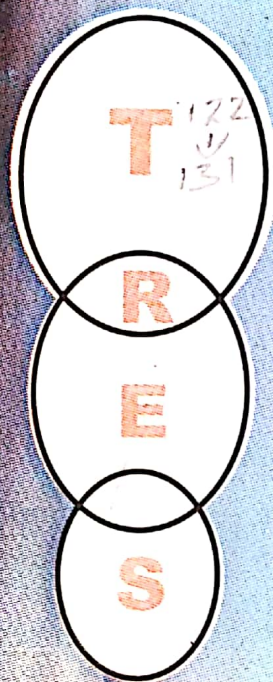


TRENDS IN EDUCATIONAL STUDIES (TRES)

Journal of The Institute of Education, University of Port Harcourt



ISSN: 0795-3186

Volume 4 Number 1, April 2009

TRENDS IN EDUCATIONAL STUDIES (TRES)

Journal of the Institute of Education, University of Port Harcourt

Editorial Board

Editor-in-Chief:

Prof. N. Emiya Dienye, Institute of Education,
University of Port Harcourt.

Editor :

Institute of

Dr. B.Vikoo; Coordinator, PGDE Programme,
Education, University of Port Harcourt.

Associate Editors:

Dr. I.M. Aminigo: Director, Institute of Education,
University of Port Harcourt.

Dr. S.D. Osaat, Institute of Education, University of
Port Harcourt.

Dr. (Mrs) Oledinma, P. Nwana-Nzewunwa, Institute
of Education, University of Port Harcourt.

Consulting Editors:

Prof. R.P.I. Ukwuije, University of Port Harcourt
Prof. J.O. Enaohwo; Delta State, University.
Prof. E.B. Awotua-Efebo; University of Port Harcourt
Prof. Ibe-Bassey, University of Uyo.
Prof .P.O.M. Nnabuo: University of Port Harcourt
Prof. R. Cole; University of Washington, Seattle,
U.S.A.

ISSN: 0795-3186

VOLUME 4, NUMBER 1, APRIL 2009

T.
20
31-11-06

EDITORIAL

Trends in Educational Studies (TRES) is the bona fide academic journal of the Institute of Education, University of Port Harcourt. The journal is committed to publishing stimulating theoretical and applied research papers on relevant contemporary issues in Nigerian African and global educational settings. The journal also accepts case studies, commentaries, research findings, and book reviews relevant to the following areas of Education:

- | | |
|---|------------------------------------|
| 1. Agricultural Education | 12. Language Education |
| 2. Educational Technology | 13. Curriculum & Instruction |
| 3. Environmental Education | 14. Universal Basic Education |
| 4. Engineering Education | 15. Vocational Education |
| 5. Technical Education | 16. Business/Secretarial Education |
| 6. Science Education | 17. Computer Sciences Education |
| 7. Education Psychology | 18. Educational Management |
| 8. Fine & Applied Arts Education | 19. Philosophy of Education |
| 9. Guidance and Counseling | 20. Sociology of Education |
| 10. Human Kinetics and Health Education | 21. History of Education, etc |
| 11. Adult and Non-Formal Education | 22. Educational Technology |

Guidelines to contributors

1. Manuscripts should be more than 15 pages of A4 papers including references and appendices. All acronyms should be in full at first mention.
2. Manuscripts should be typed on one side of the paper with double line spacing. Must be computer typeset.
3. The cover page should bear the title of the, author name, e-mail and academic affiliations
4. The paper must be accompanied with an abstract of not more than 200 words
5. References: Please use the current APA style
6. Figures and tables should be kept to the barest minimum and are to be number consecutively.
7. Two (2) hard copies of the paper should be submitted with an assessment fee of N1,000 in bank draft or cash payable to the Editor-in-Chief, *Trends in Educational Studies*.
8. If paper is accepted for publication then one copy of the corrected manuscript, a copy the corrected version and a CD ROM containing the latter should be sent to the Editor-in-Chief, *Trends in Educational Studies*.

All papers should be submitted to the Editor-in-Chief, *Trends in Educational Studies*, Institute Education, University of Port Harcourt.

PROF. N.E. DIENYE
Editor-in-Chief

CONTRIBUTORS

Prof. S. A. U. Ituen

Department of Curriculum Studies and Educational Technology University of Port Harcourt.

Dr (Mrs) I. C. Kosemani

Department of Curriculum Studies and Educational Technology University of Port Harcourt.

Mrs. Eunice U. Umanah

Department of Mathematics, Rivers State College of Education, Port Harcourt.

Dr (Mrs) Abosede Ajoke Arokoyu

Department of Educational Technology and Curriculum Studies, University of Port Harcourt, Rivers State. Nigeria.

Dr Ofonime Friday Ndioho

Department of Educational Technology and Curriculum Studies, University of Port Harcourt, Rivers State. Nigeria.

Dr. B.C. Madu

Department of Science Education, University of Nigeria, Nsukka

Dr (Mrs) Goodness W. Orluwene

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt.

