

Curriculum Issues on Sustainable Development: Dynamics for Nigeria's Education Policy

By

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Abstract

The concerns for education sustainability have prompted debates, brainstorming, dialogues and legislations world over. The outcome of these endeavors has, in a way, favored the reduction of 'unemployment and unemployables' syndromes and engendered sustainability in the face of economic development forces. These syndromes have been linked to curriculum issues and educational pedagogic processes. The Nigerian education policy (NPE) stakeholders need to consider the upsurge of some other policy statements and intentions by other interest groups; which include the education strategic Plan for tertiary institution in Nigeria (ESP), 'education for all' (EFA), Millennium Development Goals (MDGs), Vision 20:2020, and Decades on Education for Sustainable Development (DESD2005-2014). This study performed critical evaluation and appraisal of development issues as highlighted in the policy statements. The analysis showed that the status quo of education curriculum is yet to have an ideology of its own when compared to the index of educational sustainability globally. Further to this, some hindrances impinging on the policy-curriculum's realization were identified. These were identified and discussed along with suggestions and legal proposals which may aid the Vocational and Technical Education (VTE)-Dieted Policy-curriculum implementation and development.

Key words: curriculum, education policy, Nigeria, Pragmatic pedagogy

1.0 Introduction

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000:190); such is the process by which knowledge contents are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin 1992:23). Among the tools used in running education system are policy and curriculum. Curriculum, ordinarily in Latin was a racing chariot; 'currere' was to run (TALD, 2000; 6th edition). Therefore, in pedagogic term a curriculum, is first of all, a policy statement (initiatives) about a piece of education, and secondly an indication as to the directions in which that policy is to be 'navigated' through a programme of action' (Coles, 2003).

To this effect, some renowned scholars observed that much literature on curriculum design context deals with its relevance (Tyler, 1949; Bonser and Grundy, 1988; UNESCO, 2000; Otunga and Nyandusi (2004); and NERC, 2011)—design contexts that is culture specific, i.e. that built forms will have certain qualities which will differ for different cultures, as they relate to certain parts of the culture, particularly its core. Therefore, this paper will perform a critical evaluation and appraisal of the Nigeria's policy-curriculum development in terms of cultural relevance context. This is done with a view to observing stakeholders' interlocking priorities via the global criteria for sustainability, the stakeholders considered were: Nigeria's government policy makers (NPE), the NGOs (non-governmental organizations), Moi University(MU),Kenya's guidelines for Curriculum Quality Maintenance, DESD (decades on education for sustainable development), Vision20:2020, MDGs (millennium development goals), EFA, NGOs and citizens.

2. Inherited Educational Curriculum (post-colonial)

Scholars have lamented about the negative effects that inherited policies betrothed by colonial masters had caused on Nigerian education (Akinlua, 2007; Aboluwodi and Ibukun 2010). The sets of subjects taught in schools as a spelling out of the curricula, revealed the ambitious taste of the colonial education officials. In Architectural education, Olotuah (2002) observed that 'from the inception that architectural design education in the nineteenth century, aside from tremendous changes in the handling of theory and architectural practice, the traditional studio-based pedagogy has not changed substantially from the historical models of the Ecole des Beaux-Arts and the Bauhaus Schools (the premier architecture schools). They were all built around the colonial circumstances: social, cultural and political values. The adverse effects informed the dependency on past colonial relics till date which are irrelevant (non-problem solving) to Nigerian education policy, curriculum and society.

For new direction, the institutions need to possibly chart a new course by instituting an ideology that is relevant and able to meet the needs of its people- pragmatic pedagogy.

