LITERACY PROBLEMS IN DEVELOPING COUNTRIES WITH PARTICULAR REFERENCE TO NORTHERN NIGERIA

BY

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DEDICATION

Dedicated to my

Parents, Brothers and Sisters.

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CHAPTER 1

INTRODUCTION

TOPIC

Literacy Problems in developing countries with particular reference to Northern Nigeria (Kano, Sokoto, Kaduna, Niger, Plateau, Benue, Borno, Gongola, Kwara and Bauchi States).

SCOPE AND DELIMITATION

The problems of literacy treated in this study apply in general to all developing countries but in particular to all the Northern States of Nigeria. Emphasis is laid on primary and secondary schools, Adult Education institutions and to a small extent higher institutions of learning. It covers all age groups within the educational system listed above. Literacy programmes in Northern Nigeria has not achieved very much, therefore it is, not an overall survey of what has been done.

PURPOSE

The purpose of this study is to examine critically the problems of literacy and to suggest possible solution to them.

METHOD

First, the writer examines the problematic situation of the former Northern Nigeria by tracing the background to the problems before defining it. This is supplemented with works dealing with literacy problems generally. Appropriate literature is then selected and the important ones reviewed. Oral interviews were

conducted at Ministries of Education, Information, Secondary and Primary Schools, selected randomly.

DEFINITION OF LITERACY

The Concise Oxford Dictionary defines literacy as the "ability to read and write"[1] (not necessarily in English). In an unpublished work, Benge quotes the former Northern States Adult Education Handbook (Nigeria) as stating that "Adults are literate" when they can show that they know how to write a letter and can read and understand anything printed in their language including numbers 1 - 1000 and the symbols of money, weights and measures that are in common use in their areas" [2] Using literacy in this context, the koranic malams are literates. But the problem of this form of education both at the Federal and State levels in Nigeria and also in some other developing countries (where English is the lingua-franca) is that it is not officially recognised. In the Northern States of Nigeria, literacy in Arabic Script only is generally limited to those who are muslims. Benge sums up the problem of this form of traditional education as follows:-

"Indigenous languages often have the disadvantage of not being national but local and so long as English (or French or whatever the Colonial language was) remains the official they do not constitute a passport to material advancement".

BACKGROUND OF THE PROBLEM

Before the advent of the missionaries thousands of koranic schools existed in the former Northern Nigeria and hundreds of them in Southern Nigeria. Before the first schools were built in Badagry and Abeokuta Sir Frederick Lugard, the former Governor-General of Nigeria, estimated that in 1914 there were at least 25,000 koranic schools scattered throughout Northern Nigeria with a total population of 218,618.[4] Islam was well established in the North and for over 500 years it produced its own eminent scholars who were trustworthy guardians of Islamic theology and philosophy. And it should be noted that all the northern emirs were political and spititual leaders of their people, and would not welcome any foreign interference, particularly partaining to religious faith. It was not surprising therefore, that the advent of christianity in Nigeria in 1842 caused a head-on collision with Islam, especially in the North where it was firmly established. Since mission schools were set up primarily to convert children and young adults to the christian faith, the muslims saw it as a definite threat to their own faith.

When the British government took over the administration of the Northern States from the Royal Niger Company, she resolved to comply with the terms of agreement which already existed between the Company's officials and the emirs. In the terms of the agreement

it was stated that the administration should not interfere with the religion and culture of the people. In fact, there was a definite agreement between Lugard and the emirs. To prevent the conversion of muslims to christianity the muslims, particularly the emirs who were frankly suspicious and could see western education as alien to their tradition and capable of leading to deviation from the path of orthodoxy and since the traditional rulers had achieved a certain degree of accord with the colonial government which permitted the old leadership to regulate the rate and manner of educating the northerners, they (the missionaries) curtailed the activities of Christians in the predominantly muslim areas. The consequence of this religious attitude can be seen in the educational gap between the southern states of Nigeria today and this is evident in the school statistics quoted below.

Until 1898 all education in the country was under the direct control of the missionaries. In fact, as late as 1942 they controlled 99% of the schools and more than 97% of the students in the country.[5] As previously stated, Lugard's official policy excluded christian missionaries in the north. They were only permitted to work in the Middle Belt. But in 1903 they opened a school in Nupeland at the invitation of the emir of Bida and in 1905 in Zaria at the request of the emir of Zaria. In 1952 only 2% of the total population of the north over seven years of age were literate in western script compared

to 16% in the East and 18% in the west. Total secondary school enrolment in the North in 1947 constituted only 2.5% of the total for the country although the North contained 54% of the total population.[6]

Even then, the ability of the educated northerner to compete with his southern counterpart is hampered by the content of his education. During the period 1916 to 1929 a carefully controlled programme of education was sponsored by the colonial government in the North. The model was not the system in the South but that in Sudan. Its aim was to ensure that schooling did not radically disrupt the traditional social order. The primary schools were constructed and maintained by the emirs. Islamic religion and Arabic were their prominent subjects.

Of the 26 secondary or teacher training institutions in the country in 1930 17 were in Roubaland, 6 in Iboland and one in Hausaland. The 1921 Census recorded 14,000 Yorubá, only 4,900 Ibos and less than 1,000 Hausas in the educated category.[7]

From all available data, western education was not sufficiently encouraged by local leaders. Serious campaigns for educational growth were much neglected. For many years spontaneous community efforts were unknown in the establishment of schools in many parts of the Northern States. The local government authorities, because of the financial implications of meeting educational needs could not expand sufficiently.

Population distribution deserve some consideration here.. In most of the Northern States, the immense distrances to be covered hindered the advance of education. Several areas are very sparsely populated and in most cases, the population of these areas does not justify the establishment of schools.

STATEMENT OF THE PROBLEMS

The title of this study indicates the fact that there are problems of literacy in the Northern States of Nigeria. The significance of the problems are shown by references made to them in numerous publications and monographs, either directly or indirectly.

Cooke, in a review of the new trends in education and their implications in the library situation made the following statement about literacy in Nigeria,"What is needed in Nigeria as first step is a change in philosophy. We need to train teachers and librarians to see themselves as tutors, co-ordinators of resources, rather than just dispensers of instant wisdom".[8]

Fafunwa, cutting across the national boundary, made the following remarks, "Indeed, except for a few modifications, the structure, the content and the teaching methods of secondary education in Africa follow closely those of Europe, in spite of marked cultural, political and economic differences which exist between the five continents...., what Africa needs today is a critical approach to her

many problems... Naturally, we cannot propose a satisfactory reform in this area without considering textbooks and other teaching aids".[9]

Ogunsheye, in her article titled "The Book Collection and Readers Services" discusses the fact that the problems of literacy are multitudinous and goes on to discuss the intitial difficulty of learning a language, the foreign content of the knowledge taught, the foreign norms and traditional attitude that forbids critical appriasal or questionning of statement.

Adeyemi, in Nigerian Libraries quoted Penna as saying, "The problem of a reading audience is not solely a matter of illiteracy. Obviously there can be no readers if the ability to read is lacking, but it is odd that it was not equally obvious that there can be no readers even where the ability exists, if there is nothing to read".[10] In the same article, as discussed by Adeyemi, Penna asserts and rightly too, that an effective education requires systematic use of reading. Reading requires books and, if they are to be at the disposal of the whole population, libraries are needed. Penna also shows the effect on any educational programme of the absence of adequate library provision by pointing out that without libraries there can be no good primary school, effective secondary school, no efficient university; nor can the "life-long education of adults be encouraged". Fafunwa, in addition remarks on the adverse effect

on any educational programme of the absence of adequate library provision. Reinterating the point he made in one of his previous lectures to the Nigerian Library Association, Fafunwa touches on a major problem area when he states, "Many of the new literate citizens we have been producing so far are gradually slipping back to the rank of illiterates; for these children, having been starved by lack of reading materials while in school, lose some of the knowledge and skills they have gained after school".[11] Oguolu also remarks on the same problem when he viewed the educational structure of the primary and secondary schools. This is evident in his remark" ... A well rounded education in primary and secondary schools has been handicapped by the inadequacy or absence of good library services to support the instructional programmes of the schools, to broaden intellectual horizons of the students and to inculcate in them a lasting desire to read not only for utilitarian purposes but also for enjoyment and leisure".[12]

Considering the above, the problems therefore are:-

1) What are the factors which obstruct the elimination of literacy?
2) What are the circumstances in Northern Nigeria States which are particularly relevant?
3) Under what conditions are these obstacles likely to be overcome?

REVIEW OF RELATED LITERATURE

The realisation and the extent of the problems of literacy encountered by the developing countires are indicated by the bewildering quantity of literature enumerating the problems in varying degrees. Many authorities in Nigeria have also dealt with the problems, thus creating an awareness and urgency in their solution. However, much of the literature dealing with these problems are cited and discussed throughout this work. Only a few will therefore be reviewed here.

Ombu , in his article titled "Acquisition Problems in Developing Countires" in International Library Review seeks to delineate some of the major problems related to the acquisition of library materials from foreign countries in the developing countries and is based mainly on personal experience gained while working in two academic libraries in Nigeria. He enumerates the problems encountered by schools and colleges and suggests possible solution to them.[13] "Why Literacy" is an essay on the connection between literacy and development written by Zaman, Rafe-uz in Adult Education. This is a noble attempt to cover comprehensively the subject of Adult Literacy as it relates to the development of communities from villages to nation. There is a useful historical review and an analysis of certain recent literacy and modernisation campaigns in developing countries. However, mass schemes for a largely illiterate

population will not necessarily work when applied to the hidden illiteracy problems in developing countries, anymore than American or Western European problems will aplly in Africa or Pakistan.[14] Conflict and Harmony in Education in Tropical Africa deals with many interesting and controversal articles written by different people - the effects of muslim marriage customs on girls education in predominantly muslim areas, parental attitude towards western education, attitude towards agriculture in the urban areas of Nigeria, etc. This book also discusses language problems in primary schools and the "effect and effectiveness" of Islamic education in tropical Africa. It seeks to show how complex the educational situation is in Africa - and how this complexity needs to be appreciated as a background to educational planning.[15]

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CHAPTER II

THE EDUCATIONAL SYSTEM

In recent years, there has been a growing concern for the achievement of literacy. This concern has been evident particularly with respect to developing countries where it is commonly assumed that the highest possible levels of literacy have existed. However, it is thought that not insignificant number of students (at the primary and secondary levels of education) are leaving schools and colleges each year with the skills of literacy insufficiently developed to enable them to read and write effectively for the remainder of their lives. Much of what we call education is merely knowledge-gathering and remembering. Problem - solving and thinking have been down graded.

The present educational system in Nigeria is yet to redeem itself from the dominion of traditionalism and to keep pace with modern trends. Changes in objectives, in structure, in content, in planning and administration are necessary if the country is to benefit fully from the minority of people being educated.

We are all aware of the shortcomings in our educational system. However, it may be obvious that our closed system of education directed wholly towards the younger generation and geared strictly towards certification without which there can be no

employment of worth, has led us into examination leakages, certificate forgeries, dubious admissions and many other attendant evils. For example, the New Nigerian of 10.6.77 shows that no student is admitted from Borno, Kano and Niger States into the Federal Advanced Teachers College, Yola (1976-77 session). It is doubtful that no student of these states is qualified for admission. The admission number of each State is as follows:-

Gongola State	14	students
Bauchi "	2	"
Borno "	0	"
Kano "	0	"
Sokoto "	1	"
Niger "	0	"
Kaduna "	9	"
Plateau "	7	"
Benue "	13	"
Kwara State	19	"
Ondo "	17	"
Oyo "	17	"
Cross River State	12	"
Ogun "	15	"
Bendel "	14	"
Lagos "	6	"

Anambra State		14 students
River	"	9 "
Imo	"	17 "

There is no gainsaying the fact that the emphasis on obtaining certificates has discouraged many potential students who have withdrawn from the school system, feeling for the rest of their life a guilt of failure. What is particularly objectionable is that educational contents are usually imposed from outside without taking into consideration the needs and requirements of the learners; the education suffers basically from the gap between its content and the living experience of its pupils.

PRIMARY EDUCATION

The primary school course in Nigeria is a six year course in certain States and seven in the others. Until recently the duration of the course was eight years in many States. However, the ultimate objective of all the States in Nigeria is a six year primary school education. The entry age is either five or six. Consequently, not many children complete their school course before the age of eleven or twelve.

The objectives of primary education, as quoted in the white paper on National Policy on Education (p. 7) is as follows.[2]

a) the inculcation of permanent literacy and numeracy and ability to communicate effectively;

b) the laying of a sound basis for scientific and reflective thinking;

c) citizenship education as a basis for effective participation in and contribution to the life of a society;

d) character and moral training and the development of sound attitudes;

e) developing in the child the ability to adopt to his changing environment;

f) giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;

g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

The objectives of primary education is not clear. Many see it as an end in itself as majority of the children are denied opportunity for further education due to governments inability to finance their education beyond this level; consequently thousands of school leavers roam the streets, looking for jobs that are not there. The functional aspect of it is almost, if not completely neglected and the basic aim is not known.

THE CURRICULUM

The following subjects are taught in most schools: arithmetic or modern mathematics which was introduced in 1962, physical training, history, religious instruction, geography, nature study (and recently elementary science), domestic science, needle-work, and cookery for girls, music and singing, art and handwork, English and the language of the locality which is taught as a subject and used as a medium of instruction for the first two or three years.

Since the Primary School Pupils are expected to think and communicate effectively in the mother tongue within the first two or three years before switching over to English, many of them lack proficiency in the language of instruction. Consequently many children drop out before the end of the primary education. What is more, of the 50% who remain till the end of the sixth year many of them complete the course without being skilled in either English or the mother - tongue.

The resultant impact on the inability of the population to acquire education is evident in the comparative drop out rates of the primary school pupils in the various regions in 1965. The percentage of those initially enrolled who did not complete the sixth year were as follows: West 55%, Mid-west 58% and East 74%[3]

In 1938, a public Board of Education observed that this country is in the individious position of providing fewer opportunities in regard to elementary education than any other British possession in Africa[4]. Nigeria still had a lower percentage of children of school age actually in school than any other African territory. For example, in 1938, Rhodesia had 46%, Gold Coast 45%, Belgian Congo 42%, Kenya 32%, Uganda 28% and Nigeria 19%[5]. It is therefore not surprising that the literate population is low. For example, the 1964 enrolment shows the difference in percentage.

TABLE 1

Enrolment in Primary School (1964) in Relation to Population, 1963 Census

	East	Lagos	Mid-west	North	West	TOTAL
Population 1963	12394462	665246	2535839	29808659	10265846	55670052
No. of schools, 1964	5986	124	1807	2684	4375	14976
No. of pupils 1964	1173277	119013	371709	452319	733170	2849488
Enrolments as % of population approximately	9%	14%	13%	2%	8%	5%

SOURCE: Ministry of Education, Kaduna, 1967.

UNIVERSAL PRIMARY EDUCATION

The fairly recent decision by the Federal Military Government of Nigeria to introduce Universal Primary Education (U.P.E.) is a demonstration of good intentions. However, good intentions are of little value unless they are backed up with action by providing enough teachers, material and resources to make the plan work. An essential feature of any programme that guarantees free primary education is the supply of teachers to support the scheme at least quantitatively. No real expansion of primary education can take place without corresponding increase in the number of well-trained teachers who hold the key to success of the programme. Professor Onabamiro, in the Daily Times of 1974 estimated that 150,000 trained teachers will be required to operate the programme and suggested that at least 20,000 additional teachers should be turned out annually to sustain the scheme.[6] This step necessarily requires the immediate expansion of the present teacher training facilities. The assumption, of course, is that those trained and pumped into the system remain. This requires the establishment of a teaching service in which compensating conditions would make that retention possible.

An accurate or at least fairly reliable statistical description of the structure of the population of Nigeria is an essential condition of success in educational planning. The main source of

statistics on the size and character of the population is the five decennial censuses which have been conducted in Nigeria since 1911, 1911 = 15,996,380; 1921 = 18,624,690; 1931 = 19,922,729; 1952 = 29,093,007, 1963 = 55.6 million.[7] Owing probably to the second world war, there was no census in 1941. The sixth was undertaken in November 1973. The Census of 1952, spread unsually over the period of two years, was generally regarded as an undercount while the 1963 count was more of a political exercise representing a considerable overcount. The provincial census figure of 1973 is also similarly unreliable. Nigeria population figures therefore suffer tremendous limitations. Uncertainties as to the present position and the future rate or expansion have the effect of negating any form of educational planning based directly on manpower needs.

With the Universal Primary Education scheme the growth rate for primary education is bound to increase enormously. Logically this growth rate should be reflected in secondary school admissions. Because secondary schools are not equally expanded the number of educated young people without jobs are increasing with a correspondingly high social and economic cost. For example, insecurity of life, drug abuse, juvenile delinquency are some of the manifestations. The quality of education is likely to suffer a drastic fall. As

training colleges, most of which have not been started at all fail to keep up with the demand, untrained teachers would be introduced into the school system. With huge unemployment accompanying rapid expansion of education at the primary level, those not working reduce the standard of living and potential savings of family members who work.

A successful school programme depends to a considerable extent on the maintenance of a good library collection. But at the moment Nigeria places a great deal of emphasis on free primary education to an apparent neglect in the system of the library which is an important factor in the educational fabric.

