

## EDUCATION, ITS MINIMUM STANDARD AND NIGERIAN DEVELOPMENT

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### **Abstract**

*The author looked closely at Education, its minimum standard and Nigerian Development. It is believed that Educational Infrastructure of a country must reach a certain standard before development can be noticed in different sectors of its economy. The author used participatory research, published information from texts, journals and other print media as data collection method. Research findings include very poor funding of education by governments in Nigeria. The paper recommended among other things that 30% of the National Budget be spent on education if sustainable development could be attained by 2030.*

### **Introduction**

Attempts have been made to ensure that the Western educational system inherited from the British was maintained. The schools (government and missions) were modeled after the British Grammar School, High School, Teachers Training College, Technical Colleges and later Polytechnics. The British colonial pre-independent Nigeria leaders needed indigenous people who could be used to add to the personnel in administration needed for the harnessing of the economy for the continuous growth and development of the British empire where the sun never sets. The first primary school was opened in 1843 in Badagry under the aegis of nursery of infant church. In 1845 the school became known as St. Thomas Anglican Nursery and Primary School (Fafunwa, 1974). The purpose of Western Education was also to convert pagans to Christianity. In the North Islamic education we already flourishing under highly educated Islamic scholars. In 1865 Bishop Crowther Primary School was opened in Lokoja by Anglican Mission as first primary school in Northern Nigeria. To accommodate muslim pupils who were unwilling to attend missionary schools, the colonial government in 1899 established government primary school in Lagos mainly for muslim pupils. This was the first government school in Nigeria (Fafunwa, 1974).

The first Secondary Grammar School was established by the Church Missionary Society (CMS) at Bariga, Lagos in 6<sup>th</sup> June 1859. Indigenous Nigerians who showed brilliance from the grammar school system were sent abroad by colonial government; town associations and communities for further studies. Such students from colonial Nigeria and other West African States who had seen colonial rulers at close range abroad teamed up to ask for independence after the second world war (Olusanya, 1980). This is a topic for another conference. Education system at this initial time was in disarray because of cultural/religious diversities between the North and South later on educational processes became streamlined in Nigeria. It followed the pattern of other African countries such as Ghana (Goldcoast) Senegal, Cameroon, Gambia, whether under France Britain or Germany (Gwamfogbe, 2005). The colonial education produced leaders such as Dr. Nnamdi Azikiwe, Chief Obafemi Awolowo, Alhaji Abubakar Tafawa Balewa for political leadership (Appendix I) and many other indigenous managers for Nigerian parastatals such as Mr. Ikejiani who was the General Manager of Nigeria Railways at independence (See Appendix II).

Educational development in Nigeria and other West African countries at Independence was strengthened further with the setting up of West African Examination Council (WAEC) in 1951 while the Teachers Colleges were also having supervisory bodies.

The British economic activities in the pre-independent Nigeria were very extensive, formidable and sustainable. They included Nigerian Railway lines from Maiduguri to Lagos, Kano to Port Harcourt via coal fields at Enugu. Others are the Sea Ports at Lagos, Calabar run under Nigerian Ports Authority; Agriculture

was the mainstay of the Nigerian colonial economy with cotton from Katsina and environ, groundnut from Kano and environ, palm kernel from South East and Midwest zone (now Delta and Edo States) rubber from Midwest, Cocoa from South West and Midwest (Ijioma, 2000). Railways system was very efficient with railway lines terminating at the seaports for the evaluation of the farm products to overseas. At the time of independence, the railway system had operated for sixty years carrying passengers across the nation with goods train moving materials to the sea shores for Lancashire cotton industry and other British industries. See Appendix II & III for Railway advertisement ushering 1<sup>st</sup> October, 1960 (Morning Post 1<sup>st</sup> October 1960). Appendix IV also shows Morning Post of 1<sup>st</sup> October, 1961 with Nigeria still in Independence mood and praising the ancestors of the constitution. In Sir Ahmadu Bello heralded the 1<sup>st</sup> October 1963 Republican day with a run down of giant strides in the North (Appendix V). Ports Authority welcomed the nation to Republic status in the same Appendix V (Daily Times, 1<sup>st</sup> October 1963). By 1963 Midwest state had been created from the West. The Administrator (Premier) Chief Dennis Osadebay rejoiced at the Republic day and passed a message to all Nigerians to do away with tribalism and disloyalty (Appendix VI). Activities in administration were working very well and industries were booming before independence as could be seen from posters and news paper adverts of hope and enthusiasm (Appendix I-V).