Ijeoma M. Opara (Mrs)

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt.

Dr. Nwideeduh, S. B.

Department of Educational Management, Faculty of Education, University of Port Harcourt, Port Harcourt.

Dr (Mrs) Kaegon, L. E. S.

Department of Educational Management, Faculty of Education, University of Port Harcourt, Port Harcourt.

Gushem, P. O.

Department of Fine Arts, Ahmadu Bello University Zaria.

Agada, L. A

Department of Fine Arts, Ahmadu Bello University Zaria.

Dr (Mrs) S.N. Oranusi
Faculty of Education, University of Port Harcourt, Port Harcourt.

Dr. M.E. Hanachor
Department of Adult and Non Formal Education, Faculty of Education University of Port Harcourt

Dr. Chikwe Agbakwuru
Department of Educational Psychology, Guidance and Counselling,
University of Port Harcourt

Dr. (Mrs.) R. Izuchi
Department of Educational Psychology, Guidance and Counselling,
University of Port Harcourt

Mbalisi Onyeka Festus
Department of Adult and Non-Formal Education, University of Port Harcourt

Dr. (Mrs) Ibebietei Temple Offor
Department of Educational Foundations, Niger Delta University, Wilberforce Island Bayelsa State.

Dr. P.U. Osadebe
Department of Counselling Psychology, Delta State University, Abraka

Enakeno G. Eriega
Department of Psychology, University of Port Harcourt, Port Harcourt.

Dr. V. O. Ibadin
Department of Educational Studies, and Management, University of Benin, Benin City.

Mr. M.I. Imakpompomwan
Department of Educational Studies, and Management, University of Benin, Benin City.

Dr. Nath M. Abraham
Department of Educational Management, Faculty of Education University of Port Harcourt

Dr. S.O. Oluwuo
Department of Educational Management, Faculty of Education University of Port Harcourt

Kingsley O. Emeriewen

Department of Fine/Applied Arts, University of Benin, Benin City

Dr. Mrs. Bridget O.J. Omatseye

Institute of Education, University of Benin, Benin City

Dr. (Mrs.) M. N. Koko

Department of Business Education, Faculty of Technical and Science, Education,
Rivers State University of Science and Technology, Nkpolu – Port Harcourt

Ikpesu, O. C

Department of Business Education, Faculty of Technical and Science, Education,
Rivers State University of Science and Technology, Nkpolu – Port Harcourt

Dr. Tony Abayi

Enugu State College of Education (Technical), Abakaliki Road, Enugu

Abdulrahman Yusuf Maigida

Department of Educational Foundations, Faculty of Education,
University of Port Harcourt.

Oniye Masud Ibrahim

Department of Teacher Education, Faculty of Education, University of Ibadan.

Arikawei, Apuega Righteous

Dept of Educational Foundations, Niger Delta University, Wilberforce Island
Bayelsa State

Etigbamo, Esuefieni Jubilee

Dept of Adult & Non-Formal Education, University of Port Harcourt, Rivers State

Dr Balama Joseph Obomanu

Dept. of Curriculum Studies and Education Technology, University of Port Harcourt

Dr Jacobson Barineka Nbina

Dept. of Curriculum Studies and Education Technology, University of Port Harcourt.

Dr. J.B. Vipene

Faculty of Science and Technical Education, Rivers State University of
Science and Technology, Port Harcourt.

Dr. (Mrs.) M. Akpomi

Faculty of Science and Technical Education, Rivers State University of
Science and Technology, Port Harcourt.

John M. Patrick

Department of Adult and Non-Formal Education, University of Port Harcourt,
Port Harcourt

Christiana N. Ijah

Department of Adult and Non-Formal Education, University of Port Harcourt,
Port Harcourt

Anikpo Fanny Obiamaka (Mrs)

Dept of Curriculum Studies/Education Technology, University of Port Harcourt.

Bakpo, Moses T.

Department of Social Sciences, Rivers State College of Arts & Science, Rumuola, Port
Harcourt

Aloni Clinton,

Department of Social Sciences, Rivers State College of Arts & Science, Rumuola, Port
Harcourt

Clever Adomale Gbanador, Ph.D

Department of Economics , Faculty of Social Sciences, University of Port Harcourt,
Port Harcourt, Nigeria

Rex Aduvo Needom, Ph.D

Department of Adult and Non-Formal Education, Faculty of Education, University of
Port Harcourt , Port Harcourt, Nigeria.

Lekia Nwikina, Ph.D

Dept. of Educational Management, University of Port Harcourt, Choba, Port
Harcourt.

Njoku Chimezie (Mrs)

Department of Curriculum Studies/Educational Technology, Faculty of Education
University of Port Harcourt

Jonathan E. Oghenekohwo, Ph.D

Department of Educational Foundations, Niger Delta University, Wilberforce
Island, Bayelsa State, Nigeria.

Peter B Abu, Ph.D

Department of Educational Foundations, Niger Delta University, Wilberforce
Island, Bayelsa State, Nigeria.