In January 1976, The Nigerian National Council for Adult Education (NNCAE) pointed out that if U.P.E. is to have its full impact, particularly in rural areas where most of the population live, it must be associated with programmes of community development. The Council summarised the difficulties inherent in U.P.E. by stating the fact that the lack of resources and absence of political determination have prevented any effective action. Even where programmes exist, obstacles appear insurmountable - lack of human and material resources, elitist social structure favouring minorities, inadequate communication, multilingualism, lack of reading materials and other causes and the absence of a 'literate community'. Nduka Otonti, in his book

titled "Western Education and the Nigerian Cultural Background" says that because of the huge area of the North and the low density of the population, the problem of U.P.E. is more difficult and progress must be slower than elsewhere.

POST-PRIMARY EDUCATION

There are six types of post-primary education: Secondary Grammar Schools, Secondary Modern Schools, Craft Schools, Trade Schools, Technical Schools and Trade Centres, Grade II Teacher Training Colleges and Secondary Commercial and Comprehensive Schools.

THE GRAMMAR SCHOOL

The Grammar School offers a variety of arts and science courses which are tended toward entry to higher education: English language and literature, biology, physics, chemistry, art, music and physical education, mathematics, history, geography and religious instruction. Some grammar schools offer technical, commercial and agricultural subjects. Students who at the end of the five year course are successful in the West African School Certificate (WASC) examination may proceed to a two year Higher School Certificate course based on the English system or to the School of Basic Studies - both geared toward university entry requirements.

Okeke, in discussing the problem of Nigerian Education as part of a major theme titled "Nigerian Education" reiterates the fact that every secondary school child strives to acquire the WASC as a passport to government employment as long as the motivation is there. "A civil service job - there is no way to break the vicious circle however much we try to do so".[8]

The supremacy of grammar schools over any other kind of education in Nigeria is one of the pointers to the problems inherent in the system of education in this country. "To push a pen behind an office is the dream of educated Nigerians. Anything less is derogatory and below his dignity. The government and the firms recruit staff largely from this source and pay them better than other groups."[9]

SECONDARY MODERN SCHOOLS

The Secondary Modern Schools were designed to give a three - year terminal training to those pupils who are drop-outs in grammar schools and are too young to work. General courses are also offered here. (like those in grammar schools). These are history, geography, arithmetic, Yoruba, English, Civics, needle-work and domestic science, physical education, religious knowledge, music and art, handicraft and rural science. Successful completion of this course between 1955 and 1962 qualified the students for junior positions in the civil service and in Commercial houses,

teacher training colleges and nursery schools. However, as the entry requirements in government and industry rose, employment difficulties were inevitably created for the present - day secondary modern school leaver.

TECHNICAL EDUCATION

Technical Education is customarily used in this country to designate engineering education at all levels. The most important characteristic of a system of technical education is that it should be relevant in functional terms. This means that the old approach of designating syllabi for courses at local institutions by trying to imitate the course content of foreign qualifications has to be discarded.

The highest level of technical education is the degree course in mechanical, civil, electrical, agricultural and chemical engineering. The post - secondary and technical colleges offer courses in commerce, accountancy, secretaryship, civil, mechanical and electrical studies leading to intermediate examinations and diplomas of the appropriate British professional bodies. Very recently the Federal Government advocated a three-year course leading to a certificate in technical education with emphasis on the practical aspect of it.

Admission to the technical college is on the basis of passing the West African School Certificate Examination or the

ordinary General Certificate of Education (G·C.E.) of London University.

SECONDARY COMMERCIAL AND COMPREHENSIVE SCHOOLS

Commercial Schools offer training in subjects such as typing and shorthand, accounting, principles of economics, as well as academic subjects such as English, mathematics, geography, and history. Comprehensive schools offer two years of general education in academic subjects: Commercial technical and agricultural training and home economics.

All Nigerian secondary schools are fee-paying and over 80% of them board their students. There has been much argument about the restrictive nature of the secondary school system since only those who can pay are able to attend the relatively few secondary schools available. The average per capita income it should be remembered in Nigeria is less than seventy-five naira.

Approved Secondary Schools in Nigeria are grant aided by the government of various state as well as social and religious bodies. Private firms and ethnic groups also offer scholarships to a small percentage of secondary school pupils to cover tuition and boarding fees. But it is estimated that about 70% of the pupils pay their own fees.

Except for a few modifications, the structure, content and teaching methods follow closely those of Britain, in spite of the

cultural, political and economic differences which exist between the two countries.

TEACHER EDUCATION

The Federal Government's 1977 National Policy on Education stipulates the curriculum of Teachers' Colleges as follows:[10]

a) General studies (basic academic subjects)

b) Foundation studies (principles and practice of teaching)

c) Studies related to the students' intended field of teaching (e.g. English, history, mathematics, physics, etc).

d) teaching practice.

For the primary level, the general studies component in the primary school teachers training programme is made up of the following subjects:

i) Social studies

ii) Mathematics

iii) Language

iv) Science

v) Cultural and creative arts

vi) Health and physical education

vii) Religious and moral education

For the other levels beyond primary education, programmes will be expanded to take cognisance of new developments in the areas of vocational, technical and commercial education.

All Grade II colleges are now also being equipped to teach science.[11]

A commission known as the University of Wisconsin Team (1963)[12] which undertook a definite investigation into the problems of the expansion of TeacherEducation in Northern Nigeria highlighted the weakness in teacher training. The Commission said that it would appear then that the qualification of primary teachers in the former Northern Nigeria range from minimal to almost nothing with at least half the total population falling into the categories which might be classed as untrained. To say that the current situation demands immediate action designed to up-grade the qualification of primary school teachers is to put it mildly. Although this refers specifically to the Northern States of Nigeria, it also applies to other states in varying degrees.

For teachers at the primary level the subjects are still what were identified more than seventy years ago: arithmetic, English, principles and practice of teaching (externally examined for the whole country), History, geography, health and physical education and two additional subjects. Arguments have continued to mount as to why a teacher should be called upon to pass in nine or ten subjects to qualify for a certificate.

Until fairly recently a teacher was doomed to only Grade II certificate. If he wanted anything higher he must study privately to pass G.C.E. Advanced level in two subjects and then apply to be examined in practical teaching to qualify for a Grade I certificate. With the advent of Advanced Teachers Colleges in 1962, a Grade II teacher has the prospect of qualifying for a higher certificate. This is to get him the Nigerian Certificate of Education (N.C.E.) after three years study

The founding of the Institutes of Education is an attempt to help bring the teachers already in the field in tune with modern trends and developments in education through various meaningful and relevant in-service courses during vacations. The institutes and the promotion of educational research serve as moderators of Certificate of Education offered by the Advanced Training Colleges in the country.

UNIVERSITIES

In spite of the proliferations of universities in various states, they are still reserved for the privileged few alone, who manage to get the required number of credits in their Advanced level examinations or N.C.E. In spite of the above restrictions, admissions are also marked by state rivalries and prejudice which is reflected in the imbalance of education as regards admissions of candidates in the

various states of the country. In the Daily Times of 13.1.77 Professor Ajayi of the University of Lagos reported that of the 2,033 students who matriculated at the University in November 1977/78 session are from six states of the Federation; Ogun, Oyo, Ondo , Bendel, Anambra and Imo. Of the 8,039 applicants with minimum qualifications, 81% were from the first six states; 3.8% from Lagos State and 4.1% from Cross River State. 528 qualified applicants or 5.1% were from Kwara State and 121 or 1.5% from all the other Northern States. Offers of admission were made to 55 of the latter but only eleven matriculated.[13] The set up of the universities do not give enough encouragement to candidates to study even where opportunities exist.

Although the universities offer a variety of courses, they do not fully reflect the needs of the masses. They are still to a great extent based on British models, instead of being rooted in the society of which they belong.

CONCLUSION

Fafunwa, in one of his major articles titled "Education in Human Development",[14] part of which was quoted in the "statement of the problem", refers to a major gap inherent in our primary and secondary education. He mentions the fact that in spite of the tremendous amount of money pumped into our educational institution by building more schools, and the

proliferation of universities and polytechnics in the various states, little effort is being made as regards the provision and equipment of libraries in the secondary and primary schools in Nigeria. As a result, most of the pupils and students have not been introduced to the world of books. They have not been helped to develop natural reading habits. This implies reading for pleasure, for further development and the desire to seek for knowledge voluntarily. Fadero, in discussing the problems of library development in Nigerian primary schools,[15] touches on the same problem. According to him, librarianship is not taught in our teacher training colleges, as a result most primary school teachers know little or nothing about the effective use of libraries. They are therefore unable to stimulate the interest of the children or to be able to organize properly what little there may be of a library in their schools.

In the light of the educational system discussed in the preceding paragraphs, the schools and colleges at all levels of education in this country need to be modified to suit our need and aspirations without which we shall continue to strive for progress to no avail.

10-11 Op. Cit. p.26

12. Editions (953) "The Social Position of Teachers" The Year book of Education 1953. World Book Company, New York. p.28.

13. Ajayi, "Admission and Accommodation Problems" Daily Times 13-1-77, p.7.

14. Fafunwa, Babs. "Education in Human Development". In Nigerian Libraries. Vol. 2, No. 1 June, 1966.

15. Fadere, J.O. "Problems of library Development In Nigerian Primary Schools". In Nigerian Libraries. Vol. 4, No. 2 August, 1966 (39-41).

CHAPTER III

DROP-OUTS: YOUNG PEOPLE

Wastage in education represented by drop-outs, that is, pupils who discontinue their studies before acquiring functional literacy is one of the most serious and persistent problems of our educational systems. It might have been assumed that drop-outs tended to be of less than average intelligence. This is not the case however. More potent causes of failure to complete the academic course in developing countries appear to be educational and economic. It is noted by a number of authorities that the less able pupils receive much less attention than the others and that their school careers tend to deteriorate progressively to a point where many simply leave. But it must be emphasized again that these are not, on the average, the less intelligent pupils. They are frequently those whose particular gifts escaped the traditional educational assessment. They may, for instance, include those creative pupils who are found to be disturbing to and unpopular with the inadequate teacher. Drop-outs of this kind have been referred to as "kickouts". Other researchers have focused on the problem of the drop-out in relation to his parents, his lack of participation in the social life of the school and so on.

However, although some would see the cause of dropping out in relation to personal and family - centred disturbances, it is impossible to avoid the impression that a not ill-founded dissatisfaction with and hence alienation from school is a dominating factor. It does not recognize the pupils special abilities and interest. There is an apparent lack of connection between what is taught and the needs of later life. The inexperienced teachers who appear to have no insight into the needs of pupils alienates them. The failure, to be precise, is the quality of the schools. In the less developed areas, quality and cost seem also to be the main factors occasioning drop-out. Other causes which operate in various circumstances are difficulties of transportation, local prejudice against education, social or family responsibilities of older children and so on. Poor families often need the responsibilities of even younger children. Although young people in the rural areas tend to stress the economic causes of drop-out rate, this is clearly separate and does not affect the responsibility of the schools. Firstly, but not importantly, the conditions under which some pupils learn are unbelievably appalling. The rooms are often small, over-crowded and devoid of both furniture and equipment, not to mention at this juncture, the lack of books, teaching

aids and libraries. The schools are stiflingly hot in warmer weather. Some villages do not, of course, have a school building at all, only the shade of a tree, which is perhaps preferable in some seasons, though the surrounding spectacle of village life is hardly conducive to concentration.

TEACHERS AND TEACHING METHODS

More serious still is the quality of the teaching. The majority of the teachers, however, are those who have failed to enter more lucrative and acceptable employment. Consequently to most of them, teaching is the last resort. It is no surprise that they are without enthusiasm or interest or dedication and they seldom increase their knowledge until they retire. Many consider teaching as limited only to lecturing their pupils in their assigned subjects and when this is done they maintain that they have successfully performed their teaching tasks. This is partly based on the assumption that they know all and so should pour it out into the pupils. But the growth of knowledge have rendered this out-moded. The teacher does not know everything and in many cases, some do not even know their subject matter. In some areas, the pupils are better fitted to find out more. The teacher supresses this potentiality to the detriment of the pupils who eventually lose the power for independent enquiry.

There is very little that a limited and ignorant teacher can do especially if there is no professional help (in-service training) and material conditions are as miserable as they normally are. More often than not, he retorts to threats and there can be no joyous adventure of learning from pupils subjected. What they learn is limited, inflexible and where it touches fields other than reading, writing and arithmetic, it is often archaic and incorrect. Bored and incompetent teachers who cannot arouse the interest of their students can only preserve discipline through weapons of fear (beatings). It is hardly surprising that for most primary school age children, schooling is an experience once tedious, frightening and pointless and as such some pupils drop-out. A typical drop-out rate in the former Northern Nigeria between 1961 to 1964 is shown in the table below.[1]

TABLE 2

Province	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Adamawa	4.3	2.3	0.5	24.6	3.1	0.6
Bauchi	2.8	6.4	0.0	35.0	0.2	5.5
Benue	7.5	9.3	3.0	29.8	5.5	0.9
Borno	1.5	2.4	7.0	16.5	6.0	0.8
Ilorin	10.6	7.7	6.9	7.8	4.9	5.8
Kano	6.3	6.0	3.7	31.3	1.9	4.1
Katsina	5.1	0.9	2.0	34.9	2.9	6.6
Niger	5.8	5.3	5.5	27.7	2.6	0.1
Plateau	5.0	3.4	2.4	29.6	2.0	0.8
Sardauna	7.9	10.7	5.9	33.2	4.4	7.7
Sokoto	3.6	2.4	2.0	31.9	1.7	6.7
Zaria	6.9	4.1	1.7	29.7	2.0	3.5
Kaduna	9.3	8.3	6.1	3.3	1.0	3.9
Northern Nigeria	4.6	3.8	1.9	25.3	3.3	3.6

Average Percentage Drop-out of primary school pupils by Province, 1961-64.

SOURCE: Ministry of Education, Kaduna June, 1965.

EXAMINATION

At the root of the problem is the orientation of our school education which emphasis the supremacy of the final examination. There is no gainsaying the fact that the present examination set up is in urgent need of a thorough overhaul, because ofits having been now turned into a rigid and ruthless instrument of selection and promotion. Like a nightmare, the examination haunts the mind of students as the great doomsday. It is an irony that instead of education being a determinant of the nature of examination, it is examination which determines what is learnt. With the increasing pressure of number of pupils and the growth of malpractices the whole system of examination has begun to breakdown. Instead of a total assessment of all round development of the pupils, what is being done by the present examination system is a measurement of only a fragment of their development, neglecting all the rest. Under the present pattern of testing, there is no guarantee that even the intellectual attainments of the students are correctly evaluated for the purpose of securing the best results. It would thus be seen that the examination element is bringing the entire system of education to a grounding halt in so far as it has failed to make the teaching - learning process a dynamic adventure in the world of thought and action. Some teachers tend to discourage pupils in the

upper classes who do not think will pass the primary school certificate examination.

Headmasters and teachers are keen on maintaing a high percentage pass, irrespective of numbers. It was noticebale during interviews that headmasters could remember past years' percentage passes but notthe number who failed. It may be argued in some quarters that in the case of the primary and secondary school pupils, their examinations are hardly valid because of their very low standards and the anomalies involved in the procedure. Instances of examination papers being sold at the market have been cited in some states. Young people spend years of their lives trying to obtain O and A levels in a G.C.E. system which originated from a foreign country. Further more, it is questionable whether the average teacher could meet the demands of a more appropriate test.

MANUAL LABOUR

Long after the introduction of western education into Nigeria, the schools continued to ignore the fact that agriculture is the backbone of the country's economy. No one went to school to learn to work with his hands or worse still, to soil his hands. Asheim states that "Education, which was meant to provide society with men better equipped to deal with its problems has

turned out instead a self-appointed elite who refuses to sully its hands with the task that must be met. Consequently, the big job cannot be accomplished because there is nobody capable or willing to do the smaller job upon which the big job depends. Thus the educated are not yet able to see this because the system under which they were educated was not concerned with all of society but only that portion of it which education once exclusively catered".[2] Except in the case of early Government or Native Administrative schools in the former Northern Nigeria, especially the Nassarawa Schools, working with one's hands was held in contempt, not as a result of direct teaching but by the force of circumstances. Neither the pupils nor their parents and relations who sent them to school expected the former to return to the village to labour, even in a better and more scientific manner. Somehow, the idea is created in the minds of the school leavers that those with six-year primary education should not in any way engage in labour intensive activities such as agriculture, fishing,weaving, building construction and so on. These jobs are intended for their less fortunate brothers who have no primary education. Ironically the school leavers are quite right because the non-literate 11 or 12 year old boy or girl works with father on the farm or helps mother sell her wares in the market or learns to trade. The non-literate group does not create

labour problems for the government or parents. This means that most Nigerian primary schools educate the child out of his environment, unfit to relate himself fully to his family, his community and his society. Benge states that, "It should be obvious to everyone by now that unless and until basic amenities such as roads, electricity, water and modern cultural amenities (cinemas - television - schools for adults - theatre and the rest) are provided in the villages - the young people will not wish to return in any capacity. What does happen is that people return to their villages when their life's work is done. Parents are however interested in vocation but not at the bottom of the heap".[3]

It was because of this faulty education that the Phelps - Stokes Commission and later the Advisory Committee's 1925 Memorandum drew keen attention to the dangers inherent in the kind of education Nigerians as well as other African are receiving. The 1935 Memorandum on Education of African Communities indicated how African Education could be made more realistic. It is not so much that our system of education is theoretical but that the theory does not relate to anything. This is a state of affairs that did not develop overnight, but has its roots in the very foundation of our educational system.