3. Advent of Nigeria Education Policy (NPE) and Stakeholders' Priorities

Although, the Nigeria education policy (NPE, 1977) document was first introduced operationally in 1982 (Nwagu, 1982) to serve as a road map to a better national education future. Based on this policy statement, the education strategic plan (ESP) was developed in 2007. The mandate was to look into the educational situation of the country and proffer solutions that will enhance the education policy; especially, the curriculum issues, the specific aim and objectives of Nigeria's education policy (NPE) arising from 1977, 1981, 2004 and 2010 revised editions are to: seek the inculcation of national consciousness and unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society; the training of the men in understanding of the world around; and the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of his society (FRN, 2004). In addition to this, the vision 20:2020 agenda of the federal government also contain educational statement in support of the policy. The vision 20:2020 agenda was released in 2009 (NTWG, 2009). It contains the ideology of the government at improving the economy by the policy assumptions contained in the 10-year Plan. To be maintaining this, Nigeria would allocate for education, as percentage of GDP, around 7% in 2015 and 8% in 2020. In a bid to solve the nation's social-economic problems, many stakeholders have engendered developmental efforts by debating, conferencing and brainstorming to reach consensus on their interlocking priorities. It is therefore, emergent to checkmate NPE with other Indexes of sustainability.

The Stakeholders' Interlocking Priorities and Policy Statements

In a bid to foster educational growth, United Nations (UN) education for sustainable development (UNESD) also formulated policies that contain strategic objectives. The document (the draft 'ESD strategy' 2007; 2009; 2010-11) identifies relevant local (indigenous) sustainable development issues, priorities and existing capacities. It proposes modalities that will contribute to the attainment of sustainable development and calls for all sectors to embrace ESD. The strategic objectives are: (1) to enhance the role of education and learning for equitable, efficient and sustainable utilization of the country's resources; (2) to promote quality education through diverse learning and public awareness for improved quality of life and productive livelihoods; and (3) to promote teaching and learning that inculcates appropriate values, behaviors and lifestyles for good governance and sustainability (ESD, 2007; 2009; 2010-11).

UNESCO (2009) demonstrated that indigenous peoples also have the potential to be active players in policy, advocacy, adaptation and ethical elements which could be beneficial for guiding us back to the safety of the shoreline. This report explores reflections and efforts from different parts of Africa as to how oral heritage, cultural resources and traditional knowledge could be revived and provides communities, nations and humans with insights into sustainable living in the shadow of global warming. Through the memory, new technologies and artful surfacing of tacit knowledge about subsistence economies, the ESD case studies explore the contract between generations to sustain peaceful co-existence between humans and the rest of the living world.

Also common to this, the educational policy statement of the Vision 20:2020 is broadly focused on the target of "meeting the demand for education in all sectors of the economy including households, with reliable, sustainable and relevant education at an affordable cost" and also in a manner that is "technically efficient, economically viable and environmentally *sustainable through applications of formal and informal educational sources*" (NTWG,

2009). The vision statement as stated as, “By 2020, the education sector will be the major tool of the nation’s sustainable social, economic and industrial growth, delivering affordable and relevant technologies useful to concerned individuals other sectors of the economy” (NTWG, 2009).

In addition, DESD (2005-2014) proposed a decade road map to translate the sustainable education policy into implementable projects, activities and programmes by stipulating that the country should endeavor to procure education for all(EFA) through sustainable education resources(DESD,2005-2014).

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (DESD) was adopted by the United Nations General Assembly; UNESCO was designated lead agency for the promotion of the Decade. On March 1, 2005, UNESCO's Director-General Koïchiro Matsuura officially launched the Decade during an international ceremony in New York, NY (USA). A series of regional and national launches of the Decade will took place during the course of 2005. These launches planned for a decade-long (2005-2014) of global advocacy and communication-centered effort to:(i) highlight the central role of education and learning - for all people, of all ages, in both developing and developed countries - in the common pursuit of sustainable development (SD),(ii) facilitate *links and networking, exchange, and interaction* among stakeholders in education for sustainable development (ESD),(iii) provide a space and opportunity for refining and promoting the vision of, and transition to, SD - through all forms of learning and public awareness.(iv) foster increased quality of teaching and learning in ESD(v) develop strategies at every level to strengthen capacity in ESD. Though, most institutions in Africa including Nigeria are yet to key in to these *moves*.

According to TES (2012), Strategic planning is at the core of any successful institutional effectiveness effort. It defines the vision and the way forward, but this vision requires

execution and management. This is where the universities' department heads (or planning units) are called upon to plan an execution strategy to achieve the vision set forth in the master strategic plan. In Nigeria, the introduction of the 10-Year Strategic Plan for tertiary institutions of higher learning (education strategic plan under the auspices of federal ministry of education) emerged within the framework of UNESCO's support to national education development; particularly in the context of the preparation of the 10-years Strategic Education Plan for the Federal Ministry of Education of Nigeria (FME).

