigeria, 2004, p.4).

Wastage: The issue of wastage has been a clog in the wheel of progress of Nigeria's education system. While the nation is striving towards ensuring increased participation in education, many pupils and students are repeating classes and dropping out of schools. Completion rate is expressed as the percentage of a cohort of pupils/students that enrolled in level one in a given year who are expected to pass out. It indicates the level of retention and dropout, which is considered a form of sustainable literacy. Data in Table 7 shows the repetition and dropout rates in primary and secondary levels in Nigeria as well as the survival rate up to grade 5.

Table 7: Cases of Wastage in Primary and Secondary Schools in Nigeria as at 2003

	Total Wastage (%)	Male (%)	Female (%)
Primary rep. rate	2.7	2.6	2.7
Primary dropout rate	2.3	2.0	2.7
Secondary rep.rate	1.9	1.7	2.2
Secondary dropout rate	9.8	9.1	10.7
Survival rate to grade 5	97.3	98.8	95.3
Survival rate to last primary grade 5	98.1	96.8	95.5

Source: Nigeria Demographic and Health Survey (DHS), 2003

Data in Table 7 indicate that repetition rate at primary level in 2003 was 2.7% but 1.9% in the case of secondary. Dropout rate for primary and secondary schools were 2.3% and 9.8% respectively. The survival rate up to grade 5 was 97.3% while the rate up to the last primary grade was 98.1%. Data in Table 9 show the completion rate in primary schools in Nigeria within the period 1999 to 2005.

Table 8: Primary Six Percentage Completion Rate: 1999-2005

	1999	2000	2001	2002	2003	2004	2005
Male (%)	74	96	88	84	102	82	85
Female (%)	72	75	71	71	85	68	70
Total	73	85	80	78	94	75	78

Source: Federal Ministry of Education (2007). Statistics of Education in Nigeria

As indicated in Table 8, total percentage completion rate as at 1999 was 73%, which increased to 85% in 2000 but decreased to 80% in 2001 and further to 78% in 2002. In 2003, the rate increased tremendously to 94% but could not be sustained in the subsequent years as it decreased tremendously to 75% in 2004 and 78% in 2005. Completion rate approaching 100% indicates a high level of retention and low incidence of dropout. The data further reveals that throughout the period, there was no year when the completion rate was 100 percent, which is expected in an ideal situation. What this implies is that many pupils did not graduate from primary schools during the period, which is an indication of wastage in the educational system.

Corruption: The issue of corruption is endemic in Nigeria. There is the prevailing ‘national cake’ syndrome in which case everybody believes that money at government coffers, is a ‘national cake’ where each individual that has the opportunity has to cut his/her share of it, to satisfy his/her selfish interest. The crave for money is fast tearing the country apart. Almost everybody wants to become millionaire overnight which has reduced the culture of hard work among the citizens. Wasagu, (2009) reported that twenty six (26) out of the thirty six (36) States in the country were to refund N2.6 billion that was stolen from education industry. In the Nation of Friday, 7th March 2008, it was also reported that between 2005 and 2006, the sum of N3.3 billion was diverted by some States’ governments out of the N54.7 billion released for the development of primary education nationwide. In a particular State, the sum of N526 million was further reported to have been paid to 114 fictitious contractors. Worried by the level of corruption in the country, Olukosi and Aminu (1997) in Enang (1997) lamented that in Nigeria, educational funds is a charity for politicians, ministries’ officials and contractors rather than for improvement of education quality. What this suggests is that if the trend of corruption is not strictly curtailed, much of the funds that are meant for the implementation of the education programmes and policies that can ensure the realization of the objectives of ‘Education for All’ (EFA) and the ‘Millennium Development Goals’ would be diverted which may make the realization of these a ‘mirage’.

Inappropriate Planning and Implementation: Planning is *sine qua non* to successful implementation of education policies. It can be likened to the foundation of a building. If the foundation of a building is weak, such building will collapse but if it is strong, it will stand the test of time. Unfortunately, the country has not been having it smooth with planning process. Apart from the fact that most of the education plans in Nigeria are myopic in nature, implementation is the ‘Achilles heels’ towards the effectiveness of plans. Nwagwu (1997) attributed the problem of implementation of the defunct Universal Primary Education (UPE) scheme in the western and eastern regions as well as the nationwide scheme of 1976 to poor planning. During its planning, it was envisaged that 492,000 children would enroll for primary education in 1955 but the planners got more than they expected when 811,000 children showed up in schools thus indicating an underestimation of 319,000 children (Adesina, 1989). Similar situation was recorded during the implementation of Federal Government sponsored scheme in 1976. According to Akangbou (1989), the number of expected children in primary schools in 1976 was 2.298 million but 2.992 children enrolled thus showing an underestimation of 694,000 children. Such situation resulted to the recruitment of emergency and non-qualified teachers to teach in schools as well as overcrowded classrooms with pupils having their lessons under trees (Adesina, 1977). While the nation is striving towards ensuring that all her citizens are educated before or latest year 2015, it is a fact that the planning of the various programmes are unreliable and may not stand the test of time.