PARENTAL ATTITUDE

Despite the support of local leaders for Government - sponsored education, the people in the north have been reluctant to send their children especially their daughters to school. In 1967 there was a total of 506,818 pupils in schools in the former Northern Nigeria out of an estimated population of 4,441,500 children between the ages of 6 and 12, distributed among the states as shown in the table below.[4]

TABLE 3

States and Provinces	Estimated Total 6-12 Age Group	No. on Rolls	No. of Rolls as % of Est. Total
Benue-Plateau			
Benue	384,900	76,915	19.9
Plateau	203,000	42,020	20.7
	587,900	118,935	20.2
Kano	857,400	47,138	5.5
Kwara			
Ilorin	166,200	49,144	29.9
Kabba	190,100	62,590	33.1
	356,300	112,094	31.4

North Central			
Katsina	377,900	21,141	5.5
Zaria	230,200	53,733	28.3
	608,100	74,881	12.2
North East			
Adamawa	235,500	24,735	10.5
Bauchi	363,300	33,438	9.2
Borno	424,400	29,899	7.0
Sardauna	130,700	14,321	10.9
	1,153,900	102,393	8.9
North West			
Niger	207,700	22,904	11.0
Sokoto	643,700	28,473	4.4
	851,400	51,377	6.0
GRAND TOTAL	4,441,500	506,818	11.46

Number of pupils in schools in Northern Nigeria in 1967 in comparison with the estimated population of children between the ages of 6 and 12.

SOURCE: Northern States Ministry of Education, Kaduna, 1967.

The junior primary schools have not yet achieved much success in popularising the education of girls or in laying a sound foundation for their continued schooling in higher schools. In Moslem areas, the general impression is that girls are neglected in mixed classes. Parents give little encouragement and wait expectantly for the day when their daughters will be released from an interlude of schooling. Some parents express the fear that these girls might not want to get married at the appropriate time (at puberty) and their scholarstic ambition might tempt them not to give their full attention to their proper role as wives and mothers. Others thought that girls who went to school will not be pliant and obedient and content to be in purdah; therefore they would not attract good husbands, and they might go through the insecurity mostly feared by Hausa women (continuous divorce) and they might so rebel against the moral sanctions of the family that they take to prostitution. Consequently more girls than boys drop-out as shown by the comparative percentage of boys and girls in the primary schools in the former Northern Nigeria 1959-1964.[5]

TABLE 4

Year	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
1959	6.6	6.6	0.4	48.5	2.2	2.9
1960	6.2	6.5	0.7	42.8	3.0	4.6
1960/61	6.2	6.5	0.7	42.8	3.0	4.6
1961/62	5.3	6.9	0.2	27.9	1.2	1.3
1962/63	4.0	2.9	0.1	22.0	0.7	1.7
1963/64	3.7	3.9	2.8	16.9	2.0	1.1
Annual Average % Dropout	5.2	5.2	0.4	31.6	0.5	1.8

Percentage Dropout of Boys in Primary Schools (1959-1964) By Class.

SOURCE:

Ministry of Education, Kaduna 1965.

TABLE 5

Year	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
1959/60	15.6	12.6	4.8	47.2	3.4	1.7
1960/61	13.0	9.8	8.0	50.1	13.5	12.5
1961/62	10.4	10.1	9.3	38.8	8.0	7.6
1962/63	8.4	5.4	3.3	25.3	0.1	5.8
1963/64	10.1	8.0	6.7	20.7	10.0	6.9
Annual average % Dropout	11.5	9.2	6.4	36.4	7.0	6.9

Percentage Dropout of Girls in Primary Schools (1959-1964) By Class

SOURCE

Ministry of Education, Kaduna, 1965.

Other marriage customs preventing girls from benefitting fully from Western Education has been summarised in the following.

"It is customary in Hausa society, for a bridegroom to expect his bride to bring to his house, as her bridal gifts, assortments of cooking utensils, plates, dishes for decorative purposes and loads of clothes. The family of any bride who failed to respect this custom is often jeered at. It is for this reason that mothers,

who are locked in their houses, use their daughters as their main contact with the oustide world. A girl's hawking career begins at a tender age, usually between five and six until she reaches puberty. Her hawking career, therefore, prevents her from going to school. Unless a father is rich enough to provide for his daughter all her bridal requirements, the mother will always have her way in controlling her daughter".[6] The magnitude of this problem is indicated in this table.[7]

TABLE 6

Women in Primary Schools by State

State	1965	1966	Women Population (1963)	%
North East	23,788	30,016	3,825,584	
Benue/Plateau	34,254	30,932	1,990,780	
Kwara	35,048	39,670	1,182,383	
Kano	12,068	13,127	2,812,340	
North West	14,024	14,482	2,853,568	
North Central	27,038	27,053	2,058,052	
TOTAL	146,220	155,280	14,722,707	1%

In 1966, about 1% of women of Northern States were enroled in Primary Schools.

SOURCES:

Adamu, H.A. The North and Nigerian Unity.

Some reflection on the political, social and educational problems of Northern Nigeria. Lagos 1973, p.41.

In terms of girls attending Primary Schools in the former Northern and Southern Nigeria, the Northern figure is appallingly low. For example, in 1969, there were 143,266 girls in the entire primary schools of Northern Nigeria, where as in the South the figure was close to a million, 977,000 to be exact. (East 446,197; West: 296,964; Mid-West 147,907; Lagos 63,845). In the Secondary School systems of the two areas, the North trails unedifyingly behind. There were in 1965, 2,658 girls attending secondary school in the Northern Region whereas there were 60,291 female students undergoing the same course in the South.[8] From the above statistics it can be concluded that it will take the Northern girls a long time before they could compete with their Southern counterparts.

THE SCHOOL LIBRARY

The school library has long been accepted in many advanced countries as an integral part of the educational process. The role the library plays in social, economic and political development is now widely accepted in most developing countries, whereas the importance of school libraries as an integral part of educational planning is less widely recognized. So far, only lip service has been paid to the provision of libraries in schools in most

developing countries. Even those who realise the immense potentials of the library refuse to explore and exploit the facilities made available to them.

The library situation in our primary schools is appalling. Only very few States offer library services to their primary schools. Even so the practice is mostly classroom collection without any central collection. The pattern of library use in virtually all our secondary schools and teacher training colleges is not of a description to train the students' power of descrimination or sharpen his critical faculties. The pattern is generally characterised by the provision of a central study hall for students to read textbooks during library hours. The Library is conceived of as a refuge for quiet study. It is a common case to find that students who have just come into the university are baffled by the library; sometimes by the size of the collection, but more often by how to get the best out of it. In the latter case, it is clearly the earlier form of education. The students were simply not exposed to a good library. Since the purpose of the system is to reduce the number who go on for higher studies rather than to maximise the opportunities, it is the unusual student indeed who would be motivated to use libraries for any other purpose than as a space in which to cram

for examination. Even at the universities this sytem prevails. Where there is no habit of book use and no knowledge of what libraries can do there is not likely to be enough of an audience aware of the unmet needs of students to force the schools to provide a better service.

Library provision is vital at all levels of education today and the lack of it can impair the best educational plan. Few Nigerian parents can afford to provide their children with all the books they need to read. The school must provide books and other library materials - periodicals, pamphlets, magazines, pictures, films, filmstrips, slides, and tape-recordings. A well-stocked library contributes to the total development of its users. It provides materials that support and enrich the curriculum.

PUBLIC LIBRARIES

The public library scene poses problems of great concern which demand immediate and positive solution if it is to perform satisfactorily the educational function required of it in a developing economy. Many of the public libraries are skeletons containing old books and terribly stale periodicals and free government hand outs. Even in some of the urban centres where a little more attention is paid to libraries, it is amazing how

poor the libraries are. The great majority of those who frequent the library are those preparing for examinations. Again, the reaspns are apparent. Penna sums up the problem in the following: "Public libraries in Nigeria are for the moment mostly glorified classrooms and reading shelters for examination - hungry schools boys and girls who pay little attention to other useful supplementary materials which some of the libraries offer".[9] Under these circumstances it is not surprising that most reading rooms in libraries of all kinds are empty of books; chairs, and tables are the only requirements. The students will provide their own textbooks and the mimeographed copies of the lecture notes which will not meet all of their reading needs.

Most of the librarians, either trained or untrained are devoted to cataloguing and classification and more often than not, the books are wrongly classified and inadequately catalogued. There is almost the complete absence of reference service. School and public libraries (with a few exceptions) have no reference departments and a reference librarian designated to give the patrons bibliographical and other assistance in finding information within the books and other materials of the collection. Reference service is seen as a kind of directional and paging assistance. It almost never means the searching of wanted facts through a

variety of sources, the bringing together a list of useful materials on a given subject, so that a specific piece of information can be found within a larger work. The reference tools existing in some of the collections are lying fallow; the librarian does not offer assistance in their use and in most cases, he is unable to use them himself. In addition many of the activities that are considered essential for the development of library services are difficult to introduce because of lack of cooperation. The absence of union catalogues, union list of serials, national bibliographies and so many other tools basic to the functioning of the libraries can be explained in part by this situation. Because of the reasons discussed above and elsewhere, book issues are very low where public libraries exist and it is indicative in this table.[10]

TABLE 7

Province	Potential Users		Book Issues			
	No. of Pupils in Primary Schools	Enrolment in Adult Education Class	Regional Library			
			Book Issues	Distribution Book Boxes	British Council Library	U.S.I.S Library
Adamawa	15,981	13,881	-	-	-	-
Bauchi	21,367	61,908	-	-	-	-
Benue	64,245	18,527	-	-	-	-
Borno	13,881	32,562	-	-	-	-
Ilorin	37,551	23,361	-	-	-	-
Kabba	46,730	19,261	-	-	-	-
Kano	31,758	51,363	-	-	15,041	14,062
Katsina	13,534	41,558	-	-	-	-
Niger (Bida)	15,814	29,286	-	-	-	-
Plateau	35,903	21,634	9,249	-	-	-
Sardauna	10,176	17,486	-	-	-	-
Sokoto	15,519	38,885	-	-	-	-
Zaria	21,189	30,303	-	-	-	-
Kaduna	-	-	101,677	-	-	13,260
All Schools	-	-	-	11,485	-	-
N.A. and Extensions	-	-	-	1,880	-	-
Services	-	-	-	-	-	-
TOTAL	359,934	400,015	110,926	18,365	15,041	27,322
GRAND TOTAL	759,949			162,654		

Comparison of Service and Users 1962 (Northern Nigeria).

SOURCE

Nigeria. Northern States Ministry of Education, Kaduna, 1967.

The proportion ofusers of the public libraries who are children is much higher in the developing countries than, for example, in Britain. In America, library services for children are high probably because a much smaller number of adults use public libraries than in the U.K. In Nigeria, children's libraries usually exist in the same room as the adult library - should be separate with specially designed furniture and trained children's librarian. One major problem which is discussed elsewhere is the lack of children's writers.

PUBLISHING

Indigenous publishing has become an established reality in many African countries. The awareness is growing in all nations of the need for a home-grown style of publishing, geared to the requirements and experiences of the local people. Effective publishing can only occur through the close interaction of writer, publisher and reader, all of whom operate out of a common background, an understanding of present conditions and an aspiration towards future development. To be effective, publishing requires a literate public. Many African countries are still far removed from the goal of complete literacy.

A problem that has constantly engaged the attention of educators in Nigeria in particular and in the developing countires in general is the lack of an adequate infrastructure in the economy to support the development of indigenous publishing activities and the consequent lack of an organised book trade. Even where some form of organised publishing exists, the field is heavily dominated by foreign concerns. In Nigeria, the publishing is still largely British and the firms with Nigeria supplements are Oxford University Press (O.U.P.) Longmans Nigerian Ltd, Macmillan, Heinemann Education Books Limited Thomas Nelson, Cambridge University Press (C.U.P.) and Evans. These firms however employ Nigerians at various levels of technical expertise. For example, O.U.P. has a staff of 140 only, 4 of whom are expatriates. Similarly, Heinemann with approximately 170 titles, has an all Nigerian staff.[11] Although some of them have been Nigerianised the actual publishing is still done by foreign firms.

The publication of scholarly books and journals devoted to African subjects is still in the hands of foreign publishers, European and American, although in many cases publication arrangements have often involved the identification of local universities or faculties with specific publishing projects.

It would be well nigh impossible for any publisher in Nigeria, indigenous or non-indigenous, to successfully publish general academic books other than text books except in close collaboration with overseas publishing houses. The indigenous publisher who probably lacks overseas affiliates collaborates with a non-indigenous house in Nigeria which itself has overseas affiliates. For a course-book to be efficient for Nigerian pupils it has to be written by an author with long standing and close knowledge of Nigeria. If the author is non-Nigerian, he must work in the closest collaboration with Nigerians, whether as joint authors or as advisers. Such collaboration is perhaps only possible if the project is directed from Nigerian soil. For the project to take account of the country's background, the authors and publishers must have efficient means of acquiring information about Nigeria's educational matrix into which they are publishing their books. Nigerian publishing seems to be not only local production - manuscript development, editing and printing - but also indigenous control of the publishing process itself.

Ideally there should be text books published in all disciplines which are designed specifically for the Nigerian situation. For example, the Nigerian University's political science text should treat political organisation from the

starting point of Nigerian society, etc. but such book are usually not made by publishers because of publishing economies.

Books available in the market are written for children with different background and are therefore not quite suitable for use in our primary and secondary schools. There is the question of age level. English is largely a second language here and consequently there is difficulty in book selection to meet the needs of our primary school children as they usually do not acquire fairly good command of English until perhaps the age of ten. At that age one finds that books which are suitable for their age group say in England, may be too difficult for them. If we turn to vernacular languages we also find that there are not enough material from which to select. But the problems of publishing in vernacular are greater than those of publishing in either English or French. Firstly, the local vernacular of various ethnic groups are considerable and because of the multiplicity of languages a limitation is placed on the choice of authors, readers, editors and even printers - who will be drawn from the particular ethnic group to whom the book will be addressed. Certain features like tone, rhythm and pitch cannot be adequately represented in writing. The transcription, translation and analysis of document is difficult, slow, meticulous and doing it

in one's own language requires some degree of lexical insight. There is also the lack of indigenous scholars who really understand and can enter into the feelings of the people to find out about their needs and interests. This is related to reading which will be discussed in subsequent chapters. Suffice it to say here that even where such scholars exist, the response of the people will be low if not completely absent if their main problem is to struggle for their daily bread.

The local market is not large enough to support viable publishing. In addition to the existence of several languages which, in effect, subdivide the market. And unless a book is specifically educational with a direct outlet into schools, the sales are normally low. This is because there are very few people with the time to devote to books or money with which to buy them or with the habit of reading after formal education has been completed. And because of the high illiteracy rate and reading habits generally, there is little demand for books outside the educational sphere. Consequently general education books are printed in very small quantities. Because of the number printed, the unit costs are so high and the published prices so unrealistic that the few would-be-readers are discouraged. Thus publishers find themselves in a vicious circle: they cannot print in larger quantities without

a market, yet in order to attract readership, the books must be reasonably priced.

AUTHORSHIP

There is a declining interest in local languages especially in cases of fragmentary language groups, Educated Africans prefer to read literature written in English, French or any of the European languages to vernacular literature. This is reflected in the type of books they write.

Among Nigerians it is believed that commercialisation of art became rampant in the 1960s when the better known authors were writing exclusively for Europe and America from which they were assured of lucrative cash returns, unlike vernacular books, where there is a limited market. Every writer is anxious to be read by as many people as possible irrespective of whether they are Americans, Europeans or Africans. Writers, knowing fully well that scholarship is an international commodity would rather devote their time to writing books that would gain international recognition than waste their time on vernacular books.

CAPITAL

There is the lack of capital and credit facilities. It is difficult for indigenous publishers to secure bank loans and overdrafts because book publishing is generally considered to be risky, slow and long-term form of investment. Indigenous

publishers have as a result been faced with the related problems of failing to attract qualified and competent personnel. Also relevant here, is the matter of obtaining good manuscripts. The indigenous houses stand at a disadvantage to foreign houses. In the first place the indigenous houses are relatively new while the names of some foreign houses, their reputation and their special interest in the field of publishing have been known to potential authors for a long time. Authors therefore tend to think of them first. Secondly, a big international house with branches throughout the world and consequently a world-wide distribution network has a greater appeal to any author who normally wishes to maximise his royalties by the sale of as many copies as possible. Economically, this has an effect on indigenous houses. On the other hand, the collaboration of foreign houses with indigenous houses will make available for the latter, their superior distribution facilities to the benefit of both partners.