In line with these objectives, the FME initiated a comprehensive and far-reaching reform in the second half of 2006; known by the acronym "WE CAN" (which stands for "We Educate for Character, Aptitude and our NEEDS." This reform aimed at reorganizing the FME in order to restore its roles and responsibilities in:(i) policy formulation and coordination of the nation's educational sector;(ii) standards setting, monitoring and quality assurance for the education sector as a whole, and; (iii) delivery of tertiary education through federal institutions. The reform process involved most stakeholders, but the most visible results, worth mentioning are:(i) the reduction of the number of parastatals and the rationalization and harmonization of their work on education;(ii) the restructuring of the federal financing of education;(iii) a stronger emphasis on in-service teacher training;(iv) improvement in the effectiveness of the inspection system and;(v) strengthening of public-private partnership in education. Plans were underway to ease pressure on tertiary education and to fight against youth unemployment through the revival of technical and vocational education and training (TVET).A particular focus was placed on entrepreneurship and skill training, involvement of industries, and the realignment of curricula to meet emerging needs of a global economy and knowledge society, etc. For the purpose of planning, monitoring/evaluation, resource mobilization and policy dialogue. Nevertheless, the FME has made good attempt at establishing policy options on sustainability;

Policy options of Federal Ministry of Education, Nigeria

The preliminary results of the Nigerian EPSSim revealed the need to clarify some policy assumptions (e.g. public education spending, as percentage of GDP or fiscal revenue) and to specify quantified assumptions on educational targets (e.g. target objectives for specializations in tertiary education and revitalization of TVET, etc.). Also, public, public spending on education is estimated at 5% of GDP, which places Nigeria above the average of developing countries, but slightly below the average of developed countries (5.4%). If the policy assumptions contained in the 10-year Plan were to be maintained, Nigeria would allocate for education, as percentage of GDP, around 7% in 2015 and 8% in 2020. This percentage would be very high in comparison with the current practices in countries, including in better performing countries. This issue would need to be clarified and confirmed with the National Planning Commission (NPC) of the federal Government of Nigeria (FGN).

Despite this relatively high share of public spending on education through 2020, the simulation exercise revealed that the prospective funding gap to achieve the policy goals would be very high, about 50-90 % across 2010-2020. The policy makers would have to explore ways and means to fill the funding gap. These may include the following: (i) revisiting teacher's salary as multiple of GDP per capita (the projected ratio of 5 has to be compared with 1.5 in organization for economic cooperation and development (OECD) countries and 3.5-4 in most of developing countries); (ii) promoting public-private partnership in providing education at all levels; (iii) reviewing resource management governance and accountability, etc. Stakeholders can seek International organization that helps governments tackle the economic, social and governance challenges of a globalised economy.

Millennium Development Goals (MDGs)

In September 2000, at the United Nations (UN) Millennium Summit, world leaders agreed to set a time bound and measurable goals and targets placed at the heart of the global agenda now called the Millennium Development Goals (MDGs). They are to: Eradicate Extreme Poverty and Hunger, Achieve Universal Primary Education, Promote Gender Equality and Empower Women, Reduce Child Mortality, Improve Maternal Health (iv) Combat HIV/AIDS, Malaria and Other Diseases, Ensure Environmental Sustainability, and Develop Global Partnership for Development. In taking a glance through the MDGs goals, Nigerian universities needs to be focused on these goals and center on one(1) or two (2) of these, and set out their strategic plans along with these goals. To make it workable, a university may look at their strategic artilleries and hinge on the area of strengths and opportunities where such citadel can affect their communities in positive dimensions.