Although the last decade before independence (1<sup>st</sup> October 1960) was somehow politically unstable; Macpherson constitution of 1951 was a major advancement for it created elected majorities in the Central legislation and in the Regional houses of Assembly. It provided opportunities for the formation of different political parties but it heightened ethnic nationalism and regional hostility which continued unabated. It led to political fracas among their members in the three regions of North, West and East. Some of the aftermaths included the stoning of Northern representatives at the premises of the House of Representatives at Lagos, and the Kano riot which left 50 people dead and many injured in 1953 (Baba, 2012).

The Queen of England and the Duke came in 1956 February to see how the autonomy granted the country was working. They visited the East, (Enugu) the North (Kaduna) and Lagos (see figure VII & VIII). The Southern Cameroon representatives also came to welcome the Queen (see fig. IX). They were probably afraid of the massive regional squabbles in Nigeria and opted to remain in Cameroon. Two of the eminent politicians of the time Chief Obafemi Awolowo and Sir Abubakar Tafawa Balewa agreed that there was no Nigerian nation. For Chief Obafemi Awolowo:

Nigeria is merely a distinctive appellation to distinguish those who live within the boundaries of Nigeria and those who do not (Ogundiya, 2012, p.43).

For Sir Abubakar Tafawa Balewa:

Since, 1914 the British government has been trying to make Nigeria into one country but the Nigerian people themselves are historically different in their background, in the religious belief and customs and do not show themselves any sign of willingness to unite. Nigeria's unity is only a British intention for the country (Ogundiya 2012, p.43).

Even on the Republican day 1<sup>st</sup> October 1963 (Morning Post) as Ghana and countries were congratulating Nigeria for attaining the Republican status, writers were still warning Nigerian leaders to be cautious in administration in order not to destroy the new nation (Appendix X). From then onwards many Nigerians both civilians and military have been looting the treasure of Nigeria since they do not see Nigeria as a country as exemplified by late General Abacha and many of the 4<sup>th</sup> Republic governors (Ogundiya, 2012, pp.50, 53-55).

### **Aim and Objectives of the Lead Paper**

The aim of the paper is to explain historically how Nigeria's development has been affected over the years by mismanagement and misuse leading to the neglect of educational and socioeconomic infrastructure. Specifically, the paper will:

- i. show how the inherited educational and industrial infrastructure were neglected by indigenous governments of Nigeria
- ii. show how the military incursion halted and changed the course of Nigeria Educational Advancement
- iii. show how the military/civilian administrations advanced corruption, nepotism and ethnicity.
- iv. suggest the way forward for the development of the Nigeria State.

### **Theoretical Framework**

It is essential to situate this paper in a good platform which should serve as our point of departure. The world initiated and celebrated Sustainable Development set goals (2015-2030) have all the trappings of a repair system if Nigeria can heed to move ahead as other nations among the comity of nations. The term ‘Sustainable Development was brought into common use by the World Commission on Environment and Development (the Brundtland Commission) in 1987. Calling for development that meets the needs of the present generation without compromising the needs of future generation; the brundtland commission report **our common future** highlighted the need to simultaneously address developmental and environmental imperatives (Serageldin and Steer 1995). Researchers have made serious effort to draw out the operational implications of the concept of sustainable development. Today we have different viewpoints with regard to sustainability of development efforts but the view points of the economists, the ecologists and the sociologists remain paramount in development parlance. The economists seek to maximize human welfare within the constraints of existing capital stock and technologies. That is, the economizing of scarce means in the attainment of given ends.

Serageldin and Steer (1995) see the ecologists as those who stress preserving the integrity of ecological subsystems which they view as critical for the overall stability of the global ecosystem. Some argue for the preservation of all ecosystems, although a less extreme view aims at maintaining the resilience and dynamic adaptability of material life support systems. Serageldin and Stress (1995) observe that the units of account of the ecologists are physical not monetary and the prevailing disciplines are biology, geology, chemistry and the natural sciences generally.