DISTRIBUTION OF BOOKS

The distribution of books, newspapers and so on is another major problem. Road, rail and postal services are slow and infrequent especially to the rural areas. In some other areas, books cannot gain a foothold because there is neither a bookshop nor a public library. Moreover, since these people in the rural

areas are pre-occupied with securing bare necessities of life - food, clothing and shelter, books are an irrelevant luxury.

FOREIGN EXCHANGE

In Nigeria, all major libraries employ the services of the Oxford firm of B.H. Blackwell Ltd. to affect purchases from overseas. The use of foreign exchange inevitably creates serious problems. First, there is considerable delay in getting the material required, owing to the vast distances involved and the difficulties of the postal system within the country itself. Secondly, there is the problem of payment in foreign exchange. Because the currencies of the developing countries are non-convertible, payments to agents have to be made in the currency of the country in which the agent operates.

TECHNICAL PROBLEM

There are not enough qualified people nor enough local facilities to sustain high quality standards and reasonable speeds in the production of books. Good editors text-designers, artists and illustrators are hard to come by. There are only a few local printers who undertake to print books and quite often they do not keep to agreed schedules.

PRINTING

The standard of technical know-how in Africa in both operation and maintenance of printing is low while the cost of printing is high.

The printing industry in Nigeria has been hampered by the same type of difficulties as noted above. Technical expertise is not available to maintain the imported printing machines. Breakdown of these machines occur frequently and since spare parts are not available in the country, there is delay in repairs. However Kaduna polytechnic now offers technical education which will gradually solve the problem.

Although there are some local printers whose works are not really up to standard, there are others like the Caxton Press Ibadan and the Academic Press - Lagos who are specialists in their fields. Taking all these printers generally, their problems are similar except that the well established ones are better off because of their good financial stand.

Because these printers produce on a small scale, they have financial problems. They find it difficult to obtain customers. Publishers have their printing done abroad, because they lack confidence in the technical quality of Nigerians printers. Sometimes they cannot keep to schedule and there is also the high cost referred to above.

There is the shortage in world paper supply. This calls for the need to look into the possibility of establishing paper industries from papyrus which "grows abundantly in Central Africa."

SUGGESTIONS

Henry Chakava in his article titled "Publishing in a multilingual situation: the Kenya Case" offers some suggestions to the problems of publishing in Africa and I find it relevant to the Nigerian situation.

a) A better and more intensive way of widening the market is through launching literacy campaigns at state and national levels, cultivating the reading habits and making people book conscious. This can be achieved by encouraging local publishers to increase their output of books more locally relevant and related to the life-style of the people.

b) In order to overcome the technical problem of production the local publishers should co-publish with international publishers who handle production and then sell film or sheets to the local publisher. But a more permanent solution lies in the training of competent book production staff, possibly under the auspiees of an international organisation as UNESCO.

c) The book distribution machinery also needs to be made cheaper, faster and more efficient. There ought to be special transportation rate for books. At the moment, bookshops and libraries are few particularly in the rural areas, and where they exist, they are looked upon as ivory towers into which only the already educated ones are allowed. Ateapts must be made to set up new public libraries in market centres while expanding and stream-lining the functioning of existing ones at district, provincial and national levels. Mobile library services should be provided.

d) Unlimited resources are needed to enable research into our African languages, to transcribe and alphabetize them, and render them more usable in written form. And after this to follow up with the publication of grammar books and readers to ensure their development, usability and growth. A new and clearly defined language policy would enable educationists, administrators and publishers alike to identify and support the language which need developing.[12]

BOOK SELECTION IN SCHOOLS

The aim of book selection policy is to acquire materials that the user needs. But the needs of Nigerian students are not known with precision. The formulation of a definite policy must therefore await further research. Much of the present inconsistency may arise from the rapid movement of staff which has characterised the last few years. This reinforces the need for a uniform policy.

Book selection is a major difficulty faced at the secondary school levels. In a report prepared under the Special Commonwealth African Assistance plan In the Sharr Report,[13] the general difficulties of book selection encountered by school teachers in the former Northern Nigeria are summarised. The difficulties enumerated are lack of consistent policy, lack of adequate knowledge of pupils, difficulties and interests, unfamiliarity of teachers with books outside their own academic field, private tastes, and the lack of bibliographic information on books in print and new books. There is also the problem of unskillful book selection by teachers who naturally had no training in the techniques.

The majority of teachers in the rural areas can never see a good bookshop except whilst on leave. In the free choice reading field it would be worth while trying books over a much

wider range in order to discover where the pupils' interest lay. Some teachers are not versatile and as such have limited interests. They are not able to appropriate different fields of opinion in society. Because of the inadequate knowledge of some teachers in their subject matter they are not able to use the tool that are quite essential in the practice of book selection, e.g. Union Catalogues, bibliographies, book reviews, Indexes, abstracts and so on.

The selection of books for the library's collection is one of the most important and also one of the most difficult of the librarian's duties. Therefore librarians and teachers should endeavour to build a comprehensive and balanced stock with enough material on a variety of subjects to satisfy the needs and interests of all the people in the community.

READING HABITS

Reading Habits in Africa vary according to the factors that affect them. It is generally believed that the social circumstances of the populace impinge heavily on their reading habits. Before books and reading can be effectively promoted many people will have to change their sets of values. The factors affecting reading habits that will be discussed in subsequent paragraphs are peculiar to the Nigerian situation and detrimental to reading in general.

To be general, the underdevelopment of human resources is a major problem affecting reading habits in this country. Until the masses are relieved of their intellectual poverty, there cannot be any significant progress in the reading habits of the Nigerian populace. It is true that some people are literate in arabic or other vernacular script; but these constitute a very small minority. English, being our media of mass communication and also the lingua-franca, most of our newspapers, broadcasts and instructions are issued in English, and as such only few people can read them. There is the newspaper called "Gaskiya Tafi Kwabo" which is written in Hausa. This newspaper enjoys a very wide readership because of its local appeal. In their efforts to enlarge readership, publishers must make greater efforts to produce books in the local languages - especially in the cases of fragmentary language groups. Educated Africans often prefer to read "quality" literature in European languages. School children are often illiterate in their first language because of the dearth of suitable literature. For adults, the materials needed are books and simple manuals that will improve the lives of farmers, artisans and others by helping them to modernise their agricultural produce, and by giving instruction in health education besides providing leisure reading. On the other hand, the villagers cannot be bothered if their main concern is

to feed themselves with monotonous and inadequate diet as previously noted. The Africans propensity for a utiliterian approach to reading is governed by the social and economic situation in which he finds himself.

Reading of the koran as a devotional exercise at the popular level in the predominantly muslim societies among the non-literate people (in the western script) is opposed to understanding; since the object of reading is to get mean9ng from the printed word. But this is not the object in Koranic schools. Thus, the koranic schools do not equip the pupils with the 'weapon' necessary for the reading of literature in the vernacular.

The above leads to comprehension difficulties and lack of relevance of material. Most of the literatures in the country are written by outsiders, (this point has been discussed in detail elsewhere) and are based on their background, culture and experiences. Mrs. Onyeowu, in a talk delivered to the Library Science Students, Ahmadu Bello University, Zaria, stresses this point further by saying, "At present, whatever books are available are in the main, foreign in background and concept and the vocabulary and language used are far more complex than our Nigerian readers can ever cope with at that level".[14] Most of these books deal with an alien world and as

such do not reflect the way of life of the people. Comprehension therefore becomes difficult and causes lack of enthusiasm which sometimes exist in the vernacular, when the route to advancement lies through one of the major European languages. Suffice it to say here that the northerners do not enjoy reading books based on the culture of other Nigerian tribes and vice - versa because of ethnic rivalry. For instance, "Things Fall Apart by Chinua Achebe which deals with the Ibo marriage customs mainly practised in the pre-colonial period would not have a wide readership amongst the people of the northern states and other non-Ibo speaking Nigerians. It is needless to say here that the literature should reflect both the mass culture and subculture of the citizens. Also relevant here is literature at the popular level. Libraries should stock indigenous "ephemeral" literature of the Onitsha chap-book variety, high standards not withstanding. The important thing is to stimulate people to read, regardless of what they read, and this type of literature has proved to be very popular among new literates throughout the continent. It has been observed that a large proportion of the Nigerian primary school leavers are rapidly slipping back into a state of illiteracy For children whose primary education is terminal, the need of school libraries to inculcate the habit of reading that will carry on into later life cannot be overstressed, otherwise the

amount spent on his education will be a waste. It is felt that both publisher and librarian have a moral obligation to provide literature of a high calibre. Nigerian writers like Wole Soyinka and sometimes Achebe write for the intellectuals. Despite the fact that their works (at least most of them) are based on Nigerian background, not many of the literates read them. The educated public would not read what they cannot interprete or partially understand. Light literature is required for reading for pleasure.

It is good that the above mentioned people write for academics but the problem is that they constitute a minority. I find Dr. Frank Charles Lanbach's words quoted in Benge's Libraries and Cultural Change relevant here. "At least one half of the literacy problem is what to provide for new literates to read in the transitional period while they are building a vocabulary to the level where they can easily read and enjoy standard literature".[15] How can reading habits be fostered when there is little for the hungry mind to feed upon? A large number of the books bought in Nigeria are educational. These textbooks are meant for schools, colleges and universities for the teaching of courses in the curriculum and most of these are meant for the teachers' use and not for entertainment.

The educational system of Nigeria has been much critised. After the child enters school and especially during the kindergarten and primary school years, the school ought to take into account the cognitive development of the child especially through language development and early beginning reading activities. Pupils and students are not encouraged to read outside the classroom. Even when they are referred to books in the library (where one is available), it is to obtain information dealing with a particular course or assignment. This type of reading is geared towards examination requirements. Examinations are entrenched as an end in themselves instead of being a means to an end. There is too much emphasis on certificates. The school may not be entirely blamed for this because of pressures either by the government or employers in the private sectors, outside the educational structure. Certification therefore represents the whole process of education instead of a part of it. Under this condition, wider reading is not encouraged because in the final analysis one's certificate will determine his/her status and position, even if it means an evaluation of other people's work. For this reason most of the teachers in the primary and secondary schools do not supplement the information given in the text-books with relevant materials from standard works at least in anticipation of questions by some

curious students. The amazing truth is that many of them are not able to do this. Any reading done outside the "Compulsory" one (i.e. the one meant for instruction in the classroom) is usually meant for further examinations. Again, the reasons are obvious.

The above point will be incomplete without referring to the school and public libraries. In most of the schools there is little for the aspiring students to read in the libraries which are ill-equipped because of lack of funds, ignorance or indifference on the part of the Ministry of Education or Information, whichever the case may be. Outside the educational institutions, the community cannot get sufficient variety of literature to choose from in the public libraries for reasons discussed in the preceding paragraphs.

Many Nigerian children lack the advantage enjoyed by children in many advanced countries, of getting active help and encouragement in reading both from parents and other elders in the family. The educational level of parents and parental interests and hobbies affect reading. Reading as a leisure activity is not held highly in most homes. In this respect, the school has a role to play; to interprete the school to the community through parents - teachers conferences and adult community programmes.

In the rural communities, particu-larly in the Northern States, child labour after school hours is a common feature. Parents force their children to hawk things like sugarcane and groundnuts so that little or no time is left for them to read. This point will be elaborated in the next chapter. Eventually they become disinterested in schooling and become loafers and illiterate adults. In addition, there is the lack of recognition that reading is one of the two necessary tools for overcoming illiteracy.

Certain physical conditions affect reading. The heat, the humidity, the torrential rains and the enervating climate, impose a limitation upon activity and a drain upon energy that make it impossible to carry on at the pace that comes naturally in more temperate areas. A high population density produces living conditions where reading becomes almost impossible. Apart from over-crowding, there is also the problem of noise. To cite an example, in the heart of Kano City, called Birnin, so much noise is made by beggars and loafers that it becomes virtually impossible to have a moment free of disturbance. The atmosphere is not conducive to any type of reading. Lack of electricity in rural areas also have an adverse effect on reading.

In the cities, where the elites live comfortably not much reading is done. The television and radio are occupying more and

more of their leisure time. Some of those who cannot afford to buy television sets (including those who have it but are tired of sitting down at home) go on drinking spree where they indulge themselves in endless and fruitless conversations. There seems to be too much emptiness in their lives. Nothing concrete is accomplished after office hours. They have obtained their certificates - "a passport to material advancement" and as such they see no reason in improving on their acquired knowledge. Most of them would rather perish than publish. What does it matter to them if the masses choke in silence? Sometimes I wonder why they feel so indifferent to what happens to people outside their immediate environment. Probably one day they will develop the spirit of empathy. Of course we always hope that there will be some changes in their attitude toward life. Optimism sometimes stop people from growing at society. Perhaps the painful aspect of this type of attitude is that the young follow the footsteps of the older ones because they see them as examplary figures. Thus, environmental influence play a major role in our reading habits.

Given the relatively low per capita incomes in most of the continent, the problem of increasing readership is closely allied with that of production of low-cost books. Governments are urged to make subsides and publishers are asked to utilize techniques and

materials, notably paper, that are cheaper and will not price the book out of reach of most potential readers.

Libraries should be provided in both schools and communities as a principal means of encouraging and extending reading to both children and adults. To quote Mrs. Onyeonwu again, "We all agree that the standard of education is falling and that Nigerians on the whole have not developed the habit of reading for pleasure. If we are to reverse the situation, we must have school libraries and catch them young so that we can at this formative age inculcate in them the joy of reading".[16] The Federal Military Government should review the educational system of the country, bearing in mind that the needs of Nigerians are different from the needs of the people in the other developing countries of the world. Therefore the educational goals should be relative.

A qualitative research into endemic reading habits and requirements is needed for Africa. Such research should not neglect rural people who are the backbone of most African nations. Mass - print media, while not being a substitute for print should be developed, since they can disseminate knowledge and information and stimulate the desire for literacy. I should stress here again

that except the masses are relieved of their material poverty, no noticeable success will be achieved in the attempt to make them literate.

To sum up the above impressions, we can repeat that the two principal causes of wastage through dropout appear to be poverty and the low quality of education. However, when we view the whole problem in a wider context, a better quality of education cannot be provided without greater expenditure. First and foremost, better trained and more intelligent people must be attracted to the profession, by higher salaries, improved fringe benefits and good chances of bettering their professional competence by in-service training, etc. Text-books and educational materials must be more adequately and appropriately supplied. New and suitable curricula and teaching methods must be devised. Systems of inspection and supervision must also be devised or improved. In addition, and of somewhat lower priority, though undoubtedly important, more and better schools must be built.

Though there is an increasing demand that education should be made free at all levels, not all the students will make the grade. What is to be done with the dropouts? If they are trained

to use libraries and if there are good public libraries where they live, then they should have no difficulty in continuing their education through extra-mural courses offered by our universities and adult literacy programme organised by various state governments.

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CHAPTER IV

ADULT LITERACY PROGRAMMES IN THE NORTHERN STATES OF NIGERIA

The number of illiterates in the Third World has been estimated at 783 million. This works out to 34.2% of the total adult population. At this point, it is important to realise that the total number of illiterates has actually increased from 735 millions in 1960 to 783 millions in 1970. The magnitude of the problem of illiteracy in the Third World can be gauged more effectively when one considers the fact that literacy programmes are being held for only 400,000 people a year[1]. This training is insufficient to meet the demands of the annual population growth and thus the number of illiterates continues to increase year by year. The above statistics serve to indicate that a fair section of the people in the Third World are illiterate. The importance of this factor for development lies in the fact that although an illiterate person has the ability and the skills to think, deliberate, discuss in groups and to decide for himself as to what course of action he has to adopt, the scope of his background experience is limited to oral traditions. Benge stresses this point further by quoting a Unesco pamphlet as saying that "For two thirds of the world the twentieth century does not exist". He then states the fact that

"they naturally cannot read notices of any kind, they cannot find their way about, they cannot tell the time, or know what day it is, or how old they are or what lies beyond the frontiers of their village. They are at the mercy of swindlers, bureaucrats, letter writters and tricksters of every kind. It is even difficult or impossible to buy tinned or bottled or packaged goods in a shop, because they cannot be identified".[2]

Young people are part of the problem when they are illiterate themselves. Among every 100 Europeans born in 1945, 96 entered primary school (4 died before the age of 5), 93 completed primary school and 81 went on to the first stage of secondary education. In Sub-Saharan Africa on the other hand, only 38 of the 79 children who survived to the age of 5 went on to a secondary school.[3] Calculating conservatively, these figures mean that only about one in every three African who entered primary school (already a minority) stay there long enough to retain what they have learnt. The drop-out rates in the rest of the Third World are, on the whole, not radically different and those who drop out of school tend also to drop out of society. The situation would be less dramatic if during the short time they spent at school, drop-outs learnt skills that

they could put to immediate use when they leave the classroom. Such practical school is rare, however. The Chief function of many Third World primary schools is to prepare pupils to enter secondary education, which in turn is designed to facilitate matriculation to university. When out of 1,000 pupils entering primary school only one reaches university, the system can be termed elitist.[4] School dropouts who relapse into illiteracy are wasting the previous investment in their education. Somehow, the enormous waste must be prevented. In Nigeria, of the generation of primary school children who completed Primary six in 1965, 65% had dropped off.[5] For long it was mainly formal education which received the attention of the authorities of this country. Although there has been significant developments in formal education over the past two decades yet only a small proportion of the populace has had benefit of formal education. In 1966, the national primary school enrolment ratio stood at 30% and at the higher level it was appallingly low.[6]

The fight against illiteracy has been waged for decades following the traditional concept and approach, which, in short, aims at the teaching of elementary reading and writing and arithmetic and mass production. Despite all national efforts and international co-operation there has been more failure than successes.