The Nexus of the Stakeholders' Policy Objectives and Intentions

Considering the decade plans of the DESD (2005-2014), it is seen as broader than the other initiatives as it tackles more than just education and addresses the way we live, our attitudes and values that impact the sustainability of not just our societies but our planet. Notwithstanding the differences amongst these stakeholders and their intentions, the international initiatives have the following multifaceted indexes in common: (i) A concern to improve the quality of life: all of them aim to reduce poverty and improve health; (ii) The promotion of human rights: all sees education as a right, and they aim to increase the equality of women and men, as well as advance the human rights of all, particularly minorities and other marginalized communities; (iii) A commitment to education: all believe education is a key to development, as a way of enabling people to fulfil their potential and take increasing control over decisions that affect them. The MDGs and DESD focus on broader purposes beyond education, whereas the purposes of EFA and UNESCO are about making sure that basic education, and literacy within that is available to all; Primary education: all recognized

that primary education plays an important foundational role in development; The participation of everyone in education and development: all of the initiatives call not only for governmental engagement but also the active involvement of organizations, civil society, the private sector, communities and individuals. In addition, the DESD shares some of the following points with some initiatives: A focus on quality of education: EFA and DESD place emphasis on the quality of learning, both what students learn and how they learn it; Non-formal learning: TVET, VTE-based Technologies, EFA, DESD and NPE emphasize the non-formal learning that goes on outside the school system in collaboration with the school itself. Therefore, it is suffice to say that, the pedagogical process needs to be dieted with these values of sustainability (VTE).

4. The Needs for Vocational-Dieted Curriculum and Roles of African Universities

In other to establish a pragmatic ideological (education) framework, this paper opined the need to include the ‘Vocational Diets’ needed for capacity development and acquisition of ‘employable’ skills from school (Aderonmu, 2012; Architects Colloquium 2012). Therefore, the Vocational-Dieted Curriculum is to help the individuals to discover vocation and expression at their areas of strengths, by acting exactly at the strong points of their *gifts, talents and skills* development (Aderonmu, 2012). This targeted goal of typed curriculum is aimed at finding applicable means in all fields of human endeavor, definite and particularized. The institutions of higher learning have great roles to play in the pragmatic reforms of their educational process-curriculum. Some of them approach this issue in two ways: by quality education and research. Therefore, values acquired indigenously as *skills, talents and gifts from the craft works; carving, sculpture, blacksmithing, ceramics, metal works, woodworks, textile* e.t.c. have to be incorporated and blended in to their policy and curriculum.

Monitoring and Evaluation Expert Group (MEEG)

The Universities and Professional allied group(NIA,ARCON,UIA e.t.c) needs to set up a central monitoring and evaluation expert group (MEEG) as stated in DESD (2005-2014), on the context of Africa, countries, universities, departments or schools and communities based on their local-global needs and expectation. Their role is to ensure effectiveness in tracking progress of the implementation of the policies as placed in curriculum context; referring to relevant sections as stipulated by DESD, EFA, NPE or any African national policy (national cultural needs specific), ESD, MDGs; vision 2020, ESP e.t.c, a group of experts should be established to provide guidance on the development of a set of indicators as well as to advance the work of building an effective Monitoring and Evaluation framework. The members of the Expert Group need to be formed as composed specialists in DESD Reference Group Meeting, 19-20 October 2006, UNESCO, Paris. For DESD (2005-2014) have expertise and experience personalities at the international and national level in the following fields: educational policies and management, educational statistics, environmental education, social development and economics of development.

5. The Reconciliation between Curriculum Qualities of Formal and Informal Education

Learning is good but its synergy with practice (formal or informal) enables an individual to express his/her innate potentials. Jeffs and Smith (1990; 1999) have argued that the idea of curriculum provides a central dividing line between formal and informal education. But this line can be removed according to Lethaby, Professor of Design, wrote:all education should be apprentice and all apprentice should be education. Therefore, an adoption of curriculum ethics is needed to make informal education workable with formal because the ethos is not the same as formal context of the curriculum. In other words, Jeffs & Smith 1990: 15 argued that a product model of curriculum is not compatible with the emphasis on process and praxis within informal education. In recalling from Arts and crafts movement of Bauhaus School (TJA, 2005; Vol 10, No.4, pp.419): based on the principle that through

vocational education 'individual's potential can be best manifested through the playful and creative use of different materials relying on instinct, a key pedagogic demonstration of learning-by-doing. Bauhaus was determined in her pedagogic reforms especially in the basic course to (i) free the creative powers of students (ii) make the student's choice of career easier and (iii) convey to the students the fundamental principles of design for their future carrier.