Serageldin and Stress (1995) see sociologists as emphasizing that the key actors in sustainable development are human beings whose patterns of social organization are crucial for devising viable solutions to achieving sustainable development. Literature is replete with evidence that failure to pay sufficient attention to social factors in the development process is seriously jeopardizing the effectiveness of various development programmes and projects. This theory will focus more on the sociologists approach to sustainable development, Cernea (1995) and categorically that the social components of sustainability are no less important than the economic and technical ones. Putting people first in projects improves social organization and increases social capital. In the words of Cernea (1995) sociological perspective adds a lot to the arsenal tools for achieving sustainable development. First, it provides a set of concepts that helps to explain social action, the relationships among people, their complex forms of social organization, their institutionalized arrangements and the culture, motives stimuli and values that regulate their behavior vis a vis one another and mutual resources. Second, it offers a set of social techniques apt to prompt coordinated social action, inhibit detrimental behaviour, foster association, craft, alternative social arrangements and develop social capital. All these can be fostered by rightly planned and executed educational programme (National Policy on education, 2014).

### **Education and its Post-Independence Distractions and Neglect**

The euphoria of independence and Republic had hardly died down when it became obvious that educational system in Nigeria was chaotic and required an ‘assembly plant’ for it. There were also political tensions and ethnic suspicious in leadership which were not conducive atmosphere for fostering sustainable development (Baba, 2012). The January 15, 1966 coup by a group of Nigerian army majors was a miscalculated attempt at arresting the unhealthy political atmosphere. Some of the executors of the coup were not sincere to themselves and this gave it ethnic colouring (Obasanjo 1999). It also led to huge loss of life among civilian population and further to the July 1966 counter coup and three years of civil war.

Earlier on, efforts were made to reduce the regional/ethnic differences in July 1956 when the Queen of England and the Duke visited Kaduna, Ibadan and Enugu and got assurance that the regions were ready for self rule (See Appendix 5, 6, and 7).

These differences in educational focus coupled with the 1967-1970 war to unite the country drove educational standard to the lowest ebb (Fafunwa 1974, Ajayi 1963). The years following were mainly for postwar rehabilitation, reconstruction followed by military coups staged by people of Northern origin, some of whom were not interested in education or in educational achievement. There was no serious effort to maintain the level of qualitative education be quitted to the independent nation (Nigeria) let alone improving on it. A glance at the Nigerian secondary school enrolment 1959-1972 Table 1 when compared to secondary school enrollment in the kingdom of Lesotho Table 2 (a small country) will show that there was no serious effort to cause Nigerian students to attend schools. Secondary school enrollment increased by 400% in a decade in Lesotho while that of Nigeria remained static.

**Table 1: Showing Secondary Education (General) Students Enrolled in Secondary School: Percentage of Total School Enrolment by Sex and State (1959-1972)**

Southern State			Northern States			Total % by Sex		
	B	G	Total	B	G	Total	B	G
1959	75.5	20.1	79.5	3.8	0.4	4.2	79.5	20.5
1965	63.8	28.8	92.6	6.1	1.3	7.4	69.9	30.1
1966	62.2	29.4	91.6	6.9	1.5	8.4	69.1	30.
1968	-	-	83.3	13.4	3.3	16.7	-	-
1969	44.3	33.2	77.5	17.7	4.8	22.5	62.0	38.0
1970	56.7	30.9	87.6	9.7	2.7	12.4	66.4	33.6
1971	54.6	30.4	75.0	11.8	3.2	15.0	66.4	33.6
1972	62.9	22.6	85.5	11.9	2.6	14.5	74.8	25.1

(a) **Sources:** Compiled from statistics in the Annual Abstract of Statistics, Federal Office of Statistics, Lagos, 1966 and 1974.

(b) **Sources:** Compiled from Digest of Statistics. Federal Ministry of Information 1959.

(e) Numbers do not include enrolment in the Eastern States.

(d) Numbers do not include enrolment in the Eastern and Mid-Western State.