TRADITIONAL LITERACY

Before the introduction of western type of adult education in Northern Nigeria, there were and still are - traditional institutions which fulfil an adult education role. Adult education is synonymous with social education. It is a mode of transmitting knowledge and skills to the young ones and initiating the older adolescents into the various cults of adulthood. This form of literacy also involves the planning or settling of matters through family, clan or tribal discussion. Koranic schools are set up and mallams who are skilled in koranic exposition conduct classes for varying degrees of students. Thus education through the traditional method is organised to assist the individual to fit into the life of his community and to contribute to the continuation of society and culture.

THE COLONIAL PERIOD

This period witnessed the development of adult education in addition to social education. In 1925, the Phelps Stokes Commission produced a report that emphasised the relevance of education to the people of Africa. As a result of the Commission's report, the Colonial Government produced a White Paper on Mass Education in African Society. The document states the necessity of informal education and suggested that progress should not

towards the improvement of agriculture, native industries, health and training people to manage their affairs. By 1947, the Colonial Government issued a Memorandum on Educational Policy for Nigeria which guaranteed literacy to adults under 50 years of age. This was followed by a positive effort to speed up the process of adult education in the country in the subsequent decades. At this time, not only the Colonial Government, but also Commercial and industrial organisations, provided adult education, in the form of on-th-job training to their personnel and evening classes to illiterate adults.

By 1954, the organisation and administration of adult education became a regional affair. Each regional Ministry of Education administered adult literacy campaigns. Besides the regional and local government, various voluntary bodies such as Christian missions, koranic mallams and local communities sponsored adult literacy programmes. It is worth noting that while there were some 500 classes in 1946 with a total enrolment of about 12,500 in the former Northern Region, the number had risen to 5,000 classes with about 125,000 adults by 1957.[7] The earliest and more permanent form of adult education was Adult Literacy, generally known as "YAKI DA JAHILCI".

established, resulting in an unabalanced expansion. Classes were between 20 and 25. No fees were paid and in most cases primers were given free of charge. Classes were held under trees and in court yards. Where buildings were constructed, spaces were made available for reading rooms. But it was not a movement of liberation, involving everybody.

To prevent relapses into illiteracy, indigenous publishing and production of books for adults are very important. In 1948, 26 different Hausa titles including booklets and primers were produced; 410,000 copies were printed and 265,000 sold.[8] The literature agency (later known as Northern Nigerian Publishing Company) and the Adult Education Section were primarily concerned with the production of reading materials; provincial newsheets were produced and circulated in each province in the major languages in the North. Katsina province produced Himma, Zaria - Bazzage, Adamawa - Haske and Kano So dangi. The newsheet, "Gaskiya Tafi Kwabo" was and is still popular in the Hausa speaking areas. At this stage some noticeable efforts were made in some of the Northern provinces. For example, in Kano in 1951/52, 406 enrolled in the classes and 20 got the certificate. In 1953, the figure rose dramatically. Out of 6,400 who enrolled, 1,700

got the certificate.[9] This might be due to the effort of the Yaki da Jahilci Committee. Suffice it to say here that some of those who got the certificates cannot even write their names. This only goes to indicate the low quality of education they received.

TABLE 8

LITERACY OF POPULATION OF 7 YEARS AND OVER IN NORTHERN NIGERIA BY PROVINCE, 1952 CENSUS

Province	Total Population 7 years of age and over	Standard of Education and Literacy			Total Population 7 years of age and over	Percentage Standard of Education and Literacy		
		Literate in Roman Script	Literate in Arabic Script			Literate in Roman Script	Literate in Arabic Script	
		Elementary IV or Higher	Others	(Ajami)		Elementary IV or Higher	Others	(Ajami)
Northern Nigeria	12,162	113	135	658	100.0	0.9	1.0	5.4
Adamawa	485	5	12	37	100.0	1.0	2.5	7.5
Bauchi	1,041	8	10	81	100.0	0.8	0.9	7.8
Benue (b)	1,056	9	10	11	100.0	0.5	0.9	1.0
Borno (b)	1,051	5	5	23	100.0	2.9	0.5	2.2
Ilorin	381	11	9	9	100.0	1.9	2.4	2.4
Kabba	482	9	13	8	100.0	0.5	2.7	1.7
Kano	2,485	13	10	201	100.0	0.5	0.4	8.1
Katsina	1,089	6	11	52	100.0	1.0	1.0	4.8
Niger	524	5	11	21	100.0	2.4	1.9	4.0
Plateau (c)	687	15	18	14	100.0	0.2	2.8	2.2
Sardauna	459	1	1	2	100.0	0.2	0.2	0.4
Sokoto	1,901	9	11	137	100.0	0.5	0.6	7.2
Zaria (d)	571	17	15	62	100.0	3.0	2.6	8.6

TABLE 5

ENROLMENT IN ADULT LITERACY CLASSES BY PROVINCE 1946/47 - 1964

PROVINCE	1946	1950	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964
Northern Nigeria	5102	21298	232919	145720	414347	411793	348232	361127	357393	321307	338519	400015	470387	510765
Adamawa (b)	-	-	19713	33079	42448	26875	28730	31899	48856	7944	8286	13881	29848	33323
Bauchi	-	665	1793	23750	41825	61750	52849	52076	32552	36454	50194	61908	64804	73759
Benue (b)	-	3232	5150	9237	25720	27810	18050	24904	17159	22959	14256	18527	30406	25659
Borno	-	-	10903	18093	42568	35402	40193	30086	36641	26383	27813	32562	48014	51130
Ilorin	-	548	7958	6920	29975	22755	22514	19810	29785	27942	28814	23361	32030	33095
Kabba	-	-	16323	6843	17964	17107	13775	14260	12923	9422	16906	19261	26169	26743
Kano	-	407	6400	2250	45125	25249	36320	33557	34003	56738	45950	51363	55642	49164
Katsina	5102	10674	16876	22061	37175	44393	29844	40432	43145	40570	33475	41558	40195	35030
Niger	-	4425	14752	31047	37490	42054	15721	27363	14243	20739	17471	29286	37580	45745
Plateau	-	436	8726	9163	23544	25070	9509	11159	11429	8655	16460	21684	24827	22817
Sardauna (b)	-	-	-	-	-	-	-	-	-	-	14845	17486	15803	18737
Sokoto	-	864	20092	32126	42426	48040	49250	36581	47011	37327	37327	38885	26566	54715
Zaria	-	-	17040	20350	28087	35288	29477	29000	29646	26522	26522	20303	38513	40828

Source: Nigeria. Northern Statistical Year Book 1965

Notes: (a) Year beginning 1st April. (b) Till 1960/61 the Territory of the present Sardauna Province included in Adamawa.

NOTES

a) Excluding 4.9 thousand of non Africans,

b) Excluding part of U.N. Trust Territory transferred in 1961 into the new Sardauna Province,

c) Including Jama'a Emirate

d) Including the present Kaduna Capital Territory and excluding Jama's Emirate.

Source: Adamu Y.A. Survey of Adult Education in Kano State (Research Project) Department of Library Science. A.B.U.,Zaria. 1974 p.10.

From the 1952 Census Figures shown above,[10] there were in the population 12,162 people of 7 year old and above in the Northern Region; only 7.3% were literate. Of these 1.9% were literate in Roman scripts and 5.4% in Arabic. Since Arabic scripts are no longer the chief scripts used in communication, it can be deduced that only 2% of the total population were literate, leaving about 98% illiterates. Kano, one of the most densly populated provinces had 9% literate population, 7 years old and above. Of these 8.1% were literate in Arabic scripts against 1% in Roman scripts with 99% illiterates. The next tables (9 and 10) show the trend of enrolment and the number of certificates awarded in the thirteen provinces of the then Northern Region from 1946 to 1964.

TABLE 9

ENROLMENT IN ADULT LITERACY CLASSES BY PROVINCE 1946/47 - 1964

PROVINCE	1946	1950	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964
Northern Nigeria	5102	21298	232919	145720	414347	411793	348232	361127	357393	321307	338519	400015	470387	510765
Adamawa (b)	-	-	19713	33079	42448	26875	28730	31899	48856	7944	8286	13881	29848	33323
Bauchi	-	665	1793	23750	41825	61750	52849	52076	32552	36454	50194	61908	64804	73759
Benue (b)	-	3232	5150	9237	25720	27810	18050	24904	17159	22959	14256	18527	30406	25659
Borno	-	-	10903	18093	42568	35402	40193	30086	36641	26383	27813	32562	48014	51130
Ilorin	-	548	7958	6920	29975	22755	22514	19810	29785	27942	28814	23361	32030	33095
Kabba	-	-	16323	6843	17964	17107	13775	14260	12923	9422	16906	19261	26169	26743
Kano	-	407	6400	2250	45125	25249	38320	33557	34003	56738	45950	51363	55642	49164
Katsina	5102	10674	16876	22061	37175	44393	29844	40432	43145	40570	33475	41558	40195	35030
Niger	-	4425	14752	31047	37490	42054	15721	27363	14243	20739	17471	29286	37580	45745
Plateau	-	436	8726	9163	23544	25070	9509	11159	11429	8655	16460	21684	24827	22817
Sardauna (b)	-	-	-	-	-	-	-	-	-	-	14845	17486	15803	18737
Sokoto	-	864	20092	32126	42426	48040	49250	36581	47011	37327	37327	38885	26566	54715
Zaria	-	-	17040	20350	28087	35288	29477	29000	29646	26522	26522	20303	38513	40828

Source: Nigeria. Northern Statistical Year Book 1965

Notes: (a) Year beginning 1st April. (b) Till 1960/61 the Territory of the present Sardauna Province included in Adamawa.

TABLE 10

CERTIFICATES GIVEN IN ADULT LITERACY CLASSES BY PROVINCE 1946/47 - 1964

PROVINCE	1946	1950	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964
Northern Nigeria	937	7203	33400	50626	91186	63113	75131	107120	80290	72715	90633	186600	122396	117895
Adamawa (b)	-	-	4284	8182	10853	7383	10399	12256	4689	2902	1716	4784	8371	9256
Bauchi	-	188	644	1026	6491	5208	9262	11555	8287	9756	15164	18765	15886	15977
Benue (b)	-	3467	1975	2049	5272	5406	4338	6330	3550	4266	5781	10513	8957	6720
Borno (b)	-	-	988	2079	7361	4106	4215	5143	7556	3794	7227	11102	13634	12406
Ilorin	-	106	1037	1552	3183	1910	1937	3446	7631	5334	4355	7533	7891	6515
Kabba	-	-	3100	1184	3973	1978	2607	6937	2192	1832	4383	5867	2639	4370
Kano	-	36	1706	4503	8549	6615	9803	10064	7732	12988	2726	16371	1082	13258
Katsina	937	2050	5886	7317	12892	9129	9408	18028	14080	11395	1943	16955	1352	9708
Niger	-	1054	1734	3919	7919	4712	3372	9284	3674	4516	4282	8157	6308	9816
Plateau	-	39	2576	1354	5772	3798	2346	4601	2457	2332	4950	8057	5754	3810
Sardauna	-	-	-	-	-	-	-	-	-	-	3206	6481	4607	4551
Sokoto	-	263	7034	12192	12406	7819	8855	8246	3023	6029	7529	8787	11748	11647
Zaria	-	-	2422	5469	6492	5096	8369	11230	10419	7576	7371	13178	12172	9861

Notes: (a) Year beginning 1st April. (b) Till 1960/61 the territory of the present Sardauna Province included in Adamawa, Benue and Borno Provinces.

Source: Nigeria, Northern Statistical Year Book, 1965.

With increase in enrolment and number of certificates awarded, the 1952 Census figures still show how much was still needed to be done to meet the educational needs of the provinces and the region as a whole where practically everyone is illiterate. The tables, of course, do not give exact numbers made literate since certificates were the only means of deduction. There would be many who learnt to read and write but never turned up for the examination but had acquired the ability. Later, because of the increase in the number of primary and secondary school out put, jobs which were meant for graduates of literacy schools were then given to primary school leavers. This began to make the scheme unpopular. Consequently the rate of increase in the number of literate became low, considering that not much success was originally achieved.

With the creation of States, the Adult Education Division was broken up and staff were sent to head different states. The same programmes are still being followed and the same material and methods used as before, except for the North East, North West and Kano which have implemented functional literacy projects. In 1968, at the Conference of Functional Literacy and Development held in Zaria by the Adult Education Division of the Northern States, the scheme was updated. First, the teachers'

handbooks were revised and the instructors' course changed from being fourteen days to a month.

FUNCTIONAL LITERACY

This is a work oriented literacy programme "related to the problems, needs and interest of given groups. (introduced in 1972). The idea was brought about at the World Conference of Ministers of Education held 8 - 19th September, (1965) in Iran. Since its adoption, micro schemes have been operated in many countries - India, Iran, Mali, Tanzania, Sudan, Niger, Nigeria and others. Areas of agriculture and industries have been used. India had a scheme among rice growers; Mali in both agriculture and industry among cotton growers and rice growers, textile workers and matheS and cigarette factory workers. The first functional literacy project in Nigeria was held among tobacco growers in Oyo. In the North Western State, functional literacy has also been successfully introduced to tobacco growers. They are taught literacy with some vocational skills, for example, by teaching them the use of modern types of fertilisers in tobacco growing, elementary principles of marketing tobacco leaves and its principles of cooperative work. In the North Eastern State, functional literacy primers on wheat and cotton farming are in circulation. More primers on rice farming, small scale

industries, fishery, etc. are also in circulation. Kano State trains personnel in charge of copperative societies, while Kwara State trains local tradesmen like electricians, motor mechanics and masons. Both the North Central and Benue - Plateau States are still in their preparatory stage. In the 1975-80 Development Plan, only 1,000 million was voted for Adult Education out of a total education allocation by all the states of 1,736,109 million Naira.[11] Until 1974, the Federal Government did not consider adult education important enough to merit a a department under the Federal Service and the Government has not yet declared any dynamic policy in respect of literacy campaigns and adult education in general.

The present efforts of the state governments in this regard have been merely to organise literacy classes in villages. But such classes both by the government teachers and people who have no experience in the teaching of adults tend to use the same methods for adults as they use for children. In addition, the environment under which those classes are held is not usually conducive to adult comfort - when coupled with the fact that a very low priority is accorded these classes both by the government and by society, it becomes easy to see why the classes do not last. There are villages where literacyclasses do not operate at all.

Mere literacy, though good, is not very relevant to the daily life of the rural man. If a farmer must, after a hard days work forgo relaxation in order to attend classes, then the content of study must be such as to lead to an improvement of his daily life; otherwise he will drop out. And indeed, dropping out has been the case in the few places in the country where literacy classes have been organised. The drop-out rate is so high that it has created a vicious circle. The less attendant there are the less the government is prepared to vote money and the less money there is, the poorer will be the provision and standard of teaching which will in turn lead to more travelling distances for literacy classes on the part of the rural population. On the other hand, the adults feel that to attend such educational programmes is a waste of time and would adversely affect their legitimate businesses. This is partly due to thefact that the reward of their involvement is obscure as very little or no value is attached to the adult literacy which very often fetch holders gainful employment. Moreover, they accept their social classification since those who hold the First School Leaving Certificate are not better off in view of their constant displacement from jobs and exposures to financial embasrassment.

Majority of the females who participated in literacy classes were unmarried women. Homecraft classes were held at night because of those in Purdah. In 1968, Kano Local Government Authority had 5 homecraft schemes and one literacy scheme. In 1975, six female organisers supervised 75 classes, 25 of which are literacy. The subjects taught are sewing, knitting, reading in English and Hausa, child care, hygiene, nutrition and so on. Similar centres were opened in Kazaure. The intention was to extend these centres to all administrative areas in the state and also to extend functional literacy classes.

ADULT EDUCATION ACTIVITIES IN THE UNIVERSITIES

It is only the universities which have given adult education the wider dimension it deserves. Because of financial and staffing problems however, each university has tended (with the possible exception of Ahmadu Bello University) to specialise in certain aspects of adult education. Thus Ibadan had concentrated on the training of personnel for adult education work; Ife on extending agricultural improved methods to rural farmers; Lagos on continuing Education and Nsukka on both continuing Education and Community Development. Ahmadu Bello University has all these aspects in its activities. The combined activities of these Universities put together, present a wholesome view of Adult Education.

One of the general tasks of the adult education divisions within the universities is to provide training grounds for those engaged in adult education programmes, provide literacy and related courses for professional and specialist groups, training part-time tutors, community leaders and specialist workers in adult education methods and techniques.

THE IBADAN EXTRA MURAL CLASS (EM)

The Ibadan Extra Mural Class paved the way for Adult Education in the Northern States. Between 1949 and 1962, the EM Department was the only agency to operate tutorial classes in Nigeria. The EM came into being as a result of the recommendation of the Asquith and Elliot Commission whose objectives were to enable the University to maintain a direct contact with the community, disseminate knowledge and thus help in creating an informed public opinion and to encourage real study for those who would have profited by university education but have exceeded the age for it. In the North, tutorial classes and vocational courses were organised - this included preparation of study kits and showing of films. English, political science, Economics, Statistics, Sociology and Hausa were taught. The aim of the EM extension service was not to prepare the students for examinations, but to study and discuss politics and economic affairs and to broaden their knowledge of world affairs.