Vocational-Dieted Ethics- a prominent disintegration from Nigeria's Education Policy-Curriculum

The national policy on education (2004) states that the objective of vocational and technical education(VTE) is expected to ; to acquire vocational and Technical skills, expose students to career awareness by exploring usable options in the world of work, enable youths to have an intelligent understanding of the increasing complexity of technology and stimulate creativity. In lieu of these objectives, VTE is geared towards the production of the educated man who can effectively work with his head, heart and hands (NPE, 2004). But, it is a pity that these virtues have been disintegrated from the curriculum configuration (in practice), so in order to re-integrate these objective values into the curriculum, there is a need for reformation not revolution. This can be done by dieting VTE values across all levels of educational development i.e primary, post-primary and tertiary curricula.

Lessons on Quality Management in Curriculum Development and Delivery in Africa

Cheserek (2010) emphasized that institutions of higher learning in Kenya have been faced with many challenges arising from increased student enrolment, liberalization of education system and globalization of education in general. As a result of these pressures, universities

have been challenged to maintain quality in curriculum development and delivery. In Kenya, the process of quality assurance in curriculum development involves evaluation of an academic program to ensure it meets standards set by Commission for Higher Education (CHE) 2008. To achieve quality in curriculum, it is important to assess supporting academic resources (physical, academic, equipment, learning materials, texts and journals). The accreditation of university curricula is done by CHE for private universities, whereas public universities develop and approve their curricula through established systems. In Nigeria, only the sole government agency is involved for both public and private accreditation activities i.e. NUC. But, the mandate for quality assurance in higher education programs lies with Kenya's Commission of Higher Education. This Commission undertakes the role of external quality evaluation, which includes reviewing, measuring and judging the institution. A university will conduct internal quality assessment and can invite peers to assess its processes, practices, programs and services.

Quality in Teaching Facilities, Teaching Staff and Work Environment

The teaching facility (lecture room, laboratory, tutorial room and discussion room) should maintain standards, as stipulated in the IUCEA guidelines (2006), in order to assure quality teaching. This refers to the size of classrooms/ lecture halls and laboratories vis-a-vis the number of registered students for that course and its duration. For lecturers offering courses at the university level, it is important to maintain quality in curriculum development and delivery. Globally, university lecturers and professors are often not paid commensurate to the time put into lecture preparation, delivery and assessment. As a result, staff does not fully participate in all areas of academia, such as in research and consultancies. It is important for African universities to highlight consultancy processes and increase funds for research to motivate lecturers not only to teach, but also to participate in research and consultancy (MU, 2005-2009).

The university needs to promote a culture of quality teaching, research and consultancy through honoraria and other rewards. In order for an employee to perform well, a good work environment is needed. In many African universities, lecturers lack basic work environment standards, such as office space, computers, printers, stationery and internet connectivity. The university must provide these basic requirements to enable lecturers to fulfill all their tasks appropriately.

6. Hindrances to NPE policy/curriculum Realisation

Having examined the various policy statements on Educational curriculum reform and development, there are factors hindering policy implementation and development, they are:

Stakeholders' Disintegration and Weak motivational Attitudes from Vocational Ethics

The policy statements and the documentations are vivid evidences of the Stakeholders' intention to foster educational sustainability. Though these documents contain roadmaps and target dates of implementation, but the stakeholders' attitudes (weak motivation, lack of self-will power and declination from vocational ethics) have affected implementation and development. Therefore, virile good motivational attitude is required of the stakeholders in order to reintegrate vocational ethics back into curricula at all levels.

Challenges of Quality Management at African Universities

Generally, African Universities are currently facing some challenges in attaining quality curriculum development and delivery: inadequate teaching staff, high academic staff turnover, a lack of incentives for highly qualified academics and competition from private universities. The University needs to come up with a quick employment process for academic staff, particularly in departments with high staff turnover. Academic staffs on permanent terms of service are more stable than those on a contract basis. In order to decrease staff turnover, some incentives should be developed for highly qualified staff to improve on staff retention (MU, 2005; 2009), and creates long term sense of belonging.