**Table 2: Lesotho: Education Statistics**

A. Output	1966		1972		1979	
	No.	as % of 1	No.	as % of 1	No.	as % of 1
1. Candidates Standard 6, 7, or 8	4 299	100	11 315	100	17 782	100
2. Passes	2 319	54	6 996	62	12 436	70
3. Candidates, JC	655	15	1 604	14	4 077	23
4. Passes	401	9	1 283	11	2 954	17
5. Candidates, COSC	148	3	444	4	1 427	8
6. Passes	103	2	230	2	380	2
B. Enrolment	1967		1979			
	No.	as % of 1	No.	as % of 1		
1. Primary	167 803	100	235 604	100		
2. Secondary	3 201	1.9	21 406	9.1		
3. Teacher Training	625	0.37	822	0.35		
4. Technical and Vocational	389	0.23	1 140	0.48		
5. University (UBLS/NUL only)	120	0.07	1 048	0.45		

**Source:** Kingdom of Lesotho, Annual Statistical Bulletin, 1967, 1979, 1980 (Maseru: Bureau of Statistics, 1968, 1980, 1981)

### **Rethinking Education: The National Policy**

According to the National Policy on Education (NPE, 2004) the need for a National Policy on Education came about as a result of the 1969 National Curriculum Conference which was attended by a cross-section of Nigerians. The conference was a culmination of expressions of general dissatisfaction with the existing education system which had become irrelevant to national needs, aspiration and goals. A seminar followed the conference where educationists, voluntary agencies and external bodies deliberated on what National Policy on Education for an independent and sovereign Nigeria should be. The outcome of the seminar having passed through the states and other interest groups became the National Policy on Education, first published in 1977. Other editions 2<sup>nd</sup> (1981, 3<sup>rd</sup> (1988) and 4<sup>th</sup> (2004) were published respectively in keeping with the dynamics of social change and the demands on education. The innovation and changes in later editions include the lifting of the suspension order on Open and Distance learning programmes by government; introduction of Information and Communication Technology (ICT) into the school system; the integration of Basic Education in the programme of Quaranic schools, to ensure equal opportunity and effective implementation of Universal Basic Education (UBE) and general conventional change to reflect the state of professional practice in education among others.

This National Policy on Education is government’s way of realizing that part of the national goals which can be achieved using education as a tool. This has led to Nigeria’s philosophy on education which is based on (1) the development of the individual into a sound and effective citizens; (ii) the full integration of the individual into a community and (iii) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels inside and outside the formal school system.

We must commend the Nigerian Educational Research and Development Council (NRDC) for being sensitive to the educational needs of this country. The latest edition 6<sup>th</sup> edition of NPE of 2013 and 2014 contains contemporary issues such as post-basic education and career development, mass and nomadic education; tertiary education, open and distance education, special needs education and planning and administration of education. The core issues or questions here however are (i) How effective is the funding of Education, by the government; voluntary agencies? (ii) How are government functionaries using education tax? Is the level of education in Nigeria at par with other African countries, Europe, American?

Answers to these questions can be given even by illiterates in the street of Kaduna, Jebba, Aba or Ekeremo who are victims of the current neglect of the Nigerian educational system.

### **Correct Position and Prospect of Nigerian Educational System**

There are indications that Nigeria does not lack the infrastructure and structures at every level of education. Nigeria has Universal Basic Education; Post Basic Education and Career development; mass and nomadic education and tertiary education. Tertiary education is made up of university education, Teacher Education for the training of professional teachers; Technology Education and Open and Distance Education. Every structure in Nigeria educational system has its functions spelled out. For example Basic Education is the education even to children aged 0-15 years. It encompasses the early child care and development education (0-4) and 10 years of formal education. Basic Education to be provided by government shall be compulsory, free, universal and qualitative. It comprises 1 year of pre-primary 6 years of primary, 3 years of Junior Secondary Education. The goals of Basic Education include providing the child with divers basic knowledge and skills for entrepreneurship, wealth generation and educational advancement and inculcating values and raising morally upright individuals capable of independent thinking and who appreciate the dignity of labour.

### **Tertiary Education**

Tertiary Education is the education given after Post Basic Education in institutions such as universities; interuniversity centres such as the Nigeria French language village, Nigeria Arabic language village, National Institute of Nigerian language, Colleges of Education (NCE) Monotechnics Polytechnics and Agriculture, School of Health Technology and National Teachers Institute (NPI).

The goals of Tertiary Education include; to contribute to National development through high level manpower training and to provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians (FGN, 2014). It is quite clear from the above that Nigeria has the basic educational curricula needed for a good educational system.