G.A. Tambou

Department of Educational Foundations, Niger Delta University, Wilberforce
Island, Bayelsa State, Nigeria.

CONTENTS

Empowering English Teachers to Grapple with Writing Literacy in Nigerian Primary Schools	
Prof. S. A. U. Ituen & Dr (Mrs) I. C. Kosemani	1
Improving Students' Performance in J.S.S. III Mathematics using Instructional Materials in Port Harcourt Local Government Area of Rivers State	
Mrs. Eunice U. Umanah	8
Gender Enrolment and Achievement in Science, Technology and Mathematics in Secondary Schools in Nigeria: Implications for National Development	
Dr (Mrs) Abosede Ajoke Arokoyu & Dr Ofonime Friday Ndioho	13
Exploring Students' Conceptions in Wave Concepts	
Dr. B.C. Madu	18
Differential Effects of Set-Induction and Planned-Repetition on the Improvement of Students' Interest in Chemistry	
Dr (Mrs) Goodness W. Orluwene & Ijeoma M. Opara (Mrs)	25
Reforms and Quality Education for Sustainable Development in Nigeria	
Dr. Nwideeduh, S. B., & Dr (Mrs) Kaegon, L. E. S.	32
Ndidi Dike and Female Art Renaissance in Nigeria.	
Gushem, P. O. & Agada, L. A	39
Enhancing the Rights of Nursery Scholars through Communication and Development	
Dr (Mrs.) S.N. Oranusi	45
Historical Analysis of Community Development Activities of Community Based Organizations in Nigeria, 1914-2000.	
Dr. M.E. Hanachor	52
Psychological Causes of School Drop-Out among Nigerian Males: A Wake-Up Call to Teachers and Guidance Counsellors	
Dr. Chikwe Agbakwuru & Dr. (Mrs.) R. Izuchi	57
Achieving Socio-Economic Development in Nigeria: Environmental Sustainability Approach	
Mbalisi Onyeka Festus	62
Perceived Factors Militating Against Educational Research among Students in Niger Delta University	
Dr. (Mrs) Ibebietai Temple Offor	68

Evaluation of guidance and counseling Services to senior secondary school students Dr. P.U. Osadebe	74
Adolescents and Alcoholism: A Clinical Assessment Enakeno G. Eriega	80
Application of Information and Communication Technology in Educational Planning in Nigeria: Problems and Solutions Dr. V. O. Ibadin & Mr. M.I. Imakpokpomwan	87
Teacher Training and Development: Concept and Issues Dr. Nath M. Abraham & Dr. S.O. Oluwuo	95
Integrating Art in the Nigerian Primary School Curriculum Kingsley O. Emeriewen & Dr. Mrs. Bridget O.J. Omatseye	104
Reforms in Vocational and Technical Education for Attainment of Millennium Development Goals (MDGs): The Missing Links Dr. (Mrs.) M. N. Koko & Ikpesu, O. C	110
Promoting Entrepreneurship Culture through Vocational Education in Nigerian Universities Dr. (Mrs.) M. N. Koko, Ikpesu, O. C & Dr. Tony Abayi	116
World Bank and UNESCO's Post Independence Backups in Nigerian Education: A Historical Analysis Abdulrahman Yusuf Maigida & Oniye Masud Ibrahim	122
Strategizing for National Development in Nigeria: The Community Development Approach Arikawei, Apuega Righteous & Etigbamo, Esuefieni Jubilee	132
The Interactive Compensatory Model of Learning: Implications for Chemistry Teaching in Nigeria. Dr Balama Joseph Obomanu & Dr Jacobson Barineka Nbina	138
Time Management and Classroom Learning Dr. J.B. Vipene & Dr. (Mrs.) M. Akpomi	146
Perception of Adult Learners of Literacy with Livelihood Skill Training in Rivers State Nigeria John M. Patrick & Christiana N. Ijah	151
Home Environment and Performance in English Language among Primary Schools in National Common Entrance Examination (NCEE) Anikpo Fanny Obiamaka (Mrs)	157

Deforestation as a Factor for Environmental Degradation: An Assessment Bakpo, Moses T. & Aloni Clinton, - - - - -	165
Migration-An Engine for Social Change Clever Adomale Gbanador, Ph.D; & Rex Aduvo Needom, Ph.D - - - - -	172
Identifying Handicaps, Giftedness, and Provisions for Children with Special Needs in the Nigerian Secondary School System Lekia Nwikina - - - - -	178
Professional Community in a School Setting: A Critical Element in Enhancing Functional Curriculum Development. Njoku Chimezie (Mrs) - - - - -	187
Strategies for the Sustenance of Quality Assurance in Non-Formal Education Curriculum Development Jonathan E. Oghenekohwo, Ph.D; Peter B Abu, Ph.D & G.A. Tambou - - - - -	192