AHMDDU BELLO UNIVERSITY

This institution has played a major role in adult education services in the six Northern States especially through its institutions. The Institute of Administration conducts short in-service courses for the upgrading of Government and Local Authority staff. Judicial courses, Diploma in Local Government, Middle Management Courses are being run by the above named Institute.

Agriculture is the area in which extension services are pronounced in Nigeria. The Institute for Agricultufal Rdsearch and Special Services is responsible for carrying out all agricultural research in the six Northern States in cooperation with the Ministries of Natural Resources in each state. Each state's Ministry of Natural Resources has a department of Extension Services which is generally regarded as an important arm of the ministry. A substantial amount is voted every year for these services, and there are agricultural extension officers not only in the headquarters but also at provincial and divisional levels. The Institute assists the states - through its Extension and Research Laiason Services Unit - with their agricultural extension services. Some of their functions are (1) the dissemination of research results in agriculture and Home Economics (2) the training of states' extension staff, (3) the provision of

advisory services and assistance to states in the organisation of demonstration units and (4) organisation of agricultural shows. These functions are carried out through publications, radio and television programmes, on the spot visits, and through seminars and conferences. Their method of adopting modern farming techniques has been received in some areas where there has not been very strong traditional farming methods. However, the bulk of the peasant farmers have remained largely unaffected.

The Institute of Education is concerned with matters of Education in the six Northern States. It acts as an advisory and Consultative body to the Ministries of Education. It is concerned with training and post-graduate programmes of the University. Other programmes like the In-Service training of primary and post-primary teachers, correspondence courses, arrangement of courses, workshops and conferences. The Institute of Health performs similar services as the other Institute described above, to the six Northern States.

To increase A.B.U.'s services to the six Northern States, The Adult Education and General Extension Services Unit (AEGESU) was created. This unit has three divisions. The Adult Education Division delivers lectures and holds seminars both within and outside the University and the State Centre Division brings together the activities of the six Northern States Capital. They

co-ordinate, disseminate ABU's Service to the outside community through lectures, seminars and workshops. The Benue-Plateau and Kwara State centres have been set up. Thirdly, the Mass Media Section broadcasts public enlightenment programmes in both English and Hausa. The popular broadcasts are Your Health is our problem, You and Your Business, and Hausa by Radio - a programme for literate non-Hausa speakers. The public library has a role here. It could work hand in hand with the ministries of Education and Information to provide information (in any form) to the public, both in rural and urban areas. This is where development is mostly needed and where the failure has been most apparent. In Nigeria, the most effective role librarians can play in adult education is that of helping the people to help themselves. Librarians should place more reliance on the use of non book materials. The question is not whether librarians are conforming to traditional library role, but whether effective and fruitful service to the educationally deprived is being achieved by a particular programme. The public library in Enugu has achieved a noticeable place in adult education with branches in Umuahia, Aba and Abakaliki and so on. The Bendel State Library is trying to reach the people in the inner villages through boat mobile service. The Kaduna Public Library is also making noticeable move in this direction.

The media approach to rural community has been tried in some countries in Africa. The results of these attempts show that the difficulties of the traditional face-to-face approach are not completely insurmountable. Ghana's rural broadcasting with its Radio Rural Forum; Tanzania's Civic Education through Radio Study Group, and Ivory Coast's INADES (African Institute for Social and Economic Development), as well as Columbia's Accion Popular. These have shown that the Mass Media, can to a large extent off-set many of the disadvantages of the face-to-face approach. It has already been established that all communication on a national level requires local "opinion leaders" if it is to produce positive results. "This involves matters of ideology and implies political organisation at grass root level".[12] The television which the people cannot afford and do not have the necessary pre-requisite for its use (electricity) is been given priority by the Federal and State governments.

The Adult Education divisions in Nigerian Universities support their course and training programmes with research and experimentation. For instance, the Department of Adult Education, University of Ibadan, has carried out a survey of adult literacy efforts and organisation in Western Nigeria, 1960-64 and a comparative study in the use of two primers in teaching adults to

read in Western Nigeria. The Department of Adult Education, University of Ife conducted several experimental programmes on radio and television.

Many opportunities exist at the Kaduna Polythecnic of courses in adult education and community development. The Christian Missions have theirs, for example, the Faith and Farm project operating in some parts of the former Benue-Plateau State.

But like the Ministries, activities in the universities have also been hampered by the problems of widely scattered communities and the lack of efficient communications system to get to the rural areas. And yet the development of our rural communities remains an important fact or in the struggle for national development. It should be obvious by now that scattered courses like the ones enumerated above will have little or no effect in the struggle to relieve Nigerians of their material and intellectual poverty. And the reasons for the deficiencies (enumerated in an unpunlished work);[13] apply to Nigeria and other developing countries.

1. As a general rule attendance at adult education and literacy classes has been voluntary, so that where motivation has been weak there has been a high dropout rate.
2. Insufficient resources, financial and technical, have been devoted to their purpose.

3. The administrative structures mostly inherited from Colonial times have been and are still inappropriate. There is often a division of responsibility between Adult Education Officers employed by the State and Local Government staff. These instructors on whom the burden of teaching naturally falls are frequently half trained, poorly paid and harassed by a top heavy organisational structure which is part of a different set up; in consequence they are not committed.

4. Difficulties are encountered in producing "follow-up" literature without which people become illiterate again. The need for this, of course is recognised but in many places such literature is not produced not are there libraries or bookshops to distribute it. A common obstacle has been that adult education and libraries are provided by two different agencies who may find it difficult to co-ordinate their activities. Ideally of course, the organisers involved with adult education programme should also produce the literature tailored to the needs of their own people.

5. The various agencies involved, for instance, those dealing with health and agriculture as well as education and libraries pursue their activities independently of each other.

6. One reason that statistics are unreliable is that in some programmes instructors have been paid according to the number of certificates issued.

7. Functional literacy even now may be regarded as a new departure to be treated as experimental. It is obviously more difficult to set up and requires a close relationship with the people to be taught. Furthermore, the principles are not easily understood by those unfamiliar with them and have in any case been interpreted by the use of different methods. For instance, in 1972, a scheme was introduced in Northern Nigeria using farmers' co-operative societies as a pilot project. After an initial success this collapsed because (1) a Unesco expert left (2) the Adult Education Department had insufficient control over instructors.

8. Efforts have been made everywhere with some success by state and Local Government agencies to provide literacy and homecraft classes for women. But the motivation fo women tends to be weaker than with the men. Modern hygiene may conflict with traditional practices. Also, some of these practices are difficult to carry out for environmental reasons. Finally the opposition (e.g. with regard to education in family planning) may come from the men. In several states in Nigeria, those who participate

in literacy classes at least in the towns are mainly "free" or unattached women.

9. The people's demand for adult education is not always very loud or persistent: it tends therefore to be imposed from above.[11]

If we look at education as a continuing process then all its facets ultimately can be integrated. In this case, it need no longer remain the monopoly of one agency or one section of society any more than one segment of education and it should be enforced and conducted by a government who is wholly committed to it.

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no reasonable economic reasons such as job opportunities for learning to read, then the people have little incentive. What is the prospect from the point of view of the individual himself who, though he is literate, continue to farm his family land or to follow whatever craft or occupation that is naturally his without any noticeable improvement? His literacy should lead to the means of increasing his productivity and the well being of his family. The new literate should be able to exploit his literacy. Obviously the literacy schemes must be followed by the use of literacy to develop a higher standard of living, and to provide a wide range of opportunities for further education. Functional literacy which embodies economic and social development is the first step in the long journey of development.

But mere concentration on development programmes and implementing them by highly directive and authoritative means cannot bring about essential and lasting results, if the people themselves being functionally literate cannot participate in their own development.

A functional literacy programme should equip the new literate to recognise, understand and subject to critical analysis the reasons behind his actions whether those be actions he performs at work, at home in the community or in other settings. It should

prepare him to adapt to a life of change without causing him to lose his identity.

However, countries like U.S.S.R., China and Cuba have succeeded in eradicating illiteracy in the shortest possible time. The noticeable successes in mass literacy activity have been almost enrirely in communist countries, particularly in U.S.S.R., China, and Cuba. In these countries illiteracy has been considerably reduced in a relatively short time. One common element in all the successful campaigns has been that the people became actively involved in their own development.

UNION OF SOVIET SOCIALIST REPUBLIC (U.S.S.R.)

Owing to the reactionary policy of tsarism, pre-revolutionary Russia was a country of mass illiteracy. The first all - Russian census carried out in 1897 showed the illiteracy rate to be as high as 77.7% of the entire population. People in remote areas were particularly deprived of educational rights and in many instances they did not even posses a written language. On the eve of 1917 October Revolution, 75% of her population, not including children of pre-school age, were unable to read and write. Only 5% of the total national budget was spent on education, and this was considerably less than those in England, France, Belgium, Germany, Italy or Switzerland.[1]

The October Revolution paved the way to education and culture for the working people. It was of vital importance for the success of the cultural revolution of the country that illiteracy should be eradicated. It was not a simple matter of learning to read and write but a movement of liberation.

In 1917, a decree of the Soviet Government was passed which stated that the eradication of illiteracy among the population of the Russian Federation was of vital importance. It made literacy classes compulsory for all the illiterate citizens between the ages of eight and fifteen, the language of instruction being the mother tongue or Russian. The decree entrusted the People's Commissariat for Education with the duty of mobilizing all literate citizens in a national campaign against illiteracy on the basis of "Labour Conscription". The decree also ordered the active participation of all public bodies in the campaign. It granted to the authorities of the people's Commissariat for Education the right to use clubs, private buildings and other suitable premises at factories, offices and administrative buildings as centes for literacy education. The ultimate goal of the campaign was to convert, within the shortest possible time, the young and illiterate Soviet State into a universally literate nation.

As successful enrolment was to a great extent dependent on the living conditions of the adults to be trained, the primary tasks for organisers was to study conditions under which people lived and worked. Failures in literacy education could be attributed to children to care for, poor clothes, and shoes, inadquate house conditions, distances from the classes, negative attitude on the part of relatives or other poor health conditions. All these had to be considered before enrolpent so that measures could be taken to improve the living conditions of pupils through aid from local Soviets and trade unions.

In order for the authorities to create the desire to learn, incentives were offered to those who enrolled in classes. For instance, the working days of those engaged inprivate and public sectors of the nationnl economy was reduced by two hours though their pay remained the same. The techniques and methods used to enrol students were similar to those used to keep them from dropping out. Much of the pedagogical literature of the time dealt with organisational problems of literacy education with methods of enrolling literate pupils in schools and retaining their interest,

Mass literacy propaganda campaigns, meetings of illiterate and semi-literates in factories and villages and literacy parties held on behalf of the committees, factory administrators or trade -

Union bodies were organised. The people were also stimulated to learn through the use of audio-visual materials related to real life and competition between groups and individuals.

As the work of organising the education of millions of illiterate and semi-literate became increasingly demanding, literacy centres "went to the people" and in this way a closer relationship was developed between the teacher and the learner. Individual and group teaching of illiterates and semi-literates who for various reasons could not attend literacy classes were organised: these were classes and sunday schools mainly for women busy with child care and house-keeping. Teaching schedules at all the schools were tailored to the particular work and living conditions of the people which they served. In rural areas, teachers were trained in such a way that they would know and understand how to handle a particular group of adults.

The illiterate adult is interested in new knowledge only when this knowledge is related to his previous experience and this relation can easily be established on the basis of themes which are familiar to him in everyday life, work, and political experiences.

After the revolution, hundred of primers were published in all the languages of the Soviet people during the fight for universal literacy. The contents had to meet the requirements

of adult education and psychology. Special primers intended for workers and peasants were published which were relevant to their specific educational fields. For instance, railways, textiles, cattle breeding and so on. Thus, adequate follow-up materials at the popular level was provided. By the mid-thirties the campaign had reached all small communities, even those in the most remote areas of the country. Students had to be taught to use their newly acquired knowledge in their civic and personal life.

Despite many difficulties, the literacy education was making effective progress. In 1923, more than 3,470 literacy centres operated in 41 provinces of European Russia. At the end of the reconstruction period in 1925, the literacy rate of the people, aged nine to fourteen years was 56.6 percent. Literacy education reached 7.5 million people aged from twelve to fifty years during the third and final reconstruction stage.[2]

Persistent efforts to achieve the complete eradication of illiteracy and semi-literacy continued in the years of the Third Five - Year Plan. At that time, alongside individual and small - group, three - year elementary schools for adults were established by elementary, secondary and higher education schools in all languages throughout the Soviet Union.

Although the 1939-1945 World War interrupted the fight against illiteracy, in the post - war years, the eradication of illiteracy was almost completed.

CHINA

Concern for adult and continuing education has long played an important role in the Chinese Communist approach to educational development. Apart from formal schools with curricula and teaching methods specifically adapted to adult learning needs, the Chinese experimented extensively with alternatives, non-schooled instructional modes.

Chinese illiterate population, all told numbered in the hundred of millions. The illiteracy rate for the country as a whole before 1950 is estimated to have been over 80% and in some outlying rural areas it probably exceeded 95%.[3] Clearly, ordinary schools were of limited help in confronting a problem of such great proportion.

The Communist search for new ways of organising mass education began in the early 1930's at the Kianysi-Fukein base of the first Chinese Soviety Republic. From the very beginning adult education was emphasised over the education of children. Adults could be taught armed struggle and production skill immediately. Educating children was looked upon of necessity as a much longer range under taking of limited shortage-range utility. The most pressing need

was to achieve political control among the adult population, preliminary to the training of leading cadres who would go out to inculcate Marxist-Leninist ideology among the broad masses. Like Russia the Chinese adult literacy education has political drives. First priority went to assimilating "unproletarian" elements among recent converts, teaching literacy skills to the peasantry and otherwise consolidating the fledging communist revolution.

Early educational experimentation aimed simultaneously at mass-level remedial instruction, and top-level cadres training. It found concrete application in shortened period of schooling, intensive but simplified curricula shorn of all non-essential instruction and reliance upon such techniques as collective study and extensive group discussion. Poltical intelligence and ideological rectitude remained the overall goal.

The great leap forward of 1958-59 accordingly included attempts to establish many more half-work, half-study schools in outlying regions, far from the urban centre. Closely related in intent were so called "red and expert" colleges designed to make both general and technical instruction available as a part-time basis for the millions of peasants still lacking adequate education opportunities. Teachers frewuently rely heavily on discussion - based and problem-solving methods of instruction.

Formal education was down graded or eliminated completely. This marked a dramatic depatture from the past.

Besides more or less formal educational institutions, education is being further popularised by the emergence of factory-run workers, colleges, on-site vocational schools for adults, informal agricultural colleges, and new varities of part-time and half-time work. Government and business offices sustain a number of different types of in-service and continuing education projects. Most offices now run their experimental training schools and send medical teams to country-side to help with public health campaign and the prevention, diagnosis and treatment of diseases.

Possibly the most unique attempt to de-bureaucratize Chinese Society was represented by the May 7 Cadre School. Besides engaging in self-criticism, ideological study, and political analysis May 7 Cadres are charged with performing such chores as cutting firewood, drawing water and working side by side with local peasants from a nearby commune in planting and harvesting crops.

In addition to the above institutions and literacy classes information is disseminated through the mass media - radio, cinemas, theoretical performances and opera, propaganda leaflets, museum exhibits and the likes.

Some study groups specifically designated as "literacy classes" have been set up for older persons who received no formal education prior to liberation. Group participants meet and discusses articles from newspapers and magazines or study the original work of Marx, Lenin, Stalin and Mao. Both in terms of impact and the number of people involved, neighbourhood classes are unquestionably the most popular form of education for adult, operative in the Peoples Republic of China.

CUBA

It is true that under special circumstances and employing every available kind of resources, a considerable number of Cubans were assisted to become literate within a short time. Between 1st January and 31st December 1961, the number of illiterates among adults in Cuba was reduced from 23.6% to 3.9%. It was a success achieved by the direct, permanent involvement of 15% of the entire population.[4] It must be said that illiteracy in Cuba was not so severe a problem as in some other Third World Countries. 75% of the adult population was already literate at the start of the campaign, while the number often quoted as a minimum for development "take off" is between 30% and 40%.[5] Then, communications were not so difficult in many parts of the island, at least as they often are in developing countries. In addition, because of bad organisation

before the Revolution, a number of qualified teachers and educational administrators were actually unemployed.

From the planning stage on, youth organisation worked side by side with adult institutions, co-ordinating and evaluating the campaign. Educational establishment closed on the 15th of April 1961 - several weeks earlier than usual - in order to enable pupils and students to take part. Their number continued to swell even after the trainees left to start literacy teaching. By then, 105,664 young people had become brigadistas.[6]

Equipped with hammocks, laterns and specially produced adult primers, the brigadistas fanned out into country-side, where most Cubans then lived - and where the illiteracy rate was twice the national average. Wherever they went, they set to work at once, motivating the people to learn,teaching them, testing their progress and tabulating the results for inclusion in the national statistics. It would have been unreasonable to expect such a mass mobilization to happen without a hitch. Transporting people, books and supplies caused the organisers many headaches.