Lack of economic incentives

The education policy documents and especially NPE, ESD, DESD (2005-2014) document also contain roadmap to translate the policy into implementable projects, activities and programmes (NPE, 2004; ECN-UNDP, 2005; DESD, 2005-2014). It however lacks the delivery point at the point of use. This is the part of a policy that is attractive to stakeholders and investors alike. What incentives are in place for unemployable and unemployed graduates, how the government does intend to aid or support willing investors. The government needs to develop incentives such as tax holidays for stakeholders, inventors and investors. They can provide low or interest free loans to aid vocational educational technology investment in educational institutions, develop appropriate feed-in tariff for interconnected curriculum, legalize the right to register patent of certified original craftworks and royalties for creative discoveries in diverse fields. This should be certified by responsible authority to have possessed local-global relevance. The federal ministry of education needs to decentralize to state and local government levels in order to observe, understand, monitor, control and review policies and curriculum on a regular and consistently diligent basis.

Multiple taxations

In Nigeria, the occurrence of multiple taxations can be a hindrance to educational development. Tax payment by educational institutions to federal, state and local governments can be harmonized and made payable at once through a central collecting organization. Such payments should also be such minimal to the extent that could aid interests and return on investments. Tax chargeable on private/individual educational projects should not be on the same rating as those from public sources. The value added tax and other tax payable by both consumers and marketers should be such that would aid the adoption and utilization of sustainable technology, especially VTE policy-curriculum orientation.

Non-existent favorable customs and excise duty act to promote VTE Technologies

Presently the customs and excise duty act of Nigeria lacks aspects that could aid easy importation of VTE technology and equipments. To aid VTE development and attract foreign investors, the government may need to look into the customs and excise duty act with the aim of creating sections that will be VTE-specific. This by so doing will make the revenue generation from VTE technology imports to be at variance from other imported goods. Marking VTE technology imports as ‘special’ for duty free or subsidized duty will encourage investors to import technologies to promote VTE in sustainable education development.

7. Legal proposals for VTE-Based Curriculum Development in Nigeria’s Education Policy

In a bid to procure sustainability in educational process in Nigeria, the curriculum at all levels must be multidisciplinary i.e. procured for all subjects and courses in schools (primary, secondary, and tertiary institutions). The output levels (when participants/students graduate) must attract and encourage investment in VTE in Nigeria and especially hand-craftworks. The government must put in place the necessary mechanisms before, during and after graduation (as applied in school curricula) that will aid VTE development and production in Nigeria. Some of the mechanisms include a legal framework on VTE (as stated in NPE; VTE, 2004 edition) as reintegrated in all educational policies; and curricula. Some existing laws may also necessarily need amendment for the purpose of favoring the establishment and adoption VTE for craftworks and other technical productions.

More so, to develop a legal framework for VTE-Dieted Policy in Nigeria and especially as it relates to VTE in curricula, there is an array of laws and regulations that are applicable to the actualisation of the development of man power development and other kinds of VTE potentials in Nigeria. Such laws include the Land Use Act cap 202, Laws of the Federation of Nigeria 1990 and the Environmental Impact Assessment Decree, No 86, Laws of the Federation 1992 (LFN,1990; Aderonmu; Ajayi, and Ajayi;2012).

In attracting investors to realize the industrial-based VTE master plan, the availability of land is of extreme importance. Section 1 of the Land Use Act provide “Subject to the provision of this act, all land comprised in the territories in each state in the federation are hereby vested in the Governor of that State and such land shall be held in trust and administered for the use and common benefit of all Nigerians in accordance with the provisions of this Act”. Section 2(1) of the Land Use Act provides as from the commencement of this Act -

(a) All land in urban areas shall be under the control and management of the Governor of each State, and (b) All other land shall, subject to this Act, be under the control and management of the Local Government, within the area of jurisdiction of which the land is situated.