WORLD BANK AND UNESCO'S POST INDEPENDENCE BACKUPS IN NIGERIAN EDUCATION: A HISTORICAL ANALYSIS

By

Abdulrahman Yusuf Maigida & Oniye Masud Ibrahim

Abstract

Generally, the Nigerian education system is characterized by deteriorating facilities and equipment; inadequate textbooks and other teaching materials; poorly stocked libraries, unequipped laboratories, poor administrative and managerial strategies, insufficient or incompetent teachers, etc. These and more are the responsibilities the government sees as being far from what it can solitarily contend with, thereby making a clarion call for external involvement of different agencies, organizations and other partners as donors. The duo of International Bank for Reconstruction and Development (IBRD/World Bank) and United Nations Educational, Scientific and Cultural Organisation (UNESCO) have been identified to have pragmatically responded to this call. The paper therefore x-rays the various ways and patterns of their involvement, using a historical method. The World Bank is singled out as the largest single source of external finance to education in the world, while UNESCO spends up to 60% of its budget on education. Also highlighted are a number of suggestions that focus on all stakeholders in Nigerian education to be more responsive to and proactive in their responsibilities.

Introduction

Unspeakable levels of deterioration are evident in the Nigerian education system. Some of these form the basis or justification for this study. Eso (2008) noted that "the standard of education, particularly of public schools and Universities has rapidly declined". Eso went further to lament that:

Although, we all seem to have realized this, little or no action is being taken to address it concretely. Many of those graduating from our schools are regarded as unemployable. They also lack the entrepreneurial skills, necessary to be self employed. What that means is that the children of the poor, who attend these schools, often end up jobless (p.37).

Talabi (2002) noted that research, teaching, student amenities, staff pay and other social/welfare services all have their claims on the limited resources at the disposal of the university. Hence, there is deprivation (relative or absolute) of the needs of all the groups within the system. It therefore suffices that the consequences of inadequate provision of financial resources to the university system are the decay of structures and the decline in services and functions.

Enemuo (2002:32) observing the phenomenal increase in enrolment in school without commensurate human and material backings, remarked that:
...Consequently, be it at the primary, secondary or tertiary levels, our educational system is characterized by problems of dilapidated or non-existent infrastructures, poorly stocked library, inadequate laboratories and equipment, poor condition of service, prompting brain drain, poor quality of teaching and poor quality of graduates, especially in science and technology.

Also, Okwach (2007) asserts that from the 1980s, most African countries experienced financial constraints due to poor economic performance and rapid

population growth, in addition to the need to provide other basic services like primary education, food, health and shelter.

This is further confirmed by the Federal Republic of Nigeria (2004) that education is an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of education programmes. The National Policy on Education; section 13, sub-section 121 contributes thus, "...in this connection, government welcomes and encourages the participation of local communities, individuals and other organizations" (FRN, 2004).

However, it is now clear and evident that educational provision; administration, funding and management are too enormous responsibilities and far above what the government alone can venture. And, upon the government's call and readiness for salvaging Nigerian education, IBRD (World Bank) and UNESCO are actively and aggressively backing-up the Nigerian education system.

The provision of education is recognized globally as a capital intensive social service that is no longer possible for any government to singularly handle, if the quality is to be maintained. Just as the existence and survival of any nation in the world today is rested on regional integration, global partnership or association with one another on matters affecting the development of political, socio-economic and educational advancement of countries is becoming increasingly vital.

The International Bank for Reconstruction and Development (IBRD) known otherwise as the World Bank, is a funding agency of the UN. Its services began since 1946. IBRD headquarters is situated in Washington D.C., United State of America. Investment in human capital seems to be at the centre of the World Bank's mandate to help developing countries reduce poverty and improve living standards (Babalola, 2006). The World Bank was equally set up, according to Abdulrahman (2006:127);

...purposely to make available funds to finance productive projects in support of the economic development of member states of United Nations. The agency provides loans either directly to member nations or to private entrepreneurs but guaranteed by their respective governments.

World Bank's educational assistance to Nigeria began as far back as 1953 when the MacPherson Constitution of 1951 and the Colonial Education Act No. 17 of 1952 became operational (Babalola, Sikwibele & Sulaiman, 2000).

UNESCO is another agency of the United Nations (UN) with the mandate of furthering the cause of peace by encouraging understanding among nations through cultural promotion, education and research for development. Just like the UNICEF, UNESCO was established in 1946 as a specialized agency of the UN. UNESCO has always concerned itself with education, culture, science and technology related issues. In specific terms, the convening of the Jomtien Conference on Education for All in 1990 in Thailand is a manifestation of commitment to educational development. Nigeria's membership of UNESCO began in 1961 with a UNESCO field office established in Lagos, taking care of Ghana, Togo and Benin Republic.

The collaborating governmental agency, Nigeria's National Commission for UNESCO (NATCOM), was also created two years later, in 1963 (UNESCO, 2004). UNESCO further reported that in April 1999, after 38 years in Lagos, the field office was relocated to Abuja. Consistent with the organization's new approach of giving special support to highly populated (E.9) countries, the office is now solely responsible for Nigeria.