### **Factors Militating against Nigeria's Sustainable Development**

It is clear that from the last few years of colonial rule that Nigeria had the infrastructure and structures in Education, Health, Industry etc. There were efficient railways lines (see Appendix II) where the Nigeria-born railway General Manager was boasting of efficient 60 years of Nigeria Railway. The over thirty years of military regime saw a fall in the infrastructure, and poor maintenance culture. The military could be said to be more interested in guarding against the perennial coup than in infrastructural development. In the area of education as seen from Tables 1 and 2, enrollment in primary and secondary schools fell drastically, and university infrastructure depreciated.

In the 1980's the standard of Nigeria education occasioned accreditation in tertiary institutions especially the universities. Funding was drastically reduced while infrastructure decay became a reality. A comparative study of Nigerian National University Commissions accreditation guideline (2017) with that of council on Higher Education (CHE) Lesotho (2004) and CHE of South Africa (2004) (all down loaded courtesy of NUC 27/12/18) shows vividly that while NUC is focused on managing the poor infrastructure and poorly motivated staff to award degrees, the Southern Africa neighbours conduct accreditation to ensure that the established standard in their universities is not lowered and remain still adequate for the degree they award. When Nigerian universities temporally hire part time lecturers (about four in a department) to ensure adequate staffing in the department during accreditation our South African neighbours hire contract qualified Nigerians and other African or European staff to ensure good quality of teaching staff with far better salary scale than that of Nigerian lecturers.

Little wonder that Nigeria comes last when its Human Development Index (HDI) is compared with other sub-Saharan African countries and beyond.

**Table 3: Showing Comparative Country Data on Key Human Development Indices, 2011**

Country	Human Development Index	Expected Years in School	Health Index	Income Index	Intensity of Deprivation
Algeria	0.698	13.6	0.838	0.621	-
Bangladesh	0.5	8.1	0.772	0.391	50.4
Brazil	0.718	13.8	0.844	0.662	39.3
Ghana	0.541	10.5	0.698	0.396	46.2
Indonesia	0.617	13.2	0.779	0.518	45.9
Mexico	0.77	13.9	0.898	0.7	48
Nigeria	0.459	8.9	0.503	0.434	38.9
Saudi Arabia	0.77	13.7	0.85	0.781	53.4
South Africa	0.619	13.1	0.517	0.652	-
Low Human Development	0.459	8.3	0.611	0.396	-
Medium Human Development	0.63	11.2	0.784	0.508	-
High human Development	0.741	13.6	0.838	0.681	-
Very High Human Development	0.889	15.6	0.946	0.832	-
Africa	0.498	9.2	0.595	0.467	-

Sources: (i) International Human Development Indicators accessed 12/04/2012 <http://hdr.undp.org>.

(ii) Abdulrahman et al (eds) 50 years of Nigeria's nationhood Ibadan: Crown F. Publisher p.26, 2012.

A glance at table 3 shows how Nigeria had not fared well where its HDI is measured against others from third world, and cannot therefore say its current effort can be sustainable in Educational Development. Nigeria HDI is well below Algeria's, Brazil's, Ghana's and Indonesia's. Even the average number of years spent in school in Nigeria is 8.9 which is below every sub-Saharan African country.

**Elite Conspiracy: The Military and Civilian Administration's Two-Pronged Attack on Socioeconomic Development of Nigeria through Corrupt Practices.**

The last objective of this paper is to show how some past military and civilian administrators misused the accumulated wealth of Nigeria because they were corrupt. Any narrative on this aspect will not be as exact as the documented ones, so I choose to quote in excerpts and narratives.

From inception, the military junta that terminated the life of the First Republic gave corruption as one of its major reasons. In the declaration of martial law on 15<sup>th</sup> January 1966, Nzeogwu (quoted in Ogundiya 2012:46) lamented:

Our enemies are the political profiteers, the swindlers, the men in high and low places that seek bribes and demand 10 percent, those that seek to keep the country divided permanently so that they can remain in office as ministers or VIPs at least, the tribalists, the nepotists, those that make the country look big for nothing before international circles, those that have corrupted our society and put the Nigerian political calendar back by their words and deeds (Uwechue 2004:25).