The provisions of section 1 and 2 make it clear that land is held in trust for the citizens by the governor and the local authorities. As desirable as the provisions of this Act are, the problems associated with acquiring land and perfection of title to land is onerous. In any urban land transaction the governor’s consent must first be had and obtained as required in section 22 of the Act which states that “It shall not be lawful for the holder of a statutory right of occupancy granted by the Governor to alienate his right of occupancy or any part thereof by assignment, mortgage, transfer of possession, sublease or otherwise howsoever without the consent of the Governor first had and obtained”. This law therefore supposedly refers to the illegality of land transfers from one individual to another or corporate body to another. It also stipulates that the grant of consent to any land transaction is at the governor’s prerogative which may take a long time. However, commercial and industry size machines and equipment require large tract of land to accommodate vocational industries and workshops. Also, when such areas required for VTE projects; such as ceramics, textiles, metal and wood workshops are such that are owned by individual, group or community, the process of transfer of ownership becomes long and at times cumbersome. It is suggested that a time

frame be stipulated in the act most especially when such land is to be used for VTE projects such as establishment. The period stipulated will be such as to ensure the governors ratify the title deed within the allotted time frame. Such preference need to be given because educational development from VTE sources is critical to the country's economic advancement. It is also crucial to the realisation of Vision 20: 2020 of making Nigeria one of the top twenty economies in the world. Therefore the government must be ready to fast track the process of title perfection so as not to get investors discouraged.

Product Differentiation

The federal government needs to empower their FME agency and other major stakeholders to legalize 'Brand identification' as it creates a barrier by forcing entrants (i.e. educational investors) into business to brand their products (curricula) according to government and regulatory body's regulation (Hunger and Wheelen, 1990). At school levels, management of schools can be instructed with legal implications of Branding their curricula and programmes. As it is in business policy, education policy and its curriculum should create high fences around their businesses. This will promote good spirit of competition and as in the culture of philosophers; everyone will aspire to create solution, first, as specific to their own cultural environment and second as resolving global challenges. In this manner, patent registration will be encouraged in line with benefits i.e. Royalty dues.

Fiscal incentives

The government in the quest to attract investors to develop VTE-based technologies must be ready to give fiscal incentives to promote production. This can be enhanced by providing large expanse of land for vocational industries i.e. small and medium enterprise investments to access especially, when such places are located away from urban areas. Also, equipment importation is another activity that characterizes VTE-based production. Therefore, for the

benefits of companies that chose to invest in vocational areas, section 34 of the Companies Income Tax Act, Cap 60, Laws of the Federation of Nigeria 1990 Act, Cap. C21, Laws of the Federation of Nigeria 2004 makes required provision. This provides that “where a company incurs capital expenditure on production of facilities like electricity, water, tarred road or telephone for the purpose of trade or business which is located at least 20 kilometers away from such facilities provided by the government, there shall be allowed to such company in addition to an initial allowance under second schedule to this Act an allowance (hereafter called rural development allowance)”. In addition to the aforementioned, there are other incentives packaged by government as stimulants to encourage investors and attract business partners to participate in trade and commerce in Nigeria. Some of these incentives are contained in the Nigeria Investment Promotion Commission Act, Cap 117, Decree No 16 of 1995, Laws of the Federation of Nigeria. Such incentives as contained in the law are discussed below (LFN, 1990; Ajayi, Aderonmu and Ajayi, 2012).

Pioneer status

The grant of Pioneer Status to an industry is aimed at enabling the industry concerned to make a reasonable level of profit within its formative years. Such profits made in the early years of the business are to be reinvested in the business. Pioneer status is a tax holiday granted to qualified industries anywhere in the Federation. Industries qualified for the status of a pioneer company are granted seven year tax holiday in respect of industries located in economically disadvantaged local government area of the Federation. There are only sixty nine approved industries that have been accorded pioneer status. In order for joint venture company or a wholly foreign owned company to qualify for pioneer status it must have incurred a capital expenditure of not less than five million Naira, whilst that of qualified indigenous company should not be less than N150, 000.00. This incentive is attractive to VTE investors and marketers. Therefore, for the purpose of attracting foreign investors, who

are unaware of this provision, the pioneer status must be made popular by including it into the education policy to deliberately favour VTE-Dieted Curriculum development.