Since it is impossible for the government of Nigeria to singularly fulfill the financial requirements, material and human resources, as well as technical and

other assistance required for keeping the educational provision on the right course for her citizens; the realization of this fact culminated in the government's call for external involvement. Also, the objective setting up the two organizations (UN agencies) in this study is to provide support for member nations which is worth considering so as to appreciate how far this has been pragmatically translated into action in the Nigerian education system.

X-raying the efforts of the duo of World Bank and UNESCO in backing up Nigerian education, two working research questions are raised as follows:

1. What inputs has the World Bank made to promoting education in Nigeria?
2. In what ways has UNESCO positively impacted on the Nigerian education sector?

Method

The researcher adopted the *historical* research method, relying heavily on the use of documentary information, archival documents and other direct materials from organizations studied; constituting both primary and secondary data sources for this study.

Results

The results of the findings are presented in the tables below and in response to the research questions raised, thus:

Research Question 1: What inputs has the World Bank made to promoting education in Nigeria? The result of the findings to research question one is presented in table 1 below:

Table 1: Amount of World Bank post -independence education loans to Nigeria

Type of Education	Amount in (US\$ milln.)	Amount in (US\$ milln.)	% of (3) to first FYTEB	Coverage	Fiscal Year (FY)
(1)	(2)	(3)	(4)	(5)	(6)
Primary	120.00	1188.00	66.46	National	1991-97
Junior Secondary	120.00	2626.33	20.49	National	1995-99
Technical	23.30	105.71	09.70	National	1988-93
Teacher Training	54.00	35.53	51.27	North	1973-82
Secondary General	17.30	11.38	21.83	East	1972-79
Secondary General	20.10	14.36	71.12	North	1965-77
University(Federal)	120.00	964.54	43.75	National	1990-96
University(Federal)	90.00	12244.50	17.74	National	2003---
All Types	564.70	17190.35	-	All	38 years

Source: Babalola, J.B. (2006) *History of World Bank lending for revitalization of education in Nigeria*. **FYTEB:** Fiscal Year Total Education Budget (for Nigeria)

Table 1 above shows that the World Bank has contributed much to promoting Nigerian education. From primary to University levels, educational assistance were rendered nationally and regionally.

Research Question 2: In what ways has UNESCO positively impacted on the Nigerian Education sector? The result of the findings to research question two is presented in tables 2 a & b below:

Table 2a: Education sector programme expenditure 2002/2003 biennium

Activity	Amount in US \$		Total in US \$
	2002	2003	
Support to EFA National Action Plans	13, 273.00	24, 727.00	38, 000.00
Support to Network of Field Offices on Education Strategies	3, 403.00	6,597.00	10,000.00
Girls and Women Education in Africa	6, 597.00	5,500.00	21,500.00
EFA Activities Abuja	16,000.00	45,666.00	81,000.00
Support for FRP	35,334.00	26,000.00	26,000.00
Second High Level Group Meeting		7,000.00	7,000.00
Meeting of the High Level Group		10,000.00	10,000.00
Task Force on Early Childhood Education		5,000.00	5,000.00
Improving Opportunities in Early Primary Grades	5,000.00	8,700.00	13,700.00
Support NMEC for Empowering Rural Communities	11,951.00	14,049.00	26,000.00
Support for Strengthening Koranic Schools & Rural Libraries	n.a	n.a	n.a
Elaboration of a HRE National Strategy			
Publication of a Study on a Sustainable Environment in FCT		2,500.00	2,500.00
Implementation of the UNESCO/CITEN Programme		2,000.00	2,000.00
Support to FME and NACA in HIV/AIDS Preventive Education	1,913.00	4,387.00	6,300.00
Publication of a Seminar/Roundtable Report on C/peace	1,000.00	4,000.00	5,000.00
TOTAL	87,874.00	170,126.00	258,000.00

Source: UNESCO (2004) - Biennial Report on Programme Activities and Extra Budgetary Projects 2002/2003

Table 2b: UNESCO Abuja, 2002 - 2003 Total Expenditures

Application	Amount in US \$		Total in US \$
	2002	2003	
Office Indirect Costs	61,015.00	100,695.00	161,710.00
Regular programmes			258,000.00
- Education	87,874.00	170,126.00	
- Science	15,077.00	44,623.00	59,700.00
- Culture	12,000.00	86,240.00	98,240.00
Extra- Budgetary			405,665.00
- ESA	178,665.00	227,000.00	
- HIV/AIDS	100,000.00	100,000.00	200,000.00
- Virtual Library	0.00	133,679.00	133,679.00
Donations			
- Publication of Roundtable	3,000.00	0.00	3,000.00
- MoE, UN & private sector report in Nigeria			
- 2nd High Level Group Meeting on EFA	0.00	20,000.00	20,000.00
- Virtual Library Workshops	0.00	4,450.00	4,450.00
- Philosophy Day Celebration	0.00	1,938.00	1,938.00
	\$457,631.00	\$888,751.00	\$1,346,382.00

Source: UNESCO (2004) Biennial Report 2002 - 2003.