The programme has been followed-up by post literacy courses. National Campaign and the allocation of substantive resources can result in an extraordinary achievement in a relatively short space of time. However, in many countries a realistic time target for the major phase is more likely to require a decade or more and final success even with the employment of large resources might take longer.

JAMAICA

Jamaica, a Caribean Island of the West Indies, about ninety miles from the South of Cuba, achieved a fair success in the eradication of illiteracy.

A national literacy board was formed with the aim of eradicating illiteracy within four years. The earlier programmes were reviewed and the decision was taken to organise it. The Jamaican Movement for the Advancement of Literacy (JAMAL) was set up in 1974 and an all-island capaign was opened with a full-time staff of more than 600 national service youth personnel. More than 6,000 classes were conducted and by 1975 about 55,000 students had reached a level of functional literacy and 50,000 had benefitted from the progreamme. Since 1974 more than a million copies of reading and supplementary materials have been issued.[7]

INTERNATIONAL BODIES

International bodies throughout the world have a very important role to play in bringing about smooth development of mankind. There have, of course, been international meetings on literacy problems and programmes in which young people and youth organisations have participated. Youth Associations and movements from the industrialised as well as the developing countries took an active part in the organisation and work of

African, Asian and Latin American regional seminars of literacy held by international non-governmental organisation.

For many years, international voluntary work-camps in many Third World countries have enabled young people from around the world to build community development centres and literacy centres, and do other jobs directly or indirectly, facilitating literacy programmes. In the last decade, furthermore, volunteer technicians have gone by the thousands from Europe and North America to Asia, Africa and Latin America to work for a year or two in their speciality. In some cases, their jobs have had direct relation to literacy.

UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

Since the founding of Unesco in 1946, this agency has been keenly interested and involved in literacy and adult education in member states. One of its main aims is that everyone in the world should be able to read and write. After World War II, Unesco worked for the physical reconstruction of the educational facilities of war-devastated countries by building up library and museum collections. Since 1950 it has organised projects for primary education in Latin America, Asia and Africa. A most important long-range Unesco activity concerns the problem of "fundamental education". Consequently, centres to train educators,

have been established in Cambodia, India, South Korea, Liberia, Thailand and Turkey and fundamental education centres have been set up in Latin America and in the MiddleEast.

It undertook to accelerate and focus action through an Experimental World Literacy Programme which comprises projects of varying importance in some twenty countries. In 1971 these projects involved over 235,000 adults and 8,000 teachers.[8] Teaching methods and materials are prepared in the light of the information derived from a study of the environment and of the priority needing to be solved; for example, technological adaptation in industry and the introduction of new crop varieties.

In Iran, work has concentrated on the irrigated agricultural zone of Dezful and in the industrial region of Isfahan. In Tanzania, the programme combines literacy instruction with the promotion of co-operatives in the cotton rich Nwanza region. The other countries participating in the experimental Literacy Programme are Algeria, Ecuador, Ethiopia, India, Mali,etc. At the end of 1970, less than 180,000 adults were enrolled in literacy classes organised in the framework of the World Literacy Programme. In contrast there are about 10 million new adult illiterates each year in the world.[9]

The experiments undertaken in the framework of the above programme have pointed to some lessons which will be of value in combating illiteracy more effectively.

Preparation for literacy courses covers a number of supporting activities. In Madagascar, Unesco Clubs linked to secondary schools and university put on a benefit performance to raise funds for the construction of cultural centres actually to be built by club members in the frame work of Unesco's Experimental Literacy Project in that country.

Unesco also paid attention to school libraries and there has been a pilot project in Lagos. Elsewhere, attempts have been made to build up libraries in secondary schools on the British or American patterns but the conditions are different.

In pursuance of these activities, Unesco held a series of conferences.

The call of Adult Education, especially literacy education was advanced in this era through favourable resolutions and recommendations passed at Addis Ababa Conference of African States, May 15 - 25, 1961, under the sponsorship of UNESCO. Following the Addis Ababa Conference came the Abidjan Regional Conference on the planning and organisation of Literacy Programmes in Africa (March, 1964). This Conference emphasised the inclusion

of adult literacy education in educational plans. It emphasised and encouraged the functional literacy concept, as a means of contributing to the development and use of resources. This was recognised and supported at the Teheran Conference in September, 1965. This was put into practice in Nigeria among tobacco growers in Oyo North, by the Institute of African Adult Education University of Ibadan, between 1965 and 1970. Since then Educational Literacy Programmes have been embarked upon in Nigeria. (see chapter IV for specific places where functional literacy has been carried out in some of the Northern States of Nigeria).

THE INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS (IIALM)

This Institute was established by Unesco and the government of Iran in 1968. It is now completing two surveys as part of its expanded research and training programme. The first survey concerns easy-to-read materials. Five hundred copies of a questionnaire in Arabic, English, French and Spanish have been sent to publishers of easy-to-read materials and also to Unesco Commissions in 89 countries. Its objectives are to identify publishers engaged in the preparation of easy-to-read materials for neo-literates and others with low literacy skills, discover the type of materials produced, know the quantities circulated as well as learn something of the methods and procedures in developing such publications.

The second survey conducted as a field study in a number of villages in Iran seek to ascertain the readers' interest in continued reading among neo-literates. The Institute is also in the process of collecting a series of articles for use in a sources book on the teaching of reading and writing to adults. The purpose of such a sources book is to make available in a single volume a collection of important articles on teaching adult literacy skills. Interested users include students of literacy and adult education at the University level or in professional training courses, teachers, teacher trainers and others involved in the design of literacy programmes.

WORLD LITERACY OF CANADA (WLC)

For twenty years, this association has been connected with non-formal education programmes in India. Its role has been to support financially and in other way indigenous and innovative adult education projects. In order to assess experiences and share information, a conference was held at the end of 1975 in Udaiput, Rajasthan.

THE WORLD ASSOCIATION OF GIRLS GUIDES AND GIRLS SCOUTS

This association has 7.3 million members in 94 countries.[10] It has a consultative status with the United Nations (UN) executive board. It collaborates with Unesco especially in the field of library, rural development and vocational education for girls. It is also in close contact with international organisations

involved in work for development of people and communities. Through its activities in rural areas, it helps to improve living standards, instructs in hygiene, nutrition and health.

INTERNATIONAL SCHOOLS ASSOCIATION (I.S.A.)

This Association's 1975 Conference was held in Ibadan, Nigeria. The theme of the conference was "The Influence of the Third World on Future Education..." The report at the end of 1975 shows the conference to be wide ranging covering the aims and objectives of primary and secondary education in the Third World Countries, the contribution of new technology to life-long education, de-schooling societies in industralised countries and the changing family structure in the world.

The elimination of illiteracy in the countries described above shows that the following factors are relevant.

1. The Communist countries have been able to impose a social discipline which is present in all development activities including literacy programmes. In most undeveloped countries this element is not present.
2. Although the coercive factor exists, the successful programmes have to a large extent succeeded (at least in this area) in involving the people in their own development. By itself dictation from above is unlikely to produce results unless other favourable conditions exist.

3. The programmes are part of a general policy of total change.
4. A language policy designed to overcome problems caused by a variety of languages or an absence of literature in some of them.
5. An intensive publishing programme to provide suitable reading materials.
6. All the Communist regimes have been wholly concerned with indoctination and propaganda; a policy which deliberately excludes freedom of opinion.

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CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY

In this chapter the writer gives a brief summary of the work covered in chapters one to five, draws conclusion and offers suggestions relating to literacy problems and programmes in the Northern States of Nigeria.

Chapter one deals with general introduction - the topic, scope of study, purpose, method employed in this work, definition of literacy and background to the problem. The author traces the problem back to the Colonial period and the influence of islamic religion on Western education. Also here is a brief review of related literature.

Considering what has been discussed in chapter two, the educational system suffers basically from the gap between its content and the living experience of thepupils, between the system of values it preaches and the goals set up by the society. The existing school education, institutionalised as it is, continues to accentuate and reflect the economic life of a minority instead of reducing the gap, and the discrepancy between amnual and intellectual work is worsening. Schools and universities are deeply enmeshed in the system and as a result cannot be expected

to play a revolutionary role in education democratization.

The Third Chapter discusses Drop-out (young people) and the various factors (inherent in the educational system) causing it directly or indirectly. These factors relate to teachers and teaching methods, the inflexible examination system, attitude to manual labour, parental attitude to education in general and school and public libraries. The importance of these are not yet realised in the educational system. Publishers are said not to be interested in books other than academic texts because of publishing economics and other related factors. The question of multilingualism is a case in point here. Authorship, capital, distribution of books, foreign exchange, technical problems relating to printing and publishing are discussed and suggestions offered. Book selection and the reading habits of the public which are vital to the solution of literacy problems are also examined. The importance of relevant and follow-up materials are stressed, to prevent the relapse into illiteracy.

The fourth Chapter is all Literacy Programmes in the Northern States of Nigeria. Traditional literacy is found to be based on the propagation of the Islamic religion while the Colonial Period was marked by the official recognition of the education of Africans. This is followed by Adult Literacy Campaigns (mainly organised by Local Government Authorities)

and attempts to produce follow-up materials and Functional Literacy introduced by Unesco. The Functional Literacy essentially deals with agriculture, Adult Education activities in the universities, and the part being played by the Ibadan Extra Mural Class, Ahmadu Bello University, Institute of Administration (A.B.U.), Institute for Agricultural Research and General Extension Services; Institute of Education and the Adult Education and General Extension Services Unit (AEGESU). Examples of the media approach to rural community in some countries in Africa are cited and the problems faced by the universities in educating the public. The reasons for the deficiencies of literacy programmes in developing countries are enumerated. The lack of follow-up materials continues to militate against the successful outcome of many literacy programmes.

Chapter five treats literacy Programmes in developing countries and the role played by International Organisations. An account of Literacy Programmes in Communist countries - U.S.S.R. China and Cuba and how success was achieved was given. Literacy programmes in Jamaica is also referred to. The emphasis here is that the development and transformation of adult education is not primarily an educational problem. There are numerous obstacles

- all of a socio-political, socio-cultural and socio-economic nature. International organisations, in their persistent efforts have promoted literacy programmes in Nigeria, India, Mali, the Sudan and other developing countries. Unesco continues to play a major role in this field. In addition, this organisation holds conferences to aid the development of literacy programmes.

CONCLUSION

It is abundantly clear by now that in solving literacy problems recognition must be given to the interdependence of all development sectors. Development is not only characterized by the growth of production and income, it is closely linked with and necessitates the transformation of economic and social structures. The populace can only be mobilized to work for development if the latter is designed to benefit the masses as a whole and not small local or foreign communities. And if education is to stimulate rather than obstruct development, it must be firmly rooted in the environment, develop the creative capacities of individuals and accord equal opportunities to all. The starting point for all planning should be to provide basic education for all, regardless of age or sex. This should not be taken to mean a specified number of years of schooling but a specific level of ability in the individual to make use of the

resources of knowledge offered by society. This level would not be the same for a child as for an adult. To provide basic education for all means supplying necessary teachers, equipment and also combating wastage. The child should not find that after two years of schooling as happens frequently at the moment that there is no teacher available and no class to attend. Also, for reasons outside his control, due to shortcomings in the system, he is unable to continue his education.

Vital to the solution of the problems discussed in this work is the rapid expansion and improvement of this country's educational system. More schools, colleges and universities and teachers as well as a broad intensification of effort to promote literacy are needed to provide skilled manpower and a literate public essential to national development.

However, the existence of appropriate structures is not enough. The conditions conducive to their proper functioning must also obtain. School, public and academic libraries have a role to play here. Development needs are also human rights, and the right to education and information are as urgent as the right to food and shelter. If library services are to play the role analysed throughout the work in solving literacy problems in Nigeria, they must be provided at a strength that would make them effective if their services are to be made to service more

than just a fraction of the populace.

RECOMMENDATIONS

EDUCATION AND EMPLOYMENT

It is frequently suggested that the Primary School leaver unemployment problem can be drastically reduced if the absorptive capacity of secondary schools is expanded. Admittedly such an expansion is desirable but not perhaps to be conceived as a short-term measure against unemployment. Evidence in educationally advanced parts of Africa, namely, the southern states of Nigeria, Ghana, Kenya and Uganda shows that where the growth rate of economy is slow, a massive expansion at the secondary level leads to unemployment of secondary school leavers which is politically more dangerous because of their level of education and mental development. There may be better scope for a relevant educational programme through substitution of existing examination methods with a work-study approach to education (as in China) even before tackling the question of expanding secondary education. But a concerted effort to bridge the yawning gap between the primary school enrolments and the limited absorptive capacity of secondary schools is still needed even if reforms are not forthcoming.

There are no slick solutions to the problems of education and employment in view of the complex factors involved. This study however believes that in order to get out of this predicament, it will be necessary to overcome the obstacles in the provision of basic education (with emphasis on formal education) to all the citizens of the country. At the moment all hopes are pinned on the U.P.E. and the conditions for success can be summarised as follows:

1) Government statement to introduce UPE represents a political commitment to achieve a literate populace. This political commitment must include both the commitment to establish a national planning agency and commitment to support the activities of such an agency. There is need for a national Educational planning council which will represent sectors within the educational system and include professional educational planners and administrators. Under the council will be an executive planning office assigned with technical aspects of planning such as analysing statistics, sponsoring educational research, and preparing and evaluating educational plans.

2) Clear distinctions must be made between political, technical and administrative areas of decisions relating to the scheme.

3) Greater attention must be given to ascertaining costs and projecting resources to sustain the scheme. Underestimation of costs and overestimation of resources can result in difficulties in implementing the scheme.

4) Greater efforts must be made to ensure an ample flow of qualified teachers to sustain the scheme by expanding the existing teacher training facilities and by increasing self-improvement schemes for teachers and giving salary increment to those who have benefitted from such schemes.

5) Greater attention must be given to the development of clear, technical alternative programmes for the huge percentage of youngsters who either fail to get jobs or admission into some kind of secondary level institution. Except the frustrations that usually accompanies the production of large scale primary school leavers is arrested with meaningful post-primary programmes the whole purpose of our educational system would be defeated.

6) The statistics up on which projections are based must be fairly accurate. Planning without facts have been a common feature in Nigeria's planning experience. It should be pointed out that planning with accurate and adequate facts will take years to accomplish and very few countries have sophisticated devices to ensure accurate projections.

It must be added that success in meeting the above conditions will not guarantee success of the programme. These are necessary conditions that must be met but they are not sufficient in themselves to produce success. In the final analysis it is the dedication, determination and enthusiasm of all the men and women that are involved in the implementation that can, more than anything else, ensure success.

TRAINING ALTERNATIVE FOR SCHOOL LEAVERS

Since most children in the state acquire skills for traditional occupation (weaving, dyeing, wood-work, etc) before and during their primary school years, and because of the difficulties in securing productive self-employment in traditional occupations, it would appear that the critical areas for apprentice training are in contemporary productive and service crafts/occupations in the informal sector. With the rapid growth of urbanisation in the states and the subsequent increase in demands for basic goods and services, young persons stand a good chance of securing productive wage or self-employment. What is important here is perhaps not innovations or training schemes but getting a recognized certificate - drivers, mechanics and wood workers must get government trade certificate. The apparently unattractive apprenticeship conditions under traditional mastercraftsmen has contributed

to the unpopularity of traditional crafts among primary school leavers in the Northern States. One possibility therefore would be for government to accord recognition to traditional crafts apprenticeship certificate and diplomas, to open the way for wage and self-employment. Legal action is desirable to enable more people who acquired skills informally to perform useful services in certain professional fields, even though they might not be academically qualified. However, it is needless to say that in traditional societies there might not be much room for radical switches in educational policies as they are likely to be misunderstood, resented or even rejected.

AGRICULTURAL EDUCATION

Much has been said about the attitude towards agriculture at different levels of the educational system. It is hoped that the following suggestions will help in solving the problem.

1) There should be integrated science. For example, agricultural education should tie in with general education, not as an additional subject or even as a common denominator to a whole set of subjects, but as an element in general education defined as part of a system and of a programme intergrated with the community and environment. In this way, biology, nutrition and home economics might be normally associated with agricultural education as part of general education.

greater should be the concern felt by teachers for the content of their curricula.

2) Every inspector should work within the limits of his responsibilities as defined by the Ministry of Education.

3) Inspectors may initiate changes in the curriculum, or make suggestions, but it is only with the help of pupils and teachers that they can be put into effect. Although, in the context of present-day Nigeria, contact between parents and teachers is often regrettably limited, inspectors have regular access to teachers and pupils and should aim at enlisting and organising their support and at providing them with decisive leadership.

4) Opportunities should be created to encourage inspectors and teachers alike to undergo training in the skills and procedures they will need to have mastered if they are to collaborate successfully in the process of curriculum renewal.

5) Having once recognized the need for a specific reform, no inspector should be inhibited from bringing it to the notice of the proper authorities. An inspector's concrete proposals should take account of the administrative machinery that would be needed in order to bring about whatever changes he is advocating. Since the change he would like to see may be thwarted if teachers oppose it, he must be able to persuade them that it would be useful and

necessary. And that kind of persuasiveness can be acquired through regular mutual consultation between teachers and inspectors.