Tax relief for research and development

One of the major aspects of the economy African leaders have neglected for so long is the Research and Development (R&D). It is a prerequisite for vocational industries that desire to compete favourably in the productive market place. Research needs to be done on the locally manufactured products and efforts must be geared towards improving it to compete with other products globally. In Nigeria, to encourage R&D, the government offers up to 120% of expenses on R&D as tax deductible. Although such R&D activities must be carried out in Nigeria and need to be connected with the business from which income or profits is derived. Also, for the purpose of R&D on Local raw materials, 140% of expenses are allowed. Where the research is long term, it will be regarded as a capital expenditure and will be written off against profit. The result of such research could be patented and protected in accordance with internationally accepted Industrial Property Rights. This is another incentive that directly favours VTE-based development. What is left is for the government to make it a part of the national education policy on VTE Curriculum-Based development. It enables VTE technology developers to cut cost while at the same time maximize profit. It also makes VTE development competitive with other industrial/SMEs (small and medium enterprises) sources as it can serve as subsidy from the government. R&D practitioners in VTE development can also take advantage of this provision to further research and hasten development.

Capital allowances

Capital allowance is money spent on fixed assets but deducted from profits before the taxes are calculated. It is an untaxed expenditure In Nigeria only seventy five percent capital allowances can be granted on assessable profit for manufacturing industries in any year of assessment, and 66% in case of others, except such companies in VTE/SMEs allied industries

that are not affected by this restriction. If leased assets are used in VTE allied ventures, the full (100%) capital allowance claimed will be granted. Moreover, where the leased assets are vocational, plants and equipments, there will be an additional investment allowance of 10% on such expenditure. Based on this, the government needs to make this provision applicable to VTE-based investors, just as it is to entrepreneurs. Companies that choose to invest in vocational-based technologies may be excluded from the restrictions and granted 100% capital allowance. The government should also be ready to give higher percentage as additional investment allowance greater than what is obtainable for leased VTE plants and equipments.

8. Conclusions and Other Recommendations

The nexus between governance, initiated educational policies and implementation, have had negative effects on curricula of higher learning in Nigeria. It is evidently clear that the status quo of Nigeria's education policy and curriculum is yet to have an ideological framework of its own realization. As juxtaposed to the indexes of educational sustainability globally, it is emergent to employ dialogue as a tool in maintaining quality in curriculum development and delivery. In this, government will be connected systematically to a mix of consumers, citizens, organization stakeholders, and communities who will be active participants in pragmatic policy review, evaluation and appraisal. These are Management of African universities and Governments, interests groups(EFA, ESD, DESD 2005-2014, MDGs; Vision 20-20), thinkers, NGOs, and external contributors i.e. communities, parents, employers, expert policy strategist e.tc. This will help to identify the culture specific genres relevant to local-global needs of the societies. It will also employ curriculum as a nurturing diets to meet the contemporary needs of 'unemployment and unemployables' (Aderonmu, 2012; Okha-Avae, 2008), as a means of achieving an advanced but dynamic society. More so, there is an urgent need for installation of pragmatic pedagogy and technologies in quality lecture rooms,

laboratories, industrial networks and international linkages. The university needs to develop quick and shorter procedures for curriculum development and review (i.e. MEEG) committees. Pragmatic pedagogic style engender realisation of set policy-curriculum goals, not just a matter of finding tools and weapons by chance but working them until they are right for sustainability(Broadbent,2008). From these perspectives, attention should be drawn to sustainable art and crafts, ecology, energy conservation, Heat and Ventilation, Air conditioning, green architecture, energy efficient buildings, entrepreneurship, and affordable housing, water resources management, city architecture, renewable energy and eco-sanitation. The institutions needs to move away from a market-driven curriculum to a VTE-dieted innovation-based curricula i.e. pedagogy that can make one creators of employment for less privileged citizens, in a way resolving emerging global issues on ‘unemployment and unemployables’. Also, workshops, exhibitions of creative works and conferences on continuing professional development (CPD), capacity building workshops and distance learning are promising pathways for institutions of higher learning in Nigeria. The effect may also be significant, if central agencies (NUC, NBTE, VTE e.t.c) can be decentralized into committees at local, state and national levels for Curriculum Monitoring and Evaluation Expert Group (CMEEG) of which responsibilities roles will consists: facilitators .These committees will have to report to the National central committees about the progress evaluations.

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