Tables 2a and 2b above also reveal that UNESCO has been a major player in positively impacting the Nigerian education, with US\$ 87,874.00 spent on her education in the year 2002, and US\$170,126.00 in 2003 totalling US\$258,000.00. However, the summary of UNESCO's activities and programmes in percentage covering Office Indirect Costs (13%), Regular Programmes (25%), Extra-Budgetary (61%) and Donations (1%), Total, 100%.

Discussion

The International Bank for Reconstruction and Development (IBRD/World Bank) was purposely established to make available funds to finance productive projects in support of economic development of member states of the United Nations. The agency provides loans either directly to member nations or to private entrepreneurs for the cost of imported components of materials.

Furthermore, disbursement of loan for equipment and services obtained from abroad for the execution of projects are made directly to the overseas suppliers. Psacharopoulos (1995) stresses that between 1962 and 1994; the World Bank lent \$28 billion to 110 countries for education, health, nutrition and population programmes. Out of this amount, education received more than half total amount. As further reported, uptill 1994, new lending each year was in the neighbourhood of \$2 billion for education, \$1 billion for health, \$180 million for nutrition and \$150 million for population. Apart from financial assistance, the agency also provides technical assistance to developing countries.

In this regard, the view of World Bank (1995) is that many African countries are financially and managerially threatened in their capacities to round education. Having realized this, the World Bank is taking the bull by the horns to salvaging and

engineering the Nigerian education through a number of interventions which include among others;

- ❖ Nigeria, according to Babalola (2006) was one of the first 23 developing countries that enjoyed the World Bank's loan for education between March 1, 1965 and December 31, 1977. The value of which was put at US \$20.1 million to increase secondary school enrolment, particularly in the Northern Nigeria; diversify the secondary school curriculum; increase the number of secondary and technical teachers; and to train craftsmen and technicians.
 - ❖ Also, World Bank's education loan was again given the second time, to cover the period between April 18, 1972 and December 31, 1979. This loan was to the tune of US \$217.3 million for the country's efforts in rehabilitating the war devastated secondary schools in Eastern Nigeria; as well as in the training of teachers of technical subjects and develop new/innovative curriculum for secondary schools across the country.
 - ❖ In 1973, another loan of US \$54.0 million was to cover the period between August 16, 1973 and December 31, 1982 to assist the Northern states of Nigeria to expand primary teacher training facilities and increase secondary schools enrollments.
 - ❖ Equally noted from Babalola (2006), a loan of US \$23.3 million was given and became operational in 1988 during the Structural Adjustment Programme (SAP). Babalola further asserts that the loan was given to improve the quality and efficiency of middle-level technical manpower as well as the planning, management and coordination of technical and vocational education
 - ❖ World Bank (1995:145) deducting from a strong research base for its lending strategies in education in the World Bank, made a major tilt in its lending policies in the 1990s. The tilt has been towards supports for textbooks, teacher training, laboratory equipment, learning assessments, and research.
 - ❖ Provision of a loan to the tune of 120 million US dollars to Nigeria in 1990. The loan facility was used to fund federal universities in the provision of books, journals and equipment. These Universities are the University of Ibadan; Ahmadu Bello University, Zaria; University of Ilorin, Ilorin; University of Port Harcourt, Port Harcourt; Obafemi Awolowo University (OAU), Ife; University of Lagos, Akoka; University of Nigeria, Nsukka; Bayero University, Kano; Usman Dan Fodio University, Sokoto; University of Jos, among others were the beneficiaries of the gestures from World Bank;
 - ❖ Equally, the World Bank provided assistance to the Primary Education Project, the project which spread over a period of six years which began 1992 and ended in 1997. The loan made available to it was an equivalent of 120 million US dollars. The project was designed to upgrade the quality of primary education, increase primary school enrolment and boost institutional capacities with a target of over 35, 000 primary schools in Nigeria.
 - ❖ In specific term, the IBRD has provided some textbooks on five subjects for Primary One pupils of Nigerian primary schools.
 - ❖ In the 2003 fiscal year, World Bank gave a total of US \$90 million to Nigeria for university system innovation (IBRD/World Bank, 2002:173). This, having five components that take care of almost entirely the aspects of Nigerian educational development – innovative approaches, planning and management, capacity building, prevention and control of HIV/AIDS and others.
- From the table one above, it shows that IBRD/World Bank has indeed contributed immensely to promoting Nigerian education. It is equally worthy of note

that IBRD/World Bank did not leave any aspect of Nigerian education unattended to. Another good thing about this is that these loans are no longer debts on the neck, following the debt relief by PARIS CLUB granted the country.

The World Bank was involved in the provision of assistance to the technical education project. The assistance according to UNESCO (2004) focuses on the reinforcement of the professional and academic training in four selected Federal Polytechnics and Technical Colleges in the country. This, which is also expected to boost institutional capacity of the National Board for Technical Education (NBTE) and the federal Ministry of Education (FME) in the planning and coordination of Technical Education with other partners to engineering the Nigerian education mainly by funding projects on education, as well as financing and sponsoring conferences, seminars and workshop organized for educational promotion.