Unstable/Non-Implementation of Education Policies: One of the factors militating against the development of education in Nigeria over the years is the issue of unstable and non-implementation of policies. According to Olujuwon (2003), the inconsistency in government policy could be seen from the incessant change of academic calendar. It was initially January to December and later October to June. In addition, the country operated ‘6-5-2-3 system’ in the past, which has changed to 6-3-3-4 system. Other policies include the cancellation of Advanced Level program. Many of the laudable programmes and policies in Nigeria have suffered stroke due to the desire of successive governments to implement different programmes and policies different from that of the predecessors to create self-identity and woo the gullible masses.

Increase in Population: One notable issue in Nigeria over the years is the astronomical rate of increase in its population. The population as at 1991 was 88, 514, 98 (FOS, 1998) but provisionally estimated to be over 140 million in 2006 (National Population Commission, 2006). The increase in population has however led to increase in the population of school-going age children and the demand for education at all levels (Federal Ministry of Education, 2007). Increase in enrolment in educational institutions has also constituted burden for Government in terms of funding. Available funds have been unable to cope with the pressure for funds from

education sector.

Summary and Conclusion

Education has significant contributions to individuals' and national development. Universalizing education has however been the concern of policy makers across the globe. Over the years, there have been agitations for increased education of the citizens of nations owing to the accrued benefits. Education for All (EFA) and Millennium Development Goals are policies aiming at increasing the participation of people in education, the target for the realization of the goals being 2015. This paper examined the issues that can make the realization of the goals a mirage in Nigeria. It is of note that all efforts, time and money expended towards the realization of these goals will be in vain if these factors are not addressed. This is indeed a great challenge for government and other education stakeholders in Nigeria.

Recommendations

Stakeholders of education in Nigeria need to rise up to the challenge of addressing issues that are undermining the achievement of Education for All and the Millennium Development goals to keep pace with global trend. To achieve this, Government should:

Allocate more funds for education: The UNESCO minimum standard of funding which is 26% of annual Gross Domestic Product (GDP) of each country should be adhered to in Nigeria. **Recruit more Teachers and Train those Available:** More teachers should be recruited and distributed to schools while the teachers should be motivated for optimum performance. Teachers should be sponsored for seminars, conferences and workshops to improve their professional competency.

Provision of Additional infrastructural facilities for School: More facilities should be provided for schools while more funds should be provided to meet their challenges in view of the burden, which the funding of education constitutes for Government. Parents and guardians, private sectors as well as philanthropists in the society should continue to support Government through donation of money, facilities and provision of services.

Commitment of Pupils and Students: Pupils and students should be serious with studies and refrain from acts that can undermine their achievement.

Cooperation of Parents and Schools Administrators: Parents and guardians should also join hands with schools' administrators and government to move education forward in the country. Parents/guardians should also complement schools' efforts by performing their roles at the home setting and monitor the education of their children/wards. Schools' administrators in Nigeria should strive to curtail wastage in their domains, particularly they should address strictly the teacher's factors that contribute to its rising trend. Educational planners and policy makers in the country should produce plans and formulate policies that will stand the test of time. This therefore implies that accurate data should be gathered during the planning and policy formulation stages. Government should control the rising trend of population increase in the country.

Formulation of worthwhile Policies and Plan: Policies like family planning and others should be strictly implemented to achieve this feat. Successive Governments in Nigeria should however imbibe the culture of continuity in governance. Rather than jettisoning the laudable policies and programmes of predecessor, these should be upheld and if possible modified.

Curbing Corruption in the Educational System: There is need for corruption which has assumed a disturbing dimension in the country, to be curtailed. Those involved in the act should be reprimanded to serve as deterrent to others and improve the image of the country at international level. Existing laws and agencies in charge of corruption should be allowed to perform their roles without any form of interference.

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