Little wonder that in Nzeogwu (1999) Obasanjo referred to some of the coup planners as sincere (Obasanjo, 1999:100). It must also be observed that the oil boom of 1970, brought bigger corruption than was observed by the coup planners. Oil boom resulted in oil doom for Nigerians. The increase in revenue did not lead to any development but self enrichment. General Murtala Mohammed/Obasanjo fingered corruption as the

reason for overthrowing General Gowon. Various probe panels established unlawful enrichment against many officials in General Gowon's administration (Ogundiya, 2012). General Obasanjo also acknowledged that corruption was a major problem under his administration. In General Obasanjo's popular Jaji declaration, he strongly warned the political elite in and outside the government as follows:

It is unethical and immoral on the part of any individual to brandish his riches in conspicuous consumption and ostentatious living to make the less fortunate citizens feel impoverished and cheated to the point of being bitter against society" (Ogundiya 2012:47).

Even when General Obasanjo handed over to Alhaji Shehu Shagari, his National Party of Nigeria government was said to be so corrupt that Ademolekun (1985:88) described the government as "the golden age of corruption". He cited events such as highly inflated contracts awarded to party loyalists, public buildings (such as 12 storey Republic Building in Lagos, Audit Department of Federal Capital Territory) were set on fire to cover deals. According to Justice Jampson Uwaifo's tribunal, over 200 million naira was recovered in cash, real estate and vehicles and over 35 million recovered from politicians, public officers and contractors (West African Report, June 9, 1986 cited in Agubamah, 2009). Ogundiya (2012:49) further compiled list of 9 governors who were indicted during the second republic. Ogundiya (2012) further argued that General Abacha's military regime was the most illegitimate, reckless and various regime Nigeria ever had in its political history. He said in Ogundiya (2012:50-51).

In Abuja alone, the Army General was asked to forfeit six ultramodern buildings worth millions of naira"

We all know also that the present Nigeria government of present Muhammadu Buhari is still battling to recover the remaining popular "Abacha loot" from the government of Switzerland (Obiaraeri, 2018).

How can Nigeria survive in the face of these barrages of war against it, let alone develop? Hope (2000:23) lamented that economic and sustainable development cannot take place in the face of massive corruption in a developing country like Nigeria. He argues that:

Corruption increases the cost of doing business kick backs and illegal commissions which have to be paid to public officials are simply added to the final costs of contracts, equipment, supplies and so on. This not only increases government expenditures and siphons off scarce funds, but eventually leads to the need to increase revenues either through higher taxes or by borrowing or by reducing development programmes of great importance and ultimately to a general welfare loss, lower growth and macroeconomic distortions for the affected country (p.23).

On the education sector per se Ogundiya (2012:59) has this to say:

The education sector is not even better despite enormous resources committed to the sector. Over 40% of the adult population is illiterate and only 44% of children aged 12-17 attend secondary school in Nigeria (NPC, 2010 cited in Ogundiya, 2012).

The Federal Government released statistics recently showing continuing drop in school enrolments. The figure showed that 17 million children were out of school. In addition to staggering statistics by the Federal Government, the UNESCO-EFA Global Monitoring Report (2009) reports that Nigeria has more primary aged children out of school than any other country in the world and trend projection to 2015 suggested a gross primary enrolment rate of around 105% and a net enrolment rate of just over 70%. This result is not commensurate to the amount of fund that the Federal Government has pumped to the Universal Basic Education Programme (UBE) between 2004 and 2008. Between these periods, the Federal Government has invested well over N90 billion in the UBE programmes (Ogundiya 2012:59). In Human Right Watch (2011) report titled, corruption on trial, it was observed that:



“Corruption by high level officials such as state governors who control vast financial resources directly impedes the provision of adequate health and education to Nigerians by diverting the resources that might otherwise flow to basic services. In a broader sense, high level corruption in Nigeria is so widespread and so central to the day to day workings of government that it undermines the effectiveness of public institutions at all levels from the national police to local government primary education authorities” (HRW 2011:17).

### **Fall Out from the research implications in Nigeria**

One known fact is that just like our Colonial Master (Britain) other European countries (France, Germany) other African countries such as Ghana, Tanzania, South Africa, Kingdom of Lesotho, Nigeria has a good educational structure but Nigeria has poor infrastructure for various reasons including perennial poor funding and general neglect of the school system. Nigeria possesses the largest population of out of school children (Danyuma and John 2014). Over ten million of Nigerian children are out of school (Adamu, 2018). Adamu (2018) the current minister of education further said that from 1991 till date Nigeria has never budgeted beyond 4% to 10% in education. He also cited poor pay for Nigerian teachers as one undoing of the educational system.

Adamu further noted that in Germany and Finland the highest paid professionals are teachers. They are paid better than Judges, Engineers. He suggested that not less than one trillion naira should be spent from the annual budget for education.

Again the National Policy on Education (NPE 2014:70) quoting UNESCO’s 26% suggested yearly budget for Nigeria’s Education is fake news. UNESCO could not have said so especially since other countries in Africa and Third World have committed more than 30% of National budget to bring educational institutions to the level they are now.

Indeed my salary for one month alone at the National University of Lesotho during my sabbatical and leave of absence there (1998-2001) was my six months salary at the University of Uyo. The gap has even now further widened. Sustainable Development is no longer the question in Nigerian education, we have lost sight of that. Nigerian education system is poorly funded and many students have lost focus. Many of the products are half baked and many get into good jobs through quota system, federal character and through outright corruption. In some universities, minimum academic standard required by NUC is manipulated by University administrators in order to obtain full or partial accreditation through several ways including borrowing of equipment from sister institutions and hiring jobless (one week staff) who pose as old lecturers in the institutions accreditation week. Most governments and companies in Nigeria handle the economy as if it is personal property. This runs against the principle of sustainable market economy. They now boldly convert the resources and operate as if in a market society where they claim and appropriate resources meant for all. In developed economies education prepares citizens for a good market economy. A market economy enables individuals to exert freely their initiative and to pursue productively to fulfill their needs. Market society on the other side, emerges when the attitudes, norms and values attached to economic transactions and economic efficiency invade all domains of public and private life and permeate social relations normally governed by different codes of behavior and when policies are neither informed nor oriented by an ideal and a coherent set of moral principles (Baudot 2000).

In Nigeria illegal activities are growing alongside structured markets. Sometimes the formal sector feeds on criminal activities. Every week banned rice is smuggled into Nigeria with the assistance of some government officials, civilian or para military at the borders; money is intercepted by Economic and Financial Crime Commission and some state governments or banks come to claim ownership. Market economy is now confused with market society in Nigeria. All activities include social relationships are monetized to the extent that some children kidnap themselves in order to get millions from their parents while others may even arrange for car snatching. In other places, gang of criminals become so deadly that a state governor (Zamfara) even prefers to quit, governance preferring in place a state of emergence (Dayo Nkwo para et al., 2019).

### **Conclusion**

To all intent and purpose education is the academic enlightenment of a people for sustainable development. A nation that has failed to fund and sustain educational institution will harvest mediocrity in schools, in its establishment, and cannot manage its affairs successfully. Its development will also not be sustainable whether its Gross Domestic Product (GDP) is growing at 2.1% annually or not. Such a country like Nigeria for lack of economic moderation is fast transforming its market economies into market societies a society with little or no conscience where every relationship is monetized where criminals and jail birds can become leaders of the nation. Except there is grassroot cultural reorientation and rebuilding of educational institutions, sustainable development cannot be achieved by 2030 and beyond.

It is not all gloomy. The present administration of President Muhammadu Buhari has shown willingness to hit the nail on the head of corruption. The sliding trend in education, the eroding of minimum standard and slipping hope of sustainable development may be said to have started the reversal journey as corruption is being tackled vigorously and improved funding is now being negotiated.

### **Recommendations**

Educational policy of a country should not only be well formulated but must also be religiously implemented if such a country is ever to harvest its gains and keep them sustainable. Nigeria as a country should in line with this belief do well to:

1. Oil its educational infrastructure as spelt out in the National Policy on Education 6<sup>th</sup> Edition 2014.
2. Allocation formula to state governments should be increased by 5% in order to allow financially weak states to meet their educational burdens.
3. Governments should allocate 30% and above of their annual budgets to education.
4. EFCC, ICPC, NOA NJC should take seriously the present war against corruption and ensure that corrupt ministries officials, University Administrators, State Governors et cetera are not only arraigned but convicted.
5. National Orientation Agency should be alive to its responsibilities by drumming it into the ears of Nigerians that corruption is not a virtue.
6. Let all efforts be made by all governments (Federal and states) to use industries, educational institutions and other technologies to make 2030 Sustainable Development target a reality for Nigeria.

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