Recognizing the fact that very many organizations or agencies are actively involved in the promotion of the Nigerian education, UNESCO (2000) listed the donors for Nigerian education to include the Commonwealth of Learning (COL), the German Agency for Technical Cooperation (GTZ), UNDP, UNESCO, UNICEF, Overseas Development Administration (ODA), the British Council, International Institute for Educational Planning (IIEP), the Commonwealth Fund for Technical Cooperation (CFTC), the French Government, the Chinese Government, and the United Kingdom Government; this reason and its educational development's mandate remain a compelling force for UNESCO's involvement in the Nigerian education.

Basically, the role of UNESCO in engineering Nigerian education is such that can be regarded as marvelous and magnificent, as reported, that over 60% of UNESCO's development assistance to Nigeria is rendered in the Education Sector. Therefore, the UNESCO's contributions are thus invaluable, cutting across:

- ❖ Funding the establishment of federal and regional governments five Advanced Teachers Colleges in 1962 which have now metamorphosed into Federal Colleges of Education in different parts of the country.
- ❖ The first ever appraisal of secondary school curriculum in Africa, Nigeria inclusive which took place in Tananarive in 1962 under the aegis of UNESCO (Fafunwa, 1974).
- ❖ Pragmatic and vigorous pursuance of Basic Education For All by promoting the right to education for all through facilitating the EFA partnerships, in particular between governments, the civil society organizations and the private sector.
- ❖ Sponsoring of stakeholders in education, including the House committee members with its chairman on foreign trips for meetings and conferences on the 'Education For All' of the Dakar World Education Forum in countries like Mauritius, Paris and Nairobi.
- ❖ UNESCO also organized meetings and workshops for education specialists in the development of extra budgetary proposals and on relations with the media in Harare and Dar-es-Salaam respectively. In 2003, a workshop on Education Policy simulation was organized for officers of the FME and representatives of parastatals etc.
- ❖ Provision of assistance for girls' education through the Guidance and Counselling Special Project for school age girls in Nigeria in the form of technical, materials and financial support to the Federal Ministry of Education in the training of educators and primary school administrators in the FCT, in gender-sensitive approaches in Guidance and Counselling for

- school children (UNESCO, 2004). The workshop advocated that parents, counselors, teachers, religious and community leaders should share the responsibility for the reproductive health education of adolescents.
- ❖ Continuing support for Distance and Open University. UNESCO in collaboration with Commonwealth of learning (COL) and BREDA has been supporting the Nigerian Distance/Open Learning Programme since 1997. Also, a workshop was organized in 2001 on distance education in Nigeria, leading to the re-opening of the National Open University of Nigeria (NOUN). Open University was first opened in 1983, but not fully operational before being suspended until after the workshop when it was re-opened. UNESCO, building on the earlier support given to distance education initiatives in the country from 1997 to 2001, the last biennium supported the Distance and Open University of Nigeria in the training of resource persons for materials development and the development of training materials.
 - ❖ Teacher training and development, material development through curriculum renewal and research, as well as strengthening of the private sector participation for teacher development.
 - ❖ Literacy and reading for all projects: Teachers manual on Teaching Reading in primary schools have been developed.
 - ❖ Boosting Early Childhood Care Education, even setting up Taskforce in conjunction with NERDC, UBE, the FME and an NGO with major tasks of developing norms and standards for ECCE, as well as making necessary suggestions that would assist the government on improvement. To this extent, \$2000 support was released by the headquarters.
 - ❖ Promotion of literacy and non-formal education by supporting NMEC for empowerment of rural communities, to UBE for expansion of Koranic education and to NYSC for the establishment of rural libraries in the six geo-political states of Nigeria.
 - ❖ Promotion of Science and Technology through capacity building of teachers in schools with ICT's education. Also, the support in reinforcing girl's interest in science, Technology and Mathematics through STM clinics in which students and their teachers are participating. Equally, seminar of science and technology department of FME for strengthening girl's participation.
 - ❖ Formulation and elaboration of a National strategy on Human Rights, Peace and Democracy Education to serve as a guide to curriculum users. The Nigerian Educational Research and Development Council (NERDC), the National Commission for UNESCO's (NATCOM), the FME and EFA forum are working together for the development of a curriculum guide on Human Rights Education in primary and secondary schools. Towards this, UNESCO has provided seed funds to NATCOM and NEDRDC to organize a one-day Round table aimed at improving the teaching and learning of Human Rights Education in Nigerian schools, held on 4th December, 2003.
 - ❖ UNESCO Abuja's coordinating role in HIV/AIDS prevention efforts is therefore an extension of UNESCO's mandate as the UN agency on Education. UNESCO's interventions relied on the strength of the existing multi-sectoral national policy and structure created by the government to respond to the HIV/AIDS pandemic. Also, in Osun, Edo states and FCT, UNESCO supported the educational needs of AIDS orphans, specifically, 30 of these orphans were supported in the three NGO's pilot projects.