The curriculum in the secondary schools should provide some direct or preparatory vocational experience in the following way.

6) The university bound students need opportunities that provide initial preparation for their life's work. For instance, the study of Domestic Science at the secondary level should provide opportunities for such students to pursue a course of study in home economics.

7) Students who do not plan to continue their formal education beyond the secondary school level should receive some direct vocational education related to the new industries and skills which the Nigerian economy requires rather than the out-moded trades perpetrated in some of the existing trade schools.

8) Students among the socially disadvantage and culturally deprived need school programmes that stress basic skills, school experiences related to work experience and on-the-job training.

9) Students who are mentally or physically handicapped should have special opportunities for education.

10) Every secondary school in the country should have at least

one staff member who is competent in vocational guidance. Such a guidance specialist should help students select not only courses tailored to their voacational needs, but also occupations suited to their natural aptitudes.

EXAMINATIONS

Given all the factors discussed about the accent laid on examinations, abolishing them may not help as the practice has deep roots and prestige. Many teachers in the northern states believe that without examinations there will be no discipline in schools. They fear that even among the highly motivated pupils the spirit of hardwork, in order to obtain higher marks and position in the class over the other chap may dissappear.

1) Nonetheless the answer might be in modifications which would make use of the prestige of the practice. Somehow examinations should be made tests in ability to think and apply knowledge rather than tests in the production of facts.

2) More emphasis should be laid on continuous assessment to ensure consistent hard work.

TRAINING FOR TEACHERS

It has been observed that teachers constitute a real bottle-neck of the system. It is hoped that it will be easy to remould teachers who have not been too deeply stamped by their earlier

training and everyday routine and convert them to the use of new methods. In view of the importance of teachers position in the entire field of educational endeavour his professional pre-service training should be more sharply focused (which is not the case at present) in the problems of primary education, particularly as far as wastage and retardation is concerned. The demand in the coming years for teacher educators will put the present sources of supply under a heavy strain. The training of teachers therefore should be of vital concern.

In designing a more efficient system of in-service teacher education, the following proposals are put forward.

1) Initial training and further training should no longer be considered as two separate entities. In view of the number of teachers and because the proposal implies some changes in the initial training it might be argued that to begin with, we should institute compulsory retraining of teachers.

2) In-service teacher education should be geared to the career structure of the profession. The first essential is to develop a career structure which give to educators in all branches of the system equal opportunities for access to positions offering status and material comfort and which facilitates professional progression of the most able without requiring them to leave the

area of education in which they have developed their ability. This implies of course that provision for this function is built into the organisation which is far from being the case at the moment. In-service courses is to be clearly classified and individually accredited according to the purposes each might serve. However, it may be felt that upgrading should depend upon performance in some kind of examination since this is a significant step which should be based upon a common impartial and generally acceptable system of measurement and evaluation.

3) In-service training should be planned and co-ordinated on a national basis. It seems desirable that teachers in any part of the country and serving any management agency should be seen as belonging to one and the same profession which should offer them equal opportunities for professional advancement, and the development of teaching competence. Since the scheme must operate within a school system the final responsibility must rest with the Federal Government. Other interested agencies should be afforded the opportunity of participating in both the planning and implementation stages and the institutes of education and colleges of education should provde the basic and innovative thinking for processes of educational change which must clearly be reflected in in-service training programmes.

4) As the level of teacher training institutions for primary education is raised, it will be desirable to bring them into closer association with universities and institutions in order to use inter-disciplinary approach in developing teacher-training programmes. This will also mark a step towards the evolution of a pattern in which teachers for different subjects and levels of education receive their professional education together.

However, the degree of priority to be given to in-service training whilst understanding the extent to which the above recommendations may involve the transfer of resources from other areas of activity both educational and non-educational should be carefully considered.

GIRLS' EDUCATION

In terms of national development, any marked lag in girls' schooling is a matter for serious concern. Since every state needs the contribution of all its citizens, men and women, the latter must be fully equipped through education to share in the life and progress of their country. The fact that most girls are destined for marriage makes it specially important to raise their educational levels because of their influences in the home which is the immediate environment of both the current and coming generation of workers. The relationship between increased education for girls and successful family has also to be

considered. Although the links are not yet fully understood there seems good reason to believe that they are positive.

1) The problem of women's participation in development covers the whole economic and social spectrum; and as such it is necessary to review existing and planned projects for the integration of women. This should be done with a view to assuring that women's capabilities and needs are more fully taken into account.

2) A deliberate large-scale effort is needed to enable women everywhere to make a more productive contribution to development. The forms and instruments of such participation may vary from state to state, reflecting the cultural setting.

3) Many of the handicaps (for example, marriage customs discussed in Chapter *III* of this work) to a better contribution by women to development must be overcome by intensified national efforts in which among others, state governments would participate. This is especially true where these handicaps are rooted in traditional attitudes.

4) The enactment and enforcement of administrative measures should be introduced where such legislation does not exist and the extent of its implementation should be investigated.

5) Public enlightenment campaigns and efforts by voluntary organisations should make sure that women as well as men have a full understanding of their legal and civil rights, and that they are aware of measures they can take to enforce these rights.

6) There is also a need for provision and enforcement of compulsory education, as well as vocational education for women and the necessary counselling and guidance designed to enable women to take their rightful place in the society.

7) Training facilities for women (in agriculture and related fields) should be established as part of a comprehensive programme of rural modernization and land reform. The programme should be designed in such a way that both women and men become motivated to raise their productivity.

8) Admittedly, there is a continuing need to pay special attention to women's role as mothers and home-makers, though care must be taken not to make this area society's exclusive concern for women. A determined effort is needed to ease the burden of women's routine chores in the home. This will enable them to contribute to the welfare of society at large as well, and may release their daughters from a significant part of their duties in the household, allowing them instead to attend school.

SMALL SCALE BUSINESS PROGRAMMES FOR WOMEN

Many Community development programmes include programmes to improve home industries, crafts and other small scale businesses. Regrettably, many such a programme ends with the female participants discovering that there is no market for the products they have been taught and encouraged to produce. This could be due to the fact that for instance, links to a market have not yet been provided or developed, or because national or export markets for that type of product are too limited to absorb the expanding production.

1) It is therefore necessary to create market links and credit facilities simultaneously with the establishment of training facilities.

2) Training and production must be adapted to modern requirements At the same time chanelling resources into expanding the output of products which do not serve a real need should be avoided.

3) To obtain integration of women in development it is therefore, necessary to give high priority to the usually neglected problem of providing skills to unskilled women. Mass media play an important role in influencing and shaping opinion. Consequently they may provide vital assistance in the integration of women in

development. Additionally, the large members of government officials and opinion leaders who are part of the development effort are of crucial importance in any communications programme. Effective communications will, benefit from, close collaboration between mass media and the development communications at the group and interpersonal level.

Human beings are the central resources - for development. The quality of the societies they develop will be determined by the extent to which they themselves are involved in the process of change.

THE LIBRARY

It goes without saying that pupils and teachers must not be left resourceless. A library containing textbooks, information material and works of reference dealing with different subjects, with man and his environment and with matters of local, national and world-wide interest must be placed at their disposal to enable them to confirm the results of their own work and extract valuable information, ideas and lessons which will substantiate or validate their own discoveries. The library should provide a constant feed-back to both writers and publishers on the sort of materials most eagerly sought for often by its clientele. The mobile could serve areas with peculiar geographical problems.

No matter how much is done to promote book sales in the developing countries there will always be a number of titles whether published for children or adults, which the average reader cannot afford. It is the basic function of libraries to provide such books. A good library service in fact does more than this because in itself it is an incentive to reading. It can help to create a flourishing book trade as well as be a useful supplement to it. In a region such as Africa, where average incomes are low and may remain so for some time, it is all the more essential that countries provide themselves with effective library services.

BOOKS FOR ADULT LITERATES AND PRIMARY SCHOOLS

Nigeria cannot rely on commercial publishers, local or foreign to produce primers and readers for literacy programmes at prices within the reach of the average users. The fact that each book may have to be produced in three or more local languages and perhaps with different scripts raises problems for the commercial publisher. In addition, the fact that these local languages are usually of limited diffusion necessitates small, therefore expensive editions. This problem of small editions also affects the commercial production of school textbooks and readers, especially primary school books which must be geared closely to the child's immediate environment. To solve this problem, the

following proposals are given:

1) There should be centralized publishing. For instance, the Sierra-Leone Provincial Literature Bureau, originally a small religious press run by a missionary body developed in 1956 into a State-subsidized mass literacy publishing unit now produces publications in local languages. The Literature Bureaux of Malawi, Southern Rhodesia and Zambia perform the same function to some extent. The Onibonoje Press in Nigeria attempts doing this although the problem remains the choice of the major languages in which the literature is to be published. Although such an establishment would have to be financed by the State completely or in part, they need not be state-owned. Sierra-Leone Provincial Literature Bureau is not.

2) There could be centralized publishing centres for schools as operates in mainly countries outside Africa. The work of the oldest and one of the most efficient is the New Zealand Schools Publications Branch. Some countries may prefer to merge the local language and the schools publications centres as one establishment. This has apparently been already done in the Sudan, where the publications bureau produces all of the country's books in local languages, and a large number of textbooks and readers for primary schools.

3) For the publishing of mass literacy books, even the larger African countries might well set up their own publication bureaux.

4) Literacy campaigns, and,consequently literacy publishing should be centrally planned and directed if illiteracy is to be eradicated rapidly. The Bureau of Ghana Languages has succeeded in reaching not only the larger language groups in Ghana but also some of the smaller ones. It also publishes some local language books for schools.

PRINTING

1) The creation of national centres for publishing school books and adult literacy books, as suggested earlier, would encourage the installation or improvement of printing facilities in African countries.

In cases where existing printing facilities are not being fully employed such publishing, by helping to ensure a regular volume of work, will also help to ensure adequate use of facilities. A programme for the publishing of school books and adult literacy books may not alone suffice to support a large modern printing establishment. But when such a programme is combined with other activities such as the printing of government publications, school broadcasting pamphlets, exercise books, newspapers, journals and magazines, bulletins posters and so on,

the possibilities of maintaining at least one large printing establishment are greatly enhanced even for the smallest countries. Such prospects would be increased if countries planning to instal new printing presses were to examine the possibilities of using various types of modern equipment which can assure reliable, low-cost production.

2) Local printers as far as possible should be engaged in the printing of books, and be assured of a regular volume of business to justify the installation of new equipment.

PAPER

Just as the problem of the printing of books raises the larger problem of printing generally, so does the problem of the availability of paper and other materials for books raise the larger problem of the availability of all types of paper and other printing materials. There is not enough to satisfy present needs, let alone meet expected rapid increases in demand.

1) Freight charges on paper could be reduced through bulk ordering. Paper is often ordered in small amounts rather than in large quantities and transport charge are inevitably higher than they need be. The Federal Government might consider the creation of a central pool for bulk ordering. Such a pool could also handle problems of paper distribution so that supplies would reach users quickly and at low cost.

2) The Federal Government might also provide for duty-free importation of at least all paper for educational and literacy programmes, whether the paper is to be used by educational institutions or government agencies, or even by commercial printers for the production of books. The same provision might be extended to other printing supplies which are heavily taxed.

3) The Federal Government should make the most possible liberal allocations of foreign currency for imports of paper and printing supplies especially for educational and literacy programmes.

Many African countries are now studying the possibilities of establishing paper mills. At present in Nigeria there is one paper mill at Jebba. It is unlikely however, that most African countries will be able to produce more than a small part of the paper they may need for the time being.

THE SALE OF BOOKS

1) To ensure the sale of books in Nigeria, book publishers, whether domestic or foreign should endeavour to keep the price of their books at the barest minimum.

2) Efforts should be made to minimise charges for the transportation of books by road or rail. Railway authorities should be urged to make substantial reductions, and cheap and reliable road services should also be developed. Local booksellers

associations can be effective in promoting such services for all book sellers.

3) Each central bookshop serving a country area should maintain a small book van or mobile bookshop to transport books for sale in smaller towns and villages. The van would be operated by the bookseller himself who would transport books around his area at regular intervals. Experiments would be made with other possible lines to determine which books have an appeal in any particular district.

4) Such a bookseller would be reasonably qualified and have had some training. A major bookseller with knowledge of conditions in rural areas could probably provide this from his own experience. It should be emphasized however, that the rural bookseller perhaps more so than his city counterpart, should not only be a retailer of books but a source of information about them. It would facilitate matters if government could provide booksellers with vans or at least contribute substantially towards their costs. A comprehensive plan could be drawn up in co-operation with local bookseller. The plan would indicate how far services should be extended and how far governments should subsidize the provision of more bookshops and book vans. It should in effect be regarded as a development plan for national improvement of book distribution services.

DISTRIBUTION OF BOOKS

Bookshops are centralised in large cities and attempts to establish bookshops in outlying areas have often met with unexpected difficulties. Besides the bona fide bookshops and news agents to be found in many large cities, there are more unconventional outlets - retail traders who carry books as a line of stock, pavement hawkers, book vans and mobile bookshops.

However for city areas, it appears that the most effective means of distribution is the bookshop. For country areas, a bookshop attached to a centre, even though it may be only a small one associated with a school, is considered to be the best outlet.

NON-FORMAL EDUCATION

This study believes that the kinds of needs required for progress might be more effectively met through re-examining and reconstructing existing provisions with new emphasis on non-formal functional approaches rather than the * conventional formal and academic pattern and taking into account the diverse learning clientele.

As by-product of the present investigation the following suggestions can be offered.

1) It might be necessary to have multi-purpose District Committees, responsible for assessing local felt needs, utilising existing physical facilities and human resources for a series of educational training programmes and co-ordinating them with other social programmes.

2) In addition to District Committees it may also be useful to have a State Adult Education Board to plan, guide and co-ordinate all mass education and rural/community development activities in each state. Such an approach could also enable universities, Local Government Authorities, independent bodies, industry, the mass media and voluntary associations to be brought in and to make their maximum contributions.

3) Adult Education, with particular reference to adult teaching should be part of the curricula in grade two teacher training courses, since the trainees form a large proportion of instructors in the scheme especially in post-literacy programme. This would minimize the special instructors' courses being run and would give place to referesher courses only. In the Nigerian Certificate of Education (NCE) Course and in the universities, subjects in adult education should be offered ~~as preferences~~ like English, psychology, history or any other subject. This would better equip new graduates interested in this field when they go out and would bring home to the students the importance of Adult Education.

4) A department of Adult Education should be opened in the Faculties of Education in our Universities like that in Ibadan. Institute of Education or Adult Education and General Extension Services Unit where they exist should also conduct Summer Courses on Adult Education as in other fields of Education and library use should form part of the courses offered at all levels.

5) The state governments should vote more money for Adult Education and more still should be allocated to literacy programmes.

6) Literacy campaigns should be intensified and as such International Literacy Day should be celebrated annually. Celebrations should take place in each administrative headquarters and the state capitals. Participants and materials should always be conveyed to places of celebration from the state capital even if the celebration would last just a few hours.

7) State Library Boards should be established. The Ministries of Education have got many schools and colleges to cater for - primary, post primary, technical and other forms of education and so they cannot give the needed attention to a service which is considered as luxury.

8) Rural Library Service should be developed as most of our people live in rural areas. Mobile library vans should be provided to take library services to the people. Book loans should be carried out at pre-determined times.

9) To meet the demand for reading materials, creative writing on social, cultural and political issues should be encouraged among personnel of Adult Education Division and also among students and instructors at evening classes. Essays and compositions written by students could be collected and used as bases for further writings, this would reflect to some extent the reading interest of the adults. Library staff should also be involved in providing reading lists and guides. The relationship in terms of vocabulary development with other ministies such as Health and Agriculture should not only be maintained but strengthened.

10) Loans of suitable reading materials should be available to evening classes in the urban areas. Library staff should regularly visit the classes to see what is being made of the collection. A special adult collection should be developed for the neo-literates. Library use should be part of supervisors and instructors courses given by librarians.

11) Special attention should be given to literacy programmes for women. Homecraft classes should be expanded. The classes should be held in the night to allow women in purdah to attend. Alternatively, special classes should be organized at different times for the convenience of women of different works of life. The same should also apply to men. During campaigns men should be told that the education of their wives is as important as theirs.

12) Adult Education Centres should be built where adults, on successful completion of their course, could continue their education without having to leave their jobs or go to the same schools with their children. Both academic and vocational training should be given due importance at all levels.

13) If the people can be inspired, community centres could be built through self-help efforts. Failing this, mosques, churches, club houses and local meeting places can be used for classes, discussion or radio listening groups which are considered as important components of the new deal for the unaffected groups. Such an approach will ensure that more people contribute and benefit from economic and social development.

14) Education should be disseminated through all available media and not merely through the school, through part-time and correspondence courses, radio, television, public libraries and so on. The system should be open, so as to facilitate the mobility of would-be learners, who should be able to leave and re-enter the system without difficulty and to combine education and employment.

The Federal Government should see the Education of Adults as part of political struggles for the liberation of peoples and the transformation of the world.

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