- ❖ UNESCO has supported NABDA to organize two training workshops in bio informatics involving a total of 200 participants from the agency, universities and research institutes. The workshop was facilitated by renowned bio-technologist from university of Ilorin, Prof. C.O. Bewaji and other specialists.

Other areas that UNESCO's impacts are felt in Nigerian education included: the virtual library project; HIV/AIDS preventive education; the human rights, peace and democracy education, the STAN place project, designing accurate programme for science and engineering through capacity building in Mathematics, Physics and Chemistry, as well as many other UNESCO's interventions coupled with the aforementioned (UNESCO, 2004).

With the results presented above it is substantially revealing that so much money has been committed to engineering Nigerian education by UNESCO-Abuja, Nigeria.

Conclusion

The World Bank (IBRD) with its statutory function of financial management and administration has impacted on the Nigerian education through financial assistance in various forms – granting of loans, supplying of materials and funding of productive projects. Also, UNESCO has been able to maintain global solidarity; international understanding and intellectual cooperation (UNESCO, 2004). With this, UNESCO took the bull by the horns getting itself involved in assisting the education of Nigeria.

Indeed, the World Bank and UNESCO are the major role players in Nigerian education, with World Bank singled out as the largest single source of external finance to education in the world including Nigeria. UNESCO spends up to 60% of its budget on education sector. Partnership with other multilateral institutions, organizations, agencies, clubs and foundations will inevitably promote multi-faceted and all-round educational development in Nigeria.

Recommendations

- ❖ A favourable atmosphere and a conducive environment must be provided to encourage the donors' full involvement, when the atmosphere is secured and favourable, more organizations/agencies would be willing to come into partnership with the country in assisting her for meaningful development.
- ❖ There should be a prudent utilization of the funds or resources provided and the adoption of good maintenance culture in relation to equipment and facilities put in place. *".... from the donor side and those who are bringing resources to Africa, bilaterals, multilaterals, we also have to cooperate in a more effective way"* (Kemal, 2006).
- ❖ The government should also be more proactive in the discharge of her responsibilities (inspection, monitoring and re-evaluation) in education.
- ❖ Finally, an in-depth study of the situation should form the priority of these organizations (UN agencies) in the assessment Nigerian education.

References

- Abdulrahman, Y. M. (2006) *International multilateral organisations, agencies and foundations' contributions to the Nigerian education since independence*. An Unpublished M.Ed Thesis in the Department of Teacher Education, Faculty of Education, University of Ibadan.
- Abibi, A. T. (2002) Conflicts in Nigeria universities: Causes and management. *Ilorin Journal of Education (IJE)*, 21; 102-114
- Babalola, J. B. (2006) History of World Bank lending for revitalization of education in Nigeria: Pattern, problems and possible solution. *African Journal of Historical Sciences in Education*. 2, (1), 52-66.
- Babalola, J. B. Sikwibele, A. L. & Sulaiman, A. A. (2000) Education as aided by the World Bank: A critical analysis of post independence projects in Nigeria. *Journal of Third World Studies*, XVIII (1), 155-164.
- Enemuo, P.C. (2002) An analysis of globalisation, privatisation and commercialisation and challenges to Nigeria's education system. *Nigerian Journal of Education Philosophy*. 9 (1), 5
- Fafunwa, A. B. (1974) *History of education in Nigeria*. London: George Allen and Unwin Limited.
- Federal Republic of Nigeria (2004) *National Policy on Education* (4th Edition Revised) Lagos: NERDC Press.
- IBRD/World Bank (2002) *Constructing knowledge societies: A new challenge for tertiary education*. Washington D. C: The World Bank.
- Eso, K. (2008) Human rights in Nigeria in the 60th year of the Universal Declaration of Human Rights. University of Port Harcourt: 24th Convocation Lecture. Thursday 17th April.
- Kemal, D. (2006) *Speeches: African plenary on national strategies for poverty reduction and the implementation of the MDGs*. NewYork: United Nations Development Programme.
- Okwach, A. (2007) Revitalising financing of higher education in kenya: resources utilisation in public Universities. In Babalola, J. B. & Emunemu, B. O. (eds.) *Issues in Higher Education: Research Evidence from Sub-Saharan Africa*. Lagos: Bolabay Publication.
- Osokoya, I. O. (1996) *Writing and teaching history: A guide to advanced study*. Ibadan: Laurel Educational Publishers Ltd.
- Psacharopoulos, A. (1995) *Building human capital for better life*. Washington D. C: The World Bank.
- Sarumi, A. (2002) Steps involved in utilising historical methods as a tool for explaining educational research problems: *Ibadan Journal of Educational Studies*. 2(1), 516-522.
- UNESCO (2000) *The state of education in Nigeria*. Abuja: UNESCO.
- UNESCO (2004) *Biennial report on programme activities and extra-budgetary projects-2000-2003*. Abuja: Umanity International Co. Ltd.
- World Bank (1995) *Girls and schools in Sub-Saharan Africa: From analysis to action*. Washington D.C: The World Bank.
- World Bank (1995) *Priority and strategies for education: A world review*. Washington D. C.: The World